



**The Relationship of Employees Motivation and Job
Performance in the case of Ethiopian Broadcasting
Corporation (EBC)**

BY

Biniyam Ero

College of Education and Behavioral Studies, School of Psychology, Addis
Ababa University

MA Thesis in Social Psychology

Advisor: Dr. Tamirie Andualem (PhD)

November 2023

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Biniyam Ero

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case of Ethiopian Broadcasting Corporation (EBC)**

**This Thesis is Submitted to the School of Psychology, Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Social Psychology**

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Biniyam Ero

Approval of the Board of Examiners

1. Advisor

Name: _____ **Signature:** _____ **Date:** _____

2. Internal Examiner

Name: _____ **Signature:** _____ **Date:** _____

3. External Examiner

Name: _____ **Signature:** _____ **Date:** _____

ABSTRACT

This research study aims to investigate the relationship between employee motivation and job performance in the context of Ethiopian Broadcasting Corporation (EBC) in Addis Ababa. The study employed a quantitative research strategy and utilized both descriptive and explanatory research designs. The research population was the permanent employees of EBC, and a systematic random sampling method was used to select 334 participants. The data were collected using a questionnaire with 40 attribute questions categorized under five major determinants: Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development. The responses were analyzed descriptively, inferentially, and through regression analysis to identify the significant predictors of job performance. The results of the descriptive analysis showed that employees were moderately motivated by recognition and rewards-related factors and that their expectations were somewhat met by the organization. The analysis suggests that the work environment, leadership, job design, and career development factors positively influence employee motivation and job performance. The results of the inferential analysis reveal a strong positive relationship between employee motivation factors and job performance. Moreover, the coefficients of the regression model also revealed that recognition and rewards, work environment, leadership, job design, and career development are significant predictors of job performance. Overall, the study concludes that recognition and rewards, work environment, leadership, job design, and career development are significant predictors of job performance.

Keywords: *Employee motivation, job performance, recognition and rewards, work environment, job design, and career development.*

ACKNOWLEDGEMENT

First and foremost, I would like to thank the almighty God for all the blessings. Next to God, I would like to express my deepest gratitude to my advisor, Dr. Tamirie Andualem, for his continuous and constructive advice and follow-up. This could not have been possible without his support.

I would also like to extend my appreciation to my wife ayda awol, my Mother mekdas, my son miky and my daughter marymaweit for their encouragement, love, advice, and support during the preparation of the thesis.

Finally, I would like to thank the Ethiopian Broadcasting Corporation (EBC) for their positive cooperation and providing the necessary data as input for the study. I am also grateful to Addis Ababa University for the lectures, for providing an advisor, and for facilitating the process.

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ACRONYMS

BEM: Behavior Engineering Model

EBC: Ethiopian Broadcasting Corporation

ETV: Ethiopian Television

SPSS: Statistical Package for Social Science

Chapter one : Introduction

In this chapter, the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms, and organization of the study were discussed one after the other.

1.1 Background of the study

The relationship between employee motivation and job performance has been a topic of interest in organizational psychology for many years. Employee motivation is defined as the internal drive that prompts an individual to take action or behave in a certain way, while job performance refers to the level of effectiveness with which an employee carries out their duties and responsibilities.

Numerous studies have been conducted on this topic, with many researchers concluding that there is a strong positive correlation between employee motivation and job performance. For example, a study by Bakker (2012) found that employees who were highly motivated were more likely to exhibit high levels of job performance.

Another study by Latham and Pinder (2005) found that employees who were given specific and challenging goals were more motivated and performed better than those who were given vague or easy goals. Similarly, a study by Locke and Latham (2004) found that setting specific goals led to higher levels of motivation and job performance. Other factors that have been found to influence employee motivation and job performance include leadership style (Goleman, 2000), job design (Hackman & Oldham, 2006), and organizational culture (Schein, 2010).

People constantly compete with one another and have a variety of demands that are unique to each individual. Each person has a distinct combination of needs due to the fact that some people are driven by achievement while others are worried about security. Managers and supervisors should be aware of what employees want from their jobs in addition to being able to comprehend, predict, and control employee behavior. A manager or supervisor must therefore understand what actually drives employees rather than making assumptions (Gutermann 2017).

Group membership motivations are probably very fundamental and deeply ingrained in our psyche; they may be essential to our existence and intricately linked to the evolution of our species. Numerous fundamental, frequently converging human motivations have been cited by psychologists and social psychologists. Self-esteem is one way in which this motivation affects belonging to a group. People like to feel good about themselves and, when all else is equal, act in ways that contribute to that feeling. Self-esteem is a crucial indicator of social connectedness, and by extension, social inclusion and group belonging, according to sociometer theory (Leary & Baumeister, 2000).

Ran (2009) claims that motivation is the mechanism that explains a person's level of commitment, focus, and perseverance in pursuing a goal. It was described as the "strength and course of conduct" by Elliott and Zahn (2008). The intensity and duration of an individual's efforts can be summed up as these three factors. In some circumstances, motivation can be used to predict and explain a person's behavior at work.

The motivation behind one's actions is another definition of motivation (Guay, 2010). Motivation that derives from a person's own interest, pleasure, or delight is

referred to as intrinsic motivation. Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions innate in efficient volitional activity. People frequently engage in play, exploration, and challenge-seeking for their own benefit. Extrinsic motivation, or motivation influenced by reinforcement contingencies, is frequently contrasted by researchers with intrinsic motivation (Irons and Buskist, 2008).

In accordance with a study by Breugh et al. (2018), there are two types of employee motivation: the first type is external, and the second type is internal. People who are externally motivated are those who are not interested in working in a particular job but are open to receiving additional rewards, such as a salary or promotion, some recognition, or awards. While those who are intrinsically motivated are more intrinsically motivated or self-motivated, they no longer require additional praise or any rewards for performing their jobs well. They enjoy putting in a lot of effort and successfully completing their tasks. Although internal motivation is the most effective form of motivation because it has a long-lasting and significant impact on employees, internal motivation cannot be imposed on employee management because employees inherit it (Vaka, 2017).

Teachers frequently hold the view that intrinsic motivation is preferable to extrinsic motivation and results in better learning outcomes (Irons and Buskist, 2008). Compared to financial resources, human resources have the ability to give an organization a competitive advantage. Employee motivation, performance reviews, job satisfaction, training and development, and other factors commonly have an impact on an employee's performance.

However, the focus of this study is primarily on employee performance and motivation. Employees are motivated when managers recognize their unique goals and aspirations and how they can be achieved, claim Strizhov & Gusev (2013). People change something at work when they are focused on reaching a goal. A motivated employee, according to Kalimullah (2010), has goals that are aligned with the organizations and concentrates his or her efforts in that direction. These companies are also more successful because their employees are always looking for ways to do their jobs better. It is challenging to get workers to perform at their best under pressure, but it is possible to do so by motivating them (Santrock, 2009).

Organizations today strive to inspire their workforce. The majority of businesses understand that encouraging workers can help them achieve their objectives. An enthusiastic worker must deal with how complacency and self-assurance can improve work output (Ahmad , 2017).

The idea of motivation has gotten a lot of attention in this century. The motivational strategies developed by various researchers do not, however, reflect the preferences of the target workers (Wasike, 2015). Organizations can use motivation as a guide when developing policies. Understanding the causes and explanations for people's actions, decisions, and choices of effort and direction is crucial. The idea of motivation has received a lot of attention in this century.

In order to identify effective motivational strategies, this study aims to assess the relationship between employees' motivation and job performance in EBC.

1.1.1. Overview of Ethiopian Broadcasting Corporation (EBC)

The Ethiopian Broadcasting Corporation (EBC) is the oldest and largest broadcasting corporation in Ethiopia. It was established in 1955 as the Ethiopian Television Service (ETV) with the aim of providing television broadcasting services to the country. The ETV was later renamed the Ethiopian Radio and Television Agency (ERTA) in 1995, and then rebranded as the Ethiopian Broadcasting Corporation (EBC) in 2010.

Over the years, the EBC has played a significant role in shaping Ethiopia's media landscape. In its early years, it was the only television broadcasting service in the country, and it played a crucial role in disseminating news and information to Ethiopians. In addition to news and current affairs programming, the EBC also produced a wide range of entertainment programs, including dramas, music shows, and sports coverage.

In recent years, the EBC has undergone significant changes as Ethiopia has opened up its media sector. The government has allowed private broadcasters to operate in the country, which has led to increased competition for viewership and advertising revenue. Despite this competition, however, the EBC remains one of the most popular broadcasters in Ethiopia.

Today, the EBC operates several television channels and radio stations across Ethiopia. Its programming includes news and current affairs, sports coverage, entertainment programs, and educational content. The EBC also provides online streaming services for its television channels and radio stations.

1.2. Statement of the problem

According to a study by Adewale, Olufunso, and Oluwaseun (2019), there is a significant relationship between employee motivation and job performance in the media industry. The study found that motivated employees tend to perform better on the job, leading to higher productivity and job satisfaction. However, the authors noted a research gap in the literature regarding the specific factors that motivate employees in the media industry.

In another study by Alshmemri and Shahwan (2018), it was found that job satisfaction plays a mediating role in the relationship between employee motivation and job performance. The study also identified a research gap in the literature regarding the role of organizational culture in motivating employees in the media industry.

Similarly, a study by Al-Hawari and Wardat (2016) found that employee motivation has a positive effect on job performance in the media industry. However, the authors noted a research gap in the literature regarding the specific motivational factors that are most effective in improving job performance among media employees.

Recognition refers to acknowledging and appreciating employees' efforts and achievements, while rewards involve providing incentives or benefits as a form of appreciation. Several studies have shown that recognition and rewards significantly enhance employee motivation (Vidal-Salazar, 2016) and play a vital role in improving performance (Tampubolon, 2019).

Another crucial factor that influences employee motivation is the work environment. A positive work environment fosters a sense of belongingness and

happiness among employees, positively impacting their motivation and job performance (Chen et al., 2018). A supportive work environment that emphasizes teamwork, trust, and open communication has been linked to higher levels of motivation and productivity (Yammarino et al., 2012).

Leadership also plays a critical role in employee motivation and job performance. Effective leaders create a vision and inspire their employees to work towards it, motivating them to perform at their best (Shirey, 2013). Studies have shown that leadership styles, such as transformational leadership, have a significant positive impact on employee motivation and performance (Rajput & Li, 2016).

Job design is another factor that can influence employee motivation and job performance. Well-designed jobs that provide employees with autonomy, variety, and challenges have been associated with higher levels of motivation (Hackman & Oldham, 1976). Conversely, poorly designed jobs that lack meaningfulness and autonomy may lead to lower motivation and decreased performance (Jex & Britt, 2008).

Career development opportunities also have a significant impact on employee motivation and job performance. When employees perceive that they have opportunities for growth and advancement within the organization, they are more likely to be motivated to perform at higher levels (Lawler, 2008). On the other hand, the absence of career development opportunities can lead to demotivation and reduced performance (Vroom, 1964).

Another study by Al-Jaghoub and Abu Hamour (2017) explored the relationship between leadership styles and employee motivation in the media industry.

The study found that transformational leadership style was positively correlated with employee motivation and job performance. However, there is still a need for further research to understand how different leadership styles impact employee motivation and job performance in the media industry.

In a study by Kaur and Kaur (2017), it was found that employee empowerment has a positive effect on both employee motivation and job performance in the media industry. However, there is a lack of research on how organizations can effectively empower their employees to improve motivation and performance.

Similarly, a study by Ojokuku, Odetayo, and Sajuyigbe (2012) found that training and development programs can significantly improve employee motivation and job performance in the media industry. However, there is still a need for research on the most effective types of training and development programs for media employees.

Another study by Al-Tarawneh (2019) explored the role of job stress in the relationship between employee motivation and job performance in the media industry. The study found that job stress negatively affects both employee motivation and job performance, highlighting the need for organizations to address stressors in the workplace. In a study by Al-Swidi, Mahmood, and Abubakar (2014), it was found that organizational commitment has a positive effect on employee motivation and job performance in the media industry. However, there is still a research gap regarding how organizations can effectively foster commitment among their employees.

Similarly, a study by Alshmemri and Shahwan (2018) found that organizational justice plays a mediating role in the relationship between employee

motivation and job performance in the media industry. However, there is still a need for research on how organizations can ensure fairness and justice in their policies and practices.

One such study by Locke and Latham (1990) examined the relationship between goal setting and task performance. They found that individuals who set specific and challenging goals tend to perform better than those who have vague or no goals. This suggests that motivation can be enhanced by ensuring employees have clear and achievable goals to strive towards.

Another study by Deci and Ryan (1985) introduced the concept of self-determination theory, which suggests that individuals are motivated when they feel a sense of autonomy, competence, and relatedness in their work. When employees have the freedom to make decisions, feel competent in their abilities, and have positive relationships with their colleagues and superiors, they are more likely to be motivated and perform better on the job.

In addition to goal setting and self-determination, recognition and rewards have also been identified as important factors influencing employee motivation and job performance. According to Herzberg's two-factor theory (Herzberg, 1966), recognition and rewards are motivators that can enhance job satisfaction and performance. When employees receive acknowledgement for their efforts and are rewarded for their achievements, they are more likely to be motivated to perform at a higher level.

The work environment is another variable that can impact employee motivation and job performance. A supportive and positive work environment,

characterized by open communication, collaboration, and trust, can contribute to higher levels of motivation and performance. A study by Bakker et al. (2008) found that a positive work environment, including opportunities for learning and development, autonomy, and social support, is associated with higher levels of employee engagement and job performance.

Leadership style also plays a crucial role in employee motivation and job performance. Different leadership styles, such as transformational leadership, have been found to positively influence employee motivation and performance (Bass & Riggio, 2006). Transformational leaders inspire and motivate their followers by creating a vision, providing support and encouragement, and fostering a sense of trust and respect.

Furthermore, job design can impact employee motivation and job performance. According to Hackman and Oldham's job characteristics model (1976), certain job characteristics, such as task variety, autonomy, and feedback, can enhance intrinsic motivation and job satisfaction. When employees have meaningful and challenging tasks, and have the freedom to make decisions and receive feedback on their performance, they are more likely to be motivated and perform better.

Career development is also a significant factor that influences employee motivation and job performance. When employees perceive opportunities for growth, learning, and advancement in their careers, they are more likely to be motivated and perform well. A study by Gong et al. (2009) found that career development opportunities are positively associated with employee motivation and performance.

The Ethiopian Broadcasting Corporation (EBC) is an organization that is likely to face challenges related to employee motivation and job performance. It is essential for organizations to understand and address these issues to ensure the long-term success and effectiveness of their workforce. However, there is limited research on the relationship between employee motivation and job performance specifically in the context of organizations in Ethiopia, such as EBC.

Therefore, the aim of this study is to investigate the relationship between employee motivation and job performance in the case of EBC. The study explored the influence of various motivational factors, such as goal setting, self-determination, recognition and rewards, work environment, leadership, job design, and career development, on employee motivation and subsequently on job performance.

Research questions:

Based on the topic and objective of the study, the research question was assessed and answered by the study:

1. What is the level of employee motivation in EBC?
2. What is the level of job performance in EBC?
3. Is there a significant relationship between employee motivation and job performance in EBC?
4. Which factors influence the relationship between employee motivation and job performance in EBC?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study is to investigate the relationship between employee motivation and job performance in EBC.

1.4. Significance of the study

The study on the relationship of employees' motivation and job performance in EBC was significant for several reasons. Firstly, it helped to identify the factors that influenced employees' motivation and job performance in EBC. This information could be used by managers and policymakers to design effective strategies to improve employee motivation and job performance, which could ultimately lead to increased productivity and profitability for the company.

Secondly, the study contributed to the existing body of knowledge on employee motivation and job performance. By examining the specific context of EBC, the study provided insights into how different factors may have interacted to influence employee behavior in this particular setting. This could help to refine existing theories and models of employee motivation and job performance, as well as generate new hypotheses for future research.

Finally, the study could have practical implications for EBC as an organization. By identifying the factors that were most strongly associated with employee motivation and job performance, the company could have developed targeted interventions to address any areas of weakness or inefficiency. This could help to create a more positive work environment, improve employee satisfaction and

retention, and ultimately enhance the company's overall competitiveness in the marketplace.

1.5. Scope of the study

The study assessed the relationship between employees' job performance and motivation in the context of EBC headquarters. The research had conceptual, geographical, and methodological scopes while taking into account time, money, and functionality restrictions.

The conceptual scope of the study referred to the boundaries of the concepts that were covered in the research. The study focused on exploring the relationship between employee motivation and job performance, examining the factors that influenced these, and how they affected each other.

The geographical scope of the study referred to the location where the research was conducted, which was at the Ethiopian Broadcasting Corporation (EBC) headquarters in Addis Ababa. The study focused on the motivation and job performance of employees working at this location.

The methodological scope of the study referred to the methods that were used to collect and analyze data. In this study, quantitative methods were used, mainly questionnaires used to gather numerical data that were analyzed statistically.

1.6. Limitation of the study

One limitation of this study was that it only focused on one organization, EBC headquarters in Addis Ababa, so the findings might not be generalizable to other

organizations or locations. Another limitation was that the study relied on self-reported data from employees, which might not always be accurate or reliable. Finally, external factors that influenced employee motivation and job performance were beyond the scope of this study.

1.7. Organization of the thesis

The thesis is organized into five chapters. Chapter one presents introduction of the study including the background, statement of the problem, research questions, objectives, significance, and scopes of the study. Chapter two includes extensive review of previous literatures on the subject matter focusing on theoretical, empirical and conceptual aspects. Chapter three presents the research design and methodology including the research approach, sample size and determination techniques, data collection techniques and procedures, and finally analysis and presentation techniques. Chapter four covers detailed analysis and presentation of collected data. The final chapter concludes the results of the research and gives detailed recommendations for stakeholders and scholars interested in the subject matter. Finally references used for the study are mentioned with the appendixes.

1.8. Definition of Terms

Job motivation is the level of commitment, focus, and internal motivation that employees have for achieving both professional and personal objectives.

Job performance refers to how well a person performs their duties and responsibilities in accordance with the organization's expectations.

Recognizing and rewarding someone for their accomplishments, services, or merits.

Promotion is the process of moving someone up the corporate ladder or into a new position.

Leadership Style: The way a leader behaves in a way that enables them to manage their team members by inspiring and directing them toward a shared goal.

Competence of employees: The capacity to successfully meet one's own or other people's needs, or to perform an activity or task.

Chapter Two: Literature Review

The research work and findings were significant only to the extent that they were the same as, or different from, other people's work and findings (Saunders et al, 2003). This section presented theoretical literature, empirical literature, conceptual framework and research gap for the study by reviewing related literatures.

2.1. Theories of Motivation

Several theories and models have addressed different factors in explaining the employees motivation and job performance. In this literature review sections the most relevant theories and models are broadly stated below.

2.1.1. Motivation

Motivation is a critical component of human behavior that drives individuals to act in certain ways to achieve their goals. In psychology, motivation has been studied extensively, and there are various theories that attempt to explain why individuals are motivated to behave in specific ways. This literature review will explore some of the theoretical perspectives on motivation and provide relevant citations.

One of the earliest and most influential theories of motivation is Maslow's Hierarchy of Needs (Maslow, 1943). According to this theory, human needs are arranged in a hierarchical order, with basic physiological needs at the bottom and self-actualization needs at the top. Maslow argued that individuals are motivated to satisfy

their needs in a sequential manner, starting from the bottom of the hierarchy. Once lower-level needs are met, individuals are motivated to pursue higher-level needs.

Another prominent theory of motivation is Self-Determination Theory (SDT) (Deci & Ryan, 1985). SDT proposes that individuals have three innate psychological needs: autonomy, competence, and relatedness. When these needs are satisfied, individuals experience intrinsic motivation, which is based on internal factors such as enjoyment and interest. On the other hand, when these needs are not met, individuals may experience extrinsic motivation, which is driven by external factors such as rewards or punishment.

Goal-setting theory is another popular perspective on motivation (Locke & Latham, 2002). This theory argues that specific and challenging goals lead to higher levels of performance than vague or easy goals. Additionally, feedback on progress towards goals can further enhance motivation and performance.

Social cognitive theory (Bandura, 1986) emphasizes the importance of observational learning and self-efficacy in motivation. According to this theory, individuals can learn new behaviors by observing others and modeling their actions. Additionally, self-efficacy beliefs about one's ability to perform a task can impact motivation and performance.

Intrinsic motivation has also been studied extensively in the literature (Ryan & Deci, 2000). This type of motivation is driven by internal factors such as interest, enjoyment, and personal satisfaction. Research has shown that intrinsic motivation can lead to higher levels of engagement, creativity, and persistence.

Extrinsic motivation, on the other hand, is driven by external factors such as rewards or punishment (Deci, Koestner, & Ryan, 1999). While extrinsic motivation can be effective in certain situations, it may also undermine intrinsic motivation if overused.

Self-regulation theory (Carver & Scheier, 1981) emphasizes the importance of self-monitoring and self-control in motivation. According to this theory, individuals set goals and then use feedback to adjust their behavior to achieve those goals. Self-regulation can be challenging, but it is critical for maintaining motivation and achieving long-term goals. Finally, the Job Characteristics Model (Hackman & Oldham, 1976) proposes that job design can impact employee motivation and performance. Specifically, this model suggests that jobs with high levels of skill variety, task identity, task significance, autonomy, and feedback can lead to higher levels of motivation and job satisfaction.

2.1.1.1. Expectancy Theory

According to Vroom (1964), behavior is the result of thoughtful decisions made between options intended to increase happiness and decrease pain. Victor Vroom, Edward Lawler, and Lyman Porter made the argument that the connection between someone's work ethic and their intentions is more complex than some scientists first hypothesized. Vroom is aware that individual factors like personality, skills, knowledge, experience, and abilities play a role in how well an employee performs. According to the theory, even if people have different sets of goals, they may be motivated if they believe that effort and performance are positively correlated, that good performance will result in the desired reward, and that the reward will be

satisfying. and whether the desire to fulfill the need is strong enough to justify the effort.

When deciding what activities to engage in, people consider the expectations, valence, and instrumentality of potential activities, according to Vroom's Theory (1964), the theory of valence, instrumentality, and expectation (VIE). These three assessments taken as a whole are regarded as acting as the main driving force behind achieving the objective. The most powerfully motivating goal is then chosen for monitoring. According to Van Eerde and Thierry (1996), valence is the desire, attraction, importance, or anticipated satisfaction of the results associated with the goal. Expectation is the perceived likelihood that the effort will result in the goal. And instrumentality is the belief that there is a chance that achieving the goal will produce the desired outcomes; in other words, if I perform to a certain standard, I will reap the benefits of that performance (Vroom, 1964). Each of these evaluations contributes to the person's motivation to complete a specific task; if any one of the three evaluations is zero, there is no motivation.

Variables from the VIE theory have received a lot of attention in the literature, though the degree of analysis used to support the theory varies. When tests are at the mid-level of human analysis (i.e., comparing how individuals differ in expectations, valence, and instrumentality of action), Van Eerde and Thierry's (1996) meta-analysis found weak support for theory. However, if the analyses are restricted to a more accurate level of human analysis (that is, comparing how behavior differs with expectations, valence, and instrumentality within a person), the results are more reliable for predicting desires and endeavors. In other words, empirical evidence that supports a basic theory (e.g., selecting goals as opposed to determining who is more or less motivated to achieve a particular goal) is stronger.

2.1.1.2. Maslow's hierarchy of needs

Human motivation, according to psychologist Abraham Maslow (1943, 1954), is based on people who seek fulfillment and change through personal growth. Maslow (1943) first argued that before addressing higher levels of growth needs, people should be able to meet lower levels of deficit needs. He later clarified, however, that the resolution of the emergency was not an "all or nothing" situation and claimed that his earlier comments had created the "false impression" that the current emergency had to be fully resolved before the arrival of the next one. Being "more or less," disappearing, and the ability for our activities to regularly focus on satisfying other needs that we no longer satisfy already satisfy the need for scarcity. However, progress must be felt going forward and even.

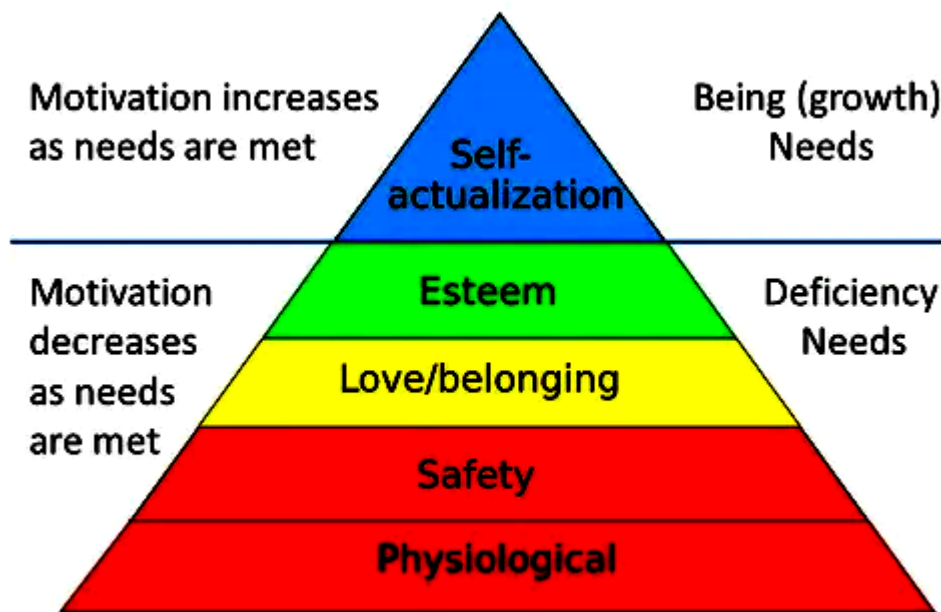


Figure 1: Maslow's hierarchy of needs

According to Maslow (1943, 1954), some needs are more important than others and that people are motivated to fulfill them. Physical security is the first thing that governs our

behavior because it is our most fundamental need. We are inspired by the next level after completing this one, and so on.

Physiological needs, such as those for human survival, are an example of this. air, water, food, clothing, heat, sex, and sleep. The human body cannot function properly if these needs are not met. Maslow believes that the most crucial needs are those related to physiology because, until those needs are satisfied, all other needs will take a backseat.

Safety needs: Once a person's physiological needs are satisfied, their needs for safety and security take on greater importance. People desire a sense of control, predictability, and order in their lives. Family and society (such as the police, schools, businesses, and healthcare) can provide for these needs. For instance, emotional security, monetary security (such as employment or social services), law and order, fearlessness, social stability, property, health and well-being (such as protection from accidents and injuries), and freedom from fear.

Love and belongingness needs: Following the fulfillment of physiological and safety needs, the third level of human needs is social and includes sensing feelings. These needs include a sense of love and belonging. A person's emotional need for close friendships, community, connection, and group membership is referred to as property. Friendship, camaraderie, trust and acceptance, acceptance and giving of love and affection are a few examples of membership needs.

Esteem needs: The Maslow hierarchy's fourth level, esteem needs, includes respect, success, and self-esteem. Maslow divides the components of self-esteem into two groups: (i) self-esteem (dignity, success, skill, and freedom); and (ii) desire for the reputation or respect of others (such as status, honor). Maslow demonstrates that for children and adolescents, the need for respect or reputation—which is authentic self-esteem or dignity—is paramount.

Self-actualization needs: The highest level of needs in Maslow's hierarchy, self-actualization is concerned with realizing one's own potential, pursuing personal growth, and having the most profound experiences. This level, according to Maslow (1943), is the desire to do one's best work while achieving as much as possible.

People may become aware of or respond to this need in particular. An individual might, for instance, have a strong desire to be a good parent. However, desire can also be expressed

through the arts, sciences, or sports. Others may choose to express it creatively through inventions, drawings, or other forms of art.

2.1.1.3. ERG theory

According to Clayton Alderfer's ERG theory from 1969, there are three categories of fundamental needs: existence (E), connection (R), and growth (G). These categories represent the various levels of physiological, social, and self-actualization needs according to Maslow.

The basic material needs we have to survive are related to the necessities of life. Maslow categorized these needs into two categories: safety-related needs (such as health, safe work, and property) and physiological needs (such as air, food, water, and shelter). Engagement must be related to how crucial it is to keep up relationships with others. These needs, which are based on social interaction with others and are consistent with Maslow's hierarchy of needs, are attention-related needs (having and respecting others) and needs related to love / equality (such as friendship, family, and sexual intimacy). Finally, our inner desire for personal development is characterized by the needs of growth. These needs are consistent with self-actualization needs (such as morality, creativity, problem-solving, and discovery) and needs related to Maslow's perception (self-esteem, self-confidence, and success).

According to Alderfer, when one category of needs is not met, people will work harder to satisfy the needs of a lower category. For instance, if a person lacks self-confidence, he will spend more money on the needs category.

2.1.1.4. Two-factor theory

According to Herzberg's motivation-hygiene theory, also referred to as the two-factor theory or two-factor theory, there are different sets of mutually exclusive factors at work that can result in job satisfaction or job dissatisfaction (Herzberg, 1966).

According to Herzberg, job satisfaction and dissatisfaction are influenced by two different sets of factors: "motivational factors," or internal motivators, and "hygiene factors," or external motivators.

Extrinsic motivators, such as hygiene factors, are more likely to represent more concrete, basic needs; in other words, needs that fall under the umbrella of the ERG theory or are at a lower level of Maslow's needs hierarchy. Status, job security, pay, and marginal benefits are examples of external motivators. Managers must understand that a lack of appropriate and expected external motivators will cause dissatisfaction and lower employee motivation.

The types of needs identified in the "involved" and "growth" needs categories of the ERG theory and at a higher level in Maslow's hierarchy of needs are what motivation factors, or intrinsic motivators, are likely to represent. The potential for growth, relationships, hard work, and recognition are all internal motivators. While these needs might fall outside of the more conventional scope of what a workplace should offer, managers need to understand that they can be crucial to strong individual and group performance.

The role of employee expectations is what sets the two-factor theory apart from the other theories we've talked about. According to Herzberg, there is an inverse relationship between internal and external motivators. This implies that the presence

of internal motivators will likely result in increased motivation, whereas the absence of internal motivators will likely result in decreased motivation. The employees' expectations are to blame for this. External motivators (such as salary and benefits) are expected, so they do not increase motivation when they are present. However, when they disappear, they may result in dissatisfaction. On the other hand, if internal motivators are used, such as hard work and growth potential, they can provide additional motivation.

2.1.1.5. Incentive theory

Numerous scientists have studied this issue in recent years. A specific and thorough investigation of motivation theory was carried out by Cofer and Appley in 1964. The theory of changes in stimuli, rewards, and their determinants with a degree of change was first presented by Logan in 1968. Kanfer (1990) introduces various organizational theory theories and assesses and evaluates contemporary advancements in motivational psychology. Theories of motivation are integrated by Stipek (2002), who also specifically applies this field to practice. Ariely et al. (2009) specifically looked at the motivation of the image and the impact of outside money on the analysis of prosocial behaviors. Social cognitive theory (SCT) and self-efficacy for the practice of work motivation are discussed by Stajkovic and Luthans (1979).

A theory of motivation based on causes of success and failure with causal dimensions was first presented by Weiner (1979). Consistent relationships are described by a theoretical framework developed by Klinger (1975) based on stimulus theory. According to motivational theories, behavior is motivated by a "pull" toward external objectives like rewards, money, or recognition. It is simple to imagine a

variety of circumstances in which a particular objective, like promotion, can act as an external stimulus to help activate particular traits (Hockenbury & Hockenbury, 2003). This implies that rewards are what guide our behavior. Typically, there are two different kinds of stimuli: positive and negative.

Positive incentives: These are incentives or rewards for taking action. One example is when a teacher commends a student for finishing their homework. He wants to complete his work in the future as a result. They might also receive better grades, praise from the class, or attention for their efforts. These are additional types of uplifting stimuli.

Negative incentives are the exact opposite and are only provided if the positive ones are unsuccessful. For instance, the same teacher might reprimand his student for not finishing his homework. This unfavourable stimulus may irritate him, keep him out of the classroom, and do other things. Leo Crespi, a psychologist, studied the use of stimulus theory in mouse experiments and food rewards (1916–2008). This study demonstrated that the rat food reward rate matched the anticipated amount of food available.

2.1.1.6. Social equity theory

According to Adams' (1963) theory of social justice, workers strive for social equality in exchange for a variety of rewards, such as high performance from different work outcomes, such as pay, promotions, employment, their social connections, etc. Employees must provide inputs like education, experience, time, and loyalty in order to receive these rewards. Adams (1963) recommended that people examine their input and output as a ratio and contrast it with the input/output ratios of other employees.

Employees who are enthusiastic have a higher share than other employees (Adams, 1963).

2.1.1.7. Productivity Theory

Soldering is a situation where employees work below their maximum capacity, as introduced by Taylor in 1960. Different theories make different assumptions about how hard workers are working because they believe that if workers are working hard, productivity will rise. Employees worry that their higher productivity may result in their losing their jobs (Kriemadis et al., 2012).

2.1.2. Evolution of the concept of rewards

According to Walesh (2012), the fundamental responsibility of management is to inspire staff to contribute effectively to the accomplishment of the organization's objectives. Employers are encouraged by their managers in a variety of ways, and they are rewarded for good work while punishing subpar performance. Punishment is viewed as a form of encouragement by management.

Since their inception, remuneration and employee compensation systems have undergone a number of paradigm shifts. Traditional pay structures are built around and centered on the employee as a whole (Beam 1995). Owners turned to performance-based models after the early 1980s recession in an effort to reduce costs while still rewarding exceptional performance (Applebaum & Shapiro, 1992). To create a reward system that benefits employees and aids organizations in achieving their operational goals, the most prosperous organizations of today use the total reward model, a hybrid performance-based model coupