

Original Article

# The Cultural Significance of Frederick Herzberg's Two-Factor Theory on the Ghanaian Society – Evidence From Public Senior High Schools in Ghana

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**Abstract:** This study sought to situate Herzberg's motivation theories in the Ghanaian cultural perspective medium as a test of its global relevance with evidence from the Ghanaian educational sector. This study explored how cultural factors impacted employee motivation in Ghana through the two-factor theory of motivation and the relevance of intrinsic forms of motivation towards employees' effectiveness and efficiency in the organization. This was to further determine the extent to which the two-factor theory was managed in Ghanaian organizations to drive performance. The study was a descriptive research design and was quantitative. The population for this study was staff of seven Senior High Schools across three regions in Ghana. These schools have 994 workers of both teaching and non-teaching staff across all seven schools, which were selected purposively in the Greater Accra, Western and Ashanti regions. The simple random method was used to sample 550 staff of all seven Senior High Schools as the sample size for the study. A questionnaire was the survey tool utilized to collect data for this investigation, which was self-designed with guidelines from cultural issues and motivation which were the main variables for this study. The research instrument was categorized into three sections, all in thirty-nine research items, which were outlined in a structured survey questionnaire which had closed ended questions. The three hypotheses for the study were tested using Pearson's Product Moment Correlation ( $r$ ). The findings showed that employees who have worked with their respective Senior High Schools for ten years and above were quite enormous, but this, however did not match with employee performance. Thus employees' performance is independent from their length of stay in the organization. This implied that employee motivation must be tied to the cultural factors that pertain in Ghanaian Public Senior High Schools. Also, Ghanaian Senior High Schools must make available and accessible opportunities for growth, advancement and life-long work environments to promote long service and further draw a comprehensive educational policy to facilitate educational opportunities for employees to update their educational qualifications.

**Keywords:** Intrinsic, Extrinsic, Motivation.

## I. INTRODUCTION

Employee motivation, to a larger extent, relies on effective systems that provide both monetary and non-monetary rewards (non-monetary rewards). This is due to the fact that practitioners, as well as scholars, frequently perceive the motivation and competence of an organization's workforce as critical performance variables (Huselid, 2015; Pfeffer, 2014). It's possible to mistake competence and motivation for personal qualities when discussing them in practice. For example, we could argue that Person A is competent, and Person B is motivated, while Person C is inept and Person D lacks motivation (Larsson et al., 2014). One of the most important issues facing managers is figuring out what drives their workforce. Despite the difficulty of inspiring others, "it is nonetheless important to know how to influence what others are motivated to do, with the overall aim of having employees identify their own welfare with that of the organization" (Bruce & Pepitone, 2019; p. 132). Beyond defining motivation, researchers possess, nevertheless, additionally distinguished between different kinds of motivation according to whether the factors for motivation originate inwardly or outside. We refer to these two worldwide motivational states as extrinsic and intrinsic motivation (Deci & Ryan, 2011; Ryan & Deci, 2020). According to one definition, the intrinsic drive comes from within oneself and satisfies psychological demands for optimal challenges and independence (Deci & Ryan, 2011). Highly self-rewarding, pleasurable, fulfilling, demanding, thrilling, and stimulating are characteristics of intrinsic motivational conditions. In certain research, these characteristics have been positively correlated with task performance, task satisfaction, and task persistence. Conversely, extrinsic motivation arises when tasks are not optimally hard or are not selected freely (Deci & Ryan, 2015). Deci and Ryan (2011) also elaborated on the various forms that extrinsic motivation can take.



Ghanaian civilization, customs, and culture are deeply ingrained in contemporary organization management. This has led to a complex scenario where traditional Ghanaian behavior, beliefs, practices, and attitudes (which frequently conflict with contemporary management structures and procedures in the West) significantly impair corporate performance (Debrah, 2012). This may lead motivation, as per the two-factor theory, to assume a different twist in Ghanaian society. There is a significant degree of subservience to the elderly and authority figures in organizations in a culture where there is a great quantity of regard for the old (respect for age, status, and persons in authority) (Nzelibe, 2016). There is a noticeable social divide between managers and rank-and-file staff, as well as a clear gap in status between them. It is expected of employees to execute their jobs and abide by the rules set forth by management without questioning or questioning the status quo.

