

EAMARC 3

**By E.A. Otiato and Prof.
P.M. Lewa**

16TH NOVEMBER 2016



Critical Motivational Issues Affecting Job Performance of Faculty in Private Universities:

The Case of United States International University - Africa



Background :

- **A key managerial role**
- **Advances in technology, globalization and changes in the country's economy, lifestyle changes, competition et al**
- **Frederick Taylor (1856- 1917)**
- **Elton Mayo (1889-1949)**
- **Abraham Maslow (1908-1970)**
- **Frederick Herzberg (1923)**



Definition :

- **Gareth Jones, Jennifer George and Charles Hill (2000)**
- **David Myers (1996)**
- **Frank Hawkins (1993)**
- **All definitions refer to individual behaviour that triggers the motivational process in an employee.**
- **Motivation also gives the direction employees are expected to take in performing their duties.**



About USIU-Africa :

- **Private, secular, independent, non-profit university, established in 1969**
- **Dual accreditation**
- **Friendly environment and open door policy**
- **Mission: to promote the discovery and application of knowledge, the acquisition of skills and the development of intellect and character in a manner that prepares students to contribute professionally, effectively and ethically as citizens of a changing and increasingly technological world.**
- **Vision: to be a premier institution of academic excellence with a global perspective.**



Statement of the Problem:

- **The magnitude of how the motivational factors affect employees' job performance still intrigue researchers**
- **Effect of faculty workload and the work environment on job performance is yet to be established**
- **Is there a correlation between training and development and job performance**
- **Which leadership style best suits to manage faculty and maximize job performance.**
- **Statement of the problem was to explore the various motivational issues affecting job performance of faculty in private universities.**



Purpose and Objectives of the study:

Main Objective:

To explore the various motivational issues affecting faculty job performance in private universities

Specific Objectives:

- 1. To determine how rewards and recognition influence job performance of faculty**
- 2. To explore the effects of work load and work environment on job performance of faculty**
- 3. To establish the influence of training and development on job performance of faculty**
- 4. To assess how leadership styles affect job performance of faculty**



Literature review:

- **Madeline Hunter - Intrinsic and extrinsic motivation.**
- **Elton Mayo – employees are not only motivated by pay, but when their social needs are met.**
- **Nasud (1999) – Most employees view performance evaluation as a control process in management**
- **Rush(1971) – The main purpose of job design is to increase both employee motivation and productivity.**
- **Fitzgerald(1992) – Training focuses on providing employees with specific skills or helping them correct deficiencies in their performance.**
- **Seif(1982) – Leadership is vitally important at all levels within the organization**



Research Methodology:

- **Descriptive research design**
- **Population – 116 fulltime faculty and adjunct faculty**
- **Sampling frame – members of faculty at USIU-A**
- **Sampling technique – stratified sampling (faculty were divided in four groups as per the ranks)**
- **Sampling size – 50% of 116 = 58. From each rank 14 faculty chosen randomly completed the questionnaire.**
- **Data was collected using questionnaire**
- **Data was analyzed using SPSS**
- **Data was represented usign tables, figures and pie charts**



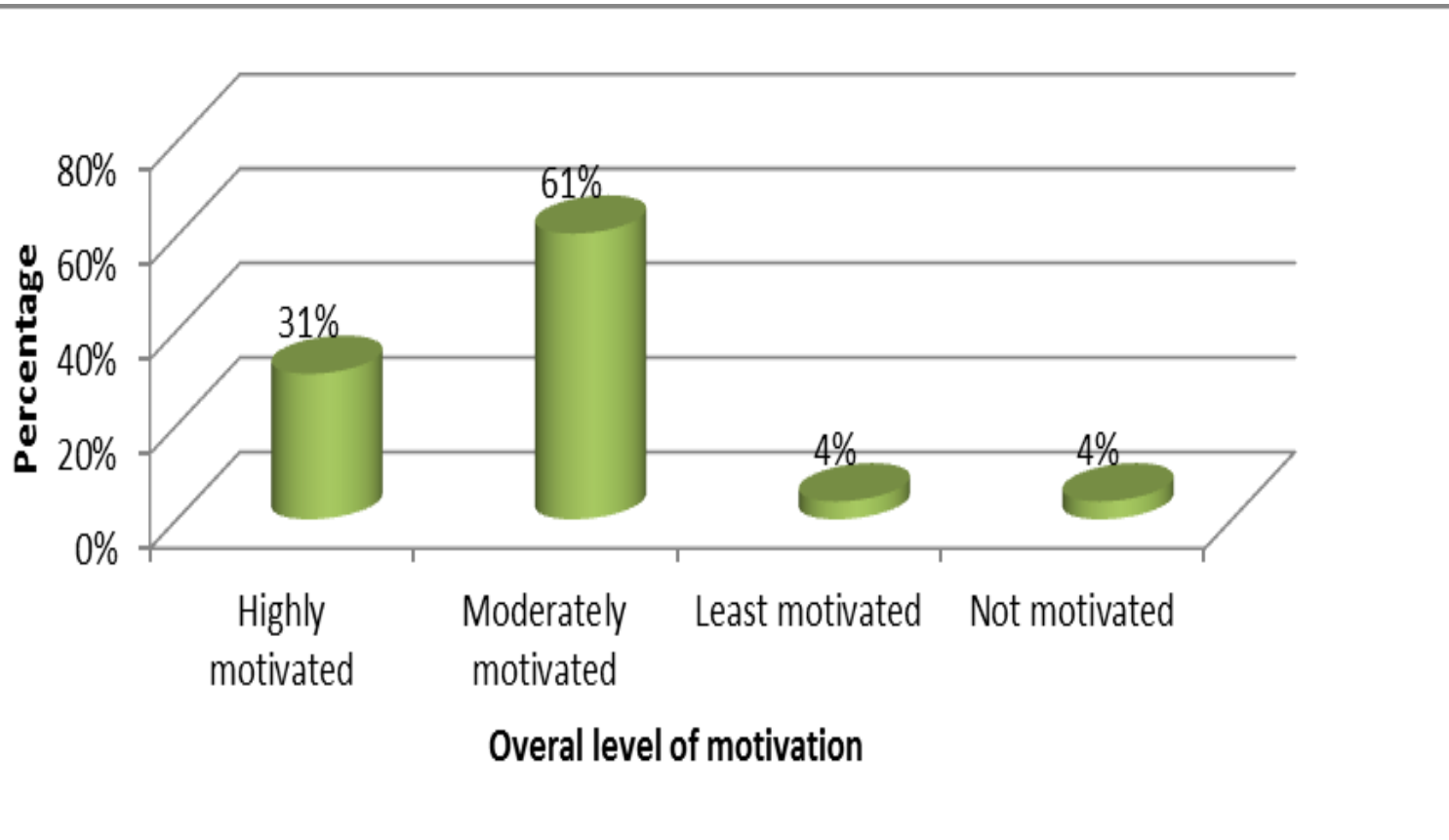
Results, Findings and Discussion :

- **Gender – 85% male and 15% female**
- **Age – 27% (43-48); 23% (49-54); 23% (37-42); 23% (above 55 years)**
- **Highest education level – 59% PhD; 31% Masters**
- **Professional rank – 42.3% (Assistant); 23.1% (Lecturers); 19.2% (Associate); 15.4% (Professors)**
- **Teaching experience – 34.6% (6-10yrs); 26.9% (16-20yrs); 26.9% (over 20 yrs)**
- **Administrative office – 73% (do not have); 27% (hold office)**



Results, Findings and Discussion:

1. Overall level of motivation



Results, Findings and Discussion:

2. Extent of motivation

Factors	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
Work environment	4%	0%	19%	23%	54%	4.23	1
Work load	7%	0%	27%	35%	31%	3.81	2
Pay	7%	4%	27%	27%	35%	3.77	3
Staff development	8%	8%	27%	15%	42%	3.77	4
Style of Leadership	12%	7%	15%	27%	39%	3.73	5
Staff Training	7%	12%	23%	35%	23%	3.54	6
Performance Appraisal	19%	12%	27%	23%	19%	3.12	7



Results, Findings and Discussion:

3. Rewards and job performance

Aspects on rewards	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
Other benefits package	3.8%	7.7%	15.4%	26.9%	46.2%	4.04	1
Excellent compensation	7.7%	7.7%	19.2%	19.2%	46.2%	3.88	2
Performance based payment	3.8%	11.5%	19.2%	34.6%	30.8%	3.77	3
Matching payment with responsibilities	15.4%	3.8%	19.2%	26.9%	34.6%	3.62	4



Results, Findings and Discussion:

4. Recognition, appraisal and job performance

	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
A fair and transparent performance evaluation process	0.0%	19.2%	23.1%	26.9%	30.8%	3.69	1
Receive quick and frequent feedback from the supervisors	11.5%	15.4%	19.2%	26.9%	26.9%	3.42	2
Management appreciates employees when they come up with new innovative ideas	23.1%	15.4%	15.4%	26.9%	19.2%	3.04	3
Receive formal praise and appreciation for better performance	15.4%	26.9%	19.2%	15.4%	23.1%	3.04	4
Receive informal praise and appreciation	19.2%	15.4%	26.9%	26.9%	11.5%	2.96	5



Results, Findings and Discussion:

5. Work load and work environment

	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
Flexible working hours	0%	4%	4%	42%	50%	4.38	1
Sufficient resources	0%	4%	8%	42%	46%	4.31	2
Overall job security	0%	0%	19%	42%	39%	4.19	3
Non-discrimination	0%	8%	15%	31%	46%	4.15	4
Good relationship with students	4%	4%	12%	39%	42%	4.12	5
Reasonable workload	4%	4%	15%	42%	35%	4.00	6
Management support	4%	12%	19%	42%	23%	3.69	7



Results, Findings and Discussion:

6. Staff training and development

	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
Institutions willingness to invest in training of its employees	3.8%	11.5%	15.4%	26.9%	42.3%	3.92	1
Available opportunities for career growth	0.0%	7.7%	26.9%	30.8%	34.6%	3.92	2
Research grants for faculty	11.5%	7.7%	23.1%	19.2%	38.5%	3.65	3
Continuous internal faculty workshops	0.0%	11.5%	38.5%	34.6%	15.4%	3.54	4
Scholarships for faculty	15.4%	11.5%	23.1%	15.4%	34.6%	3.42	5



Results, Findings and Discussion:

7. Leadership

	Not at all	Small Extent	Moderate extent	Great Extent	Very great extent	Mean	Rank
Academic freedom	11.5%	3.8%	7.7%	23.1%	53.8%	4.04	1
Clear job description with instructions on how to accomplish the job	7.7%	0.0%	26.9%	30.8%	34.6%	3.85	2
Continuous involvement in the decision making	19.2%	7.7%	23.1%	19.2%	30.8%	3.35	3
Involvement in university committees	11.5%	15.4%	42.3%	15.4%	15.4%	3.08	4



Results, Findings and Discussion:

8. Job performance

	Less satisfactory	Satisfactory	Good	Very good	Excellent	Mean	Rank
Demonstrates appropriate interactions with the students	3.8%	0.0%	26.9%	42.3%	26.9%	3.88	1
Works without supervision as necessary	3.8%	11.5%	19.2%	34.6%	30.8%	3.77	2
Arrives to work on time	0.0%	15.4%	46.2%	26.9%	11.5%	3.35	3
Uses time effectively	3.8%	15.4%	42.3%	26.9%	11.5%	3.27	4
Proposes solutions to problems	7.7%	15.4%	38.5%	23.1%	15.4%	3.23	5
Effectively collaborates with other departments	11.5%	15.4%	38.5%	26.9%	7.7%	3.04	6
Meets work deadlines	7.7%	30.8%	26.9%	26.9%	7.7%	2.96	7
Arrives for meetings on time	0.0%	30.8%	34.6%	19.2%	0.0%	2.58	8



Recommendations :

- 1. Establish competitive benefits and compensation packages to increase performance of faculty.**
- 2. Adopt better ways of recognizing best achievers**
- 3. Invest heavily on resources and terms of employment to minimize poor performance**
- 4. Set aside a budget for training and development of faculty**
- 5. Provide best support and least interference to faculty to ensure smooth learning.
Academic freedom.**



Further research :

Similar studies to be done in other universities (both private and public) in order to provide a detailed understanding of the critical motivational factors affecting job performance of faculty.



Questions Comment