Furthermore, seniority is frequently used as a criterion for promotions and pay raises rather than performance or merit in many businesses, especially in the public sector. This characterizes the Ghanaian work culture with labor unrest because employees always require pay increments. This has detrimental effects on the performance of the firm and presents a challenge to human resource management, in particular in terms of the tactics required to inspire staff to stop engaging in this inappropriate behavior (Debrah, 2012). The Ghanaian work environment places much emphasis on hygiene factors, with the leading being a pay rise. Issues of achieving targets and recognition are mainly seen as secondary to Ghanaian workers. In a society where monetary gains as a means of motivation supersede other interests, it overbalances intrinsic means of motivation.

One question which Herzberg's study remains clueless to is how the results of research conducted half a century ago in an old coal mining town in the United States of America can be mirrored, for instance, in any organization in Ghana with its own set of values and belief systems predicated on the unique Ghanaian culture and practices. Also, employees in Ghana do not associate pay increases with performance but longer service, which does not necessarily come with performance. These are at variance with Herzberg's theory, where one needs to be intrinsically motivated to stay on for longer years with a job, or the absence of extrinsic factors is dissatisfaction and not embarking on extrinsic factors to gain satisfaction, thereby being motivated. This study, therefore, seeks to situate Herzberg's motivation theories in the Ghanaian cultural perspective medium as a test of its global relevance with evidence from the Ghanaian educational sector.

This study explored the following objectives;

- How cultural factors impact employee motivation in Ghana through the two-factor theory of motivation.
- The relevance of intrinsic forms of motivation towards employees' effectiveness and efficiency in the organization.
- The extent to which the two-factor theory is managed in Ghanaian organizations to drive performance towards organizational effectiveness and efficiency.

## **II. LITERATURE REVIEW**

The term motivation derives from the Latin word for movement (*movere*). Building on this concept, Atkinson defines motivation as "the contemporary (immediate) influence on direction, vigor, and persistence of action" (Atkinson, 1964: pp. 2), while Vroom defines it as "a process governing choice made by persons; among alternative forms of voluntary activity" (Vroom, 1964: pp. 6). According to Campbell and Pritchard, motivation is related to a set of relationships between independent and dependent variables that explain the course, intensity, and persistence of a person's behavior while controlling for factors like aptitude, skill, and task comprehension as well as environmental constraints (Campbell & Pritchard, 1976: pp. 63-130). The concept of motivation has been subjected to many definitions by many scholars. Kreitner (1995, pp.17) defines motivation as "the psychological process that gives behavior purpose and direction" (Kreitner, 1995).

According to Steers, Mowday, and Shapiro (2004), there are three things that these definitions and others have in common. They are all primarily interested in things or occasions that propel, direct, and maintain human behavior over an extended period of time. Modern theories of work motivation are derived, in different ways, from attempts to explain, with ever-greater accuracy, how these three components interact to shape behavior inside companies.

Most contemporary theories of motivation are based on the human resources approach, but three integrative theories—need-based, process-based, and reinforcement-based—offer a more comprehensive conceptualization of motivation. Maslow's (1954) need hierarchy theory, for instance, contends that as people grow, they move up a hierarchy determined by the satisfaction of a number of needs that are ranked in order of importance, such as physiological, safety and security, belongingness, esteem, and self-actualization. Later, Alderfer (1972) modified this model to include only three needs: growth, relatedness, and existence. As Maslow, McClelland, and associates concentrated on the function of individual variations in motivation, Herzberg (1966), Herzberg, Mausner, and Snyderman (1959) aimed to comprehend how work-related activities and the character of one's occupation impact motivation and output. According to Herzberg's motivation-hygiene theory, a job's ability to be both intrinsically hard and to offer opportunities for reinforcement and recognition has a significant impact on employee motivation. Herzberg believed that the circumstances surrounding a job—which he called "hygiene factors"—were considerably more significant in determining future motivation and job happiness. Herzberg should be commended for bringing attention to the

importance of job design—more especially, job enrichment—as a determinant of work motivation and attitudes. Subsequent studies of work design, inspiration, and performance at work have been carried out by Hackman and Oldham (1976) and others. Deci (1975; Ryan & Deci, 2000) has developed theories that specifically address task-based intrinsic versus extrinsic factors in motivation (e.g., self-determination theory) (Thomas, 2015).

Both practically and conceptually, employee motivation is a major topic in the field of management (Steers, Mowday, & Shapiro, 2004). While organizational researchers view motivation as a vital building element in the formulation of relevant theories of efficient management practice, managers view it as an essential component of performance at all levels. Employees inside any given organization require a means of subsistence. Individual differences exist in the locus of control, a psychological trait. The particularly persuasive arguments center on verifiable facts, emotions, morality, audience incentives, and audience threats (Thomas, 2015) that an organization offers to its workforce. This is the basis on which hypothesis one is carved (Thomas, 2015).

**H<sub>1</sub>:** There will be a relationship between factors underpinning employee motivation and their cultural background.

The conclusion of Frederick Herzberg's two-factor theory, sometimes referred to as intrinsic/extrinsic motivation, is that while certain workplace characteristics contribute to job satisfaction, their absence does not result in either discontent or contentment. People's motivators can shift during the course of their lives. Thus people's motivating factors may change at any stage of life.

Herzberg distinguished between:

- Motivators(e.g. challenging work, recognition, responsibility) which give positive satisfaction and
- Hygiene factors; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in de-motivation.

Herzberg goes on to say that each job should be a learning opportunity, provide feedback for the worker, and be the person's obligation to independently verify the work (instead of having inspectors). Debrah (2014) support this idea in their work, mentioning that To reinforce desired employee behaviors toward the fulfillment of organizational goals, key motivators include employee recognition, work/life balance, empowerment and engagement, advancement and progress, and a sense of accomplishment can be employed. Managers must, however, make sure that the motivational techniques meet needs; otherwise, their effectiveness will be limited. According to content theories of motivation, employees should not be overly motivated by financial incentives alone because different people have various demands at different times. (Thomas, 2015).

In light of these criticisms, Locke proposes an adjusted view of job satisfaction that incorporates values, agent/event factors, and a more comprehensive understanding of the various factors that contribute to employee motivation and satisfaction (Thomas, 2015).

- mind-body dichotomy;
- unidirectional operation of needs;
- lack of parallel between man's needs and the motivation and hygiene factors;
- incident classification system;
- defensiveness;
- the use of frequency data and
- denial of individual differences.

Motivators are things that are inherent in the activity itself, such as the satisfaction of finishing a task. On the other hand, hygies typically cover things that are external to the worker's employment, like relationships with coworkers. When these are presented as prizes, people will motivate themselves to reach them, in accordance with Herzberg's idea. A person experiences true satisfaction when they are earned (Deci & Ryan, 2011). Herzberg continues by saying that each work should be a learning opportunity, include comments for the individual, and be self-checked by the worker (instead of being inspected). This is supported by Dartey-Baah and Amponsah-Tawiah (2011), who mentioned in their work that important motivators could be utilized to reinforce desired employee behaviors toward the accomplishment of organizational goals, such as employee recognition, work/life balance, empowerment and participation, development and progress, and a sense of accomplishment. However, managers need to be sure that the motivational strategies fulfill needs; otherwise, they will have little value (Ryan & Deci, 2017). According to content theories of motivation, people's requirements vary depending on the situation. Additionally, these ideas caution against placing an undue emphasis on monetary incentives to drive employees (Deci & Ryan, 2017).

The national minimum wage determines the incentive or remuneration that lower-level, unskilled, and semi-skilled employees in Ghana get. For workers who are eligible for bargaining, a collective agreement governs it. (Debrah, 2014). Therefore, wages are negotiable in unionized areas. Although associations negotiate any universal yearly raise, managerial

salaries are also negotiable on an individual basis. When there is a pay increase for civil servants, employers in both the public and private sectors typically increase the salaries and wages they receive. However, managers in both the public and commercial sectors frequently make more money than senior civil servants. For instance, this assertion brings to the fore that public officials have different compensable packages which are not linked to their performance and, therefore, determining their intrinsic derivations to respond to extrinsic factors such as monetary levels is sometimes not possible. These assertions lead to hypothesis two, which is as follows (Ryan & Deci, 2017):

**H<sub>2</sub>:** Intrinsically motivated employees drive performance towards organizational effectiveness and efficiency.

Kusi and Gyimah-Boakye (1994) mention that the government has put laws in place to guarantee that workers can organize or join unions without facing intimidation or fear. Meetings between the employer and union representatives are required for the purpose of collective bargaining once the union has been granted a bargaining certificate. Once certified unions have completed the Act's formalities, they are entitled to declare a legal strike. The actions of such unions are geared towards improving their conditions of service as a way of enhancing their motivational elements in Ghanaian organizations.

Rathmayr (2004) traced the shifts in Russian money attitudes from the soviet era, when money had little symbolic value, to the present, when money is everything, to show how culture affects money attitudes. In this context, observations include instances in which impoverished people overspend on funeral customs (Bonsu and Belk, 2003; de Witte, 2003) and subtly allude to the influence of money in obituaries (Bonsu, 2007). Ghanaians' attitudes regarding money appear to be shifting along similar lines to those of consumers in wealthy nations like the US, based on trends in consumer excess. Still, there hasn't been an empirical analysis of Ghanaians' money attitudes. Therefore, despite their stark cultural and economic disparities, one of the goals of this work was to investigate the possibility that Ghanaians and Americans share the same set of ideas regarding money.

Individual characteristics, such as gender and personal beliefs, as well as cultural influences, might impact an individual's attitudes towards money (Mitchell & Mickel, 1999). (Medina et al., 1996; Gbadamosi & Joubert, 2005). Furthermore, because they lack a long-term financial security package that would bind them to the company, the few employees in skill-deficient areas are more inclined to engage in job-hopping. This is what propels the statement made in hypothesis three;

**H<sub>3</sub>:** Employees who have served longer periods in organizations are significantly more likely to be driven to performance towards organizational effectiveness and efficiency.

Performance appraisal is another HR activity that is rarely connected to compensation, although being valued by Ghanaian managers (Debrah, 2001). Reward schemes are typically not dependent on performance or any other significant organizational criterion. Maybe this contributes to Ghana's low organizational productivity. Even while performance reviews are used to evaluate the development and training requirements of employees, many businesses typically lack the funding necessary to close the training gaps.

### III. METHODOLOGY

The study is descriptive research that attempts to systematically describe the cultural significance of Frederick Herzberg's Two Factor Theory on Ghanaian Society. The research design was quantitative. Survey research was used because primary data collection was necessary to meet the study's goals.

The population for this study was staff of seven Senior High Schools across three regions in Ghana. These schools have approximately nine hundred and ninety-four (994) workers of both teaching and non-teaching staff across all seven schools, which were selected purposively in the Greater Accra, Western and Ashanti regions. The full breakdown of the staff strength of the selected Senior High School for the study is given in the table that follows.

**Table 1: Staff Data of Selected Senior High Schools for the Study**

No.	School	Region	Teaching	Non-Teaching	Sub-Total
1.	Accra Girls Senior High School	Greater Accra	98	21	119
2.	Accra High Senior High School	Greater Accra	139	35	174
3.	Oreilly Senior High School	Greater Accra	88	22	110
4.	St. Louis Girls' Senior High	Ashanti	104	45	149
5.	Kumasi Academy	Ashanti	107	43	150
6.	Sekondi College	Western	102	40	142
7.	St. Mary Boys' SHS/ Seminary	Western	108	42	150
	<b>Grand Total</b>		<b>746</b>	<b>248</b>	<b>994</b>

The simple random method was used to sample five-hundred and fifty (550) staff of all seven Senior High Schools as the sample size for the study. The simple random, which is a probability sample, was used based on the circumstances of getting respondents on time and their willingness to respond to the study. Also, this sampling method was used because every member

of the population had an equal chance of being selected because they possess the potential to be studied. These were made up of three hundred and eighty (380) teaching staff and one hundred and seventy (170) non-teaching staff. In all, four hundred and ninety (490) questionnaires were recovered from the respondents out of the five hundred and fifty (550) questionnaires distributed as a sample for the study. This was an 89% response rate.

The survey instrument used to gather data for this study was a questionnaire, which was self-designed with guidelines from cultural issues and motivation, which were the main variables for this study. *Designing the questionnaire was on the basis of objective and unbiased circumstances of the variables under study and this renders the questions valid and consistent.* The research instrument was categorized into three sections, all in thirty-nine research items, which were outlined in a structured survey questionnaire which had closed-ended questions.

In answering the questionnaire, the respondents were asked to indicate their responses to the questions on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Primary data was coded and analyzed by Statistical Package for Social Sciences (SPSS) for Windows (Version 16), and inferential statistics. The constructs for data gathering were measured for the reliability of these instruments using Cronbach's Alpha. The three hypotheses for the study were tested using Pearson's Product Moment Correlation (r). The results of these analyses are presented as follows.

#### IV. RESULTS AND ANALYSIS OF FINDINGS

##### A) Reliability Test

A test was conducted to see how reliable the constructs that measured culture and motivation were. This prompted a reliability test for the cultural background of employees and a reliability test for motivation.

##### a. Reliability test for Cultural background of employees

Cronbach's alpha was calculated to determine whether the twenty components that were added together to produce cultural concerns comprised a trustworthy scale. The alpha for the twenty items was 0.866, which indicated good internal consistency among the items. Also, observing the Corrected Item-Total Correlation is moderately high or high, say .40 or above, and the items are probably at least moderately correlated with most of the other items; hence, all the twenty items will make a good component of this summated scale. This is further illustrated in Table 2.

**Table 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.866	.913	20

##### b. Reliability Test for Motivation

To assess whether the sixteen items that were summed to create motivation formed a reliable scale, cronbach's alpha was computed. The alpha for the sixteen items was 0.870, which indicated good internal consistency among the items. Also, observing the Corrected Item-Total Correlation is moderately high or high, say .40 or above, and the items are probably at least moderately correlated with most of the other items; hence, all the sixteen items will make a good component of this summated scale. This is further illustrated in Table 3.

**Table 3: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.870	.874	16

##### c. Hypotheses:

To assess the Cultural Significance of Frederick Herzberg's Two Factor Theory on the Ghanaian Society; three hypotheses were stated in the earlier chapters of the study. The following discussions are done on the three hypotheses.

**H<sub>1</sub>:** There will be a relationship between factors underpinning employee motivation and their cultural background.

The first hypothesis was tested using Pearson's Product Moment Correlation. The results from Table 3 show that there is a significant positive and very strong relationship between Employee Motivation and the Cultural Background of employees, indicated by  $r = 0.660$ ,  $N = 490$ ,  $p < 0.05$ . Hence, we conclude that employees' motivations will influence or underpin his or her cultural background. This supports the hypothesis that there will be a relationship between factors underpinning employee motivation and their cultural background.

**Table 4: Pearson's Product Moment Correlation (r) among Employee Motivation and Cultural Background of Employees**

Variables	Employee Motivation	Cultural Background of employees
Employee Motivation	-	0.660*
Cultural background of employees	0.660*	-

\*Correlation is significant at the .05 level (1-tailed),  $N=490$ ,  $p=0.000$

**H<sub>2</sub>:** Intrinsically motivated employees drive performance towards organizational effectiveness and efficiency.

To do this, a two-sample test was performed. The initial sample statistics revealed that intrinsically motivated employees have a mean value of 30.21 while extrinsic had a mean value of 27.38; hence it can be said that more employees are intrinsically motivated than extrinsically motivated. Therefore, it can be concluded that employees' decision is skewed towards one of the two-factor theories for motivational needs, which is the intrinsic factor.

To further test the differences in the means, a t-test was conducted, showing a value of  $t(238)=3.702$ ,  $p < 0.05$ , which is statistically significant. This means that the difference between the mean scores of the two groups is not by chance. In other words, looking at the mean scores, employees' performance towards organizational effectiveness and efficiency is intrinsically driven rather than extrinsic. The results from the t-test support the hypothesis that intrinsically motivated employees drive performance towards organizational effectiveness and efficiency than those who are extrinsically motivated. This is further illustrated in Table 5.

**Table 5: Independent Samples T- Test Results: Performance towards Organizational Effectiveness and Efficiency on Two Factor theory**

Scores on Motivation	N	Mean	Standard Deviation	df	t	p
Intrinsic	490	30.21	5.595	238	3.702	0.000
Extrinsic	490	27.38	6.269			

**H<sub>3</sub>:** Employees who have served longer periods in organizations are significantly more likely to be driven to performance towards organizational effectiveness and efficiency.

To do this, a two-sample test was performed. The initial sample statistics from Table 6 revealed that long-served employees have a mean value of 58.73 while short-served employees have a mean value of 56.45; hence, it can be said that employees who have served for long are driven to perform towards organizational effectiveness and efficiency than those who have served for a short period of time.

To further test the differences in the means, a t-test was conducted, showing a value of  $t(238)= -1.134$ ,  $p > 0.05$ , which is statistically not significant. This means that the difference between the mean scores of the two groups is by chance. In other words, looking at the mean scores, employees' performance towards organizational effectiveness and efficiency is independent of their length of service. The results from the t-test do not support the hypothesis that "Employees who have served longer periods in organizations are significantly more likely to be driven to performance towards organizational effectiveness and efficiency."

**Table 6: Independent Samples T- Test Results: Performance towards Organizational Effectiveness and Efficiency on Length of service**

Scores on Performance	N	Mean	Standard Deviation	df	t	p
Long service	490	58.73	8.952	238	-1.134	0.259
Short service	490	56.45	12.767			

## B) Discussion of Results

### a. Employee Motivation and Cultural Background

The things that lead people to act in particular ways are the focus of motivation. The study supported the view that employees' cultural background would influence their level of motivation in the organizations. This is supported in the literature by Debrah (2002), who mentioned that cultural practices in Ghana permeate management practices, which undermines organizational performance. This gives the indication that some Ghanaian cultural practices, in terms of beliefs, attitudes, behaviours, customs and others, have serious implications on formal organizational rules and regulations.

### **b. Intrinsically Motivated Employees Drive Performance**

Herzberg (1966) maintained in his study that “motivators”, which are intrinsic in nature, are what employees derive satisfaction from. This view was, however, confirmed in this study. The Ghanaian society regards status and wealth and gives high credence to those in authority. Invariably, that is not what employees depend on to drive their performance. Intrinsic motivation, which is a job factor, comes with acknowledgement, success, potential for development, responsibility, and the task itself. For employees, much as monetary gains are some of the primary objectives for working, the intrinsic factors are what propel them to give their best. There is the perception that hard work is rewarded with promotions, which brings recognition, growth and advancement. This is different from the findings from Komaki (2003) who posited in a study that reinforcement models continue to be the vehicles for understanding work motivation and job performance. For Komaki, the workplace has various performance management programmes which determine the motivation of employees through different means at any point in time. Also, the assumptions of Taylor’s (1911) scientific leadership, which held that most people dislike their jobs by nature and that an employee’s ability to make money is more essential to them than the type of work they do, was disproved in the findings of this study that intrinsic factors are the key to performance in the organization. Thus, intrinsically motivated employees see social processes in organizations and assume that the needs for belongingness and to feel useful are more important than money, as it stands in Elton Mayo’s Human relations’ movement (1933).

Throughout the literature, it can be established that employees are motivated by intrinsic rather than extrinsic factors. For instance, According to Maslow’s (1954) need hierarchy theory, as people grow, they move up a ladder depending on the satisfaction of a number of needs that are ranked in order of importance, such as physiological, safety and security, belongingness, esteem, and self-actualization. Most of the elements within this hierarchy theory are intrinsic in nature. Alderfer (1972), who based his model on Maslow’s earlier work, came out with the need for existence, relatedness, and growth; which have several elements of intrinsic factors. McClelland (1961, 1971), who focused on the motivational array of distinct and clearly defined needs, came out with needs for achievement, affiliation, power, and autonomy which are intrinsic in nature.

There is fulfillment in intrinsic factors of motivation and this motivates employees to perform at their optimum best. To them, any other source of motivation that may be extrinsic goes to reinforce the intrinsic form of motivation to drive performance in the organization.

### **c. Longer Periods in Organisations Drive Employee Performance**

The study also revealed that employees who have worked with the organization for ten years and above were 11.7% of the total workforce. This indicated that such employees have been loyal to the organization over this number of years. However, this is contrasted with employees who feel dissatisfied with their organizations because they always quit before they are kicked out for non-performance. This adds that loyal employees are those who are motivated to stay for longer periods in the organization. Motivated employees are, therefore, those who have stayed longer and are seen as high performers.

This is however, not the case all the time. The study revealed that employees’ performance is independent of their length of stay in the organization. The study showed that a higher percentage of 50.8% of employees have worked with the organization for one to three years. Much as longer years with an organization is a means to measure motivation and, thereby, job satisfaction, the study showed a different dimension that longer years might not translate into employee performance. It can be noted that longer years confer on employees recognition, growth, promotions and other forms of advancement in the organization, but these do not translate into work performance by such employees.

### **C) Implication of the Study**

Based on the findings of this study, employee motivation must be tied to the cultural factors that pertain to Ghanaian Public Senior High Schools. Ghanaian Senior High Schools must make available and accessible opportunities for growth, advancement and life-long work environments to promote long service as well as draw a comprehensive educational policy to facilitate educational opportunities for employees to update their educational qualifications. Also, employees should be given targets for their levels of productivity irrespective of their duration with their institutions. Employees who constantly excel in their field of delivery must be recognized for their achievements to serve as a means of job satisfaction, and employees who perform extraordinarily must be promoted and equipped to perform well at the promoted level.

Employees who have served Ghanaian Senior High Schools for longer years must be made more effective and efficient towards organizational performance through refresher courses and other training programmes to enable them to become productive. Also, a compensation policy must fully incorporate intrinsic factors of motivation to improve work conditions and the environment to enable active participation for effective performance.

## V. CONCLUSION

The study posited that the Ghanaian culture permeates management practices, and this influences employees' level of motivation in the Ghanaian Senior High Schools. It is found within the Ghanaian culture that there is reverence for those in authority. Therefore, reverence for elderly citizens and colleagues may, at times of conflict, with reverence for those in authority. Also, the cultural background encourages long service which promotes employees' means of motivation. This indicates that work environments have conditions that contribute to the effectiveness of the organizational culture, and this enables employees to be motivated to perform.

Employees who have worked with their respective Senior High Schools for ten years and above were quite enormous, but this, however did not match with employee performance. Thus employees' performance is independent from their length of stay in the organization. Employees in Ghana view extrinsic factors as that which they derive extensive motivation. Intrinsically motivated employees drive performance towards organizational effectiveness and efficiency than those who are extrinsically motivated and enhance social processes in Ghanaian Senior High Schools and assume the need for belongingness.

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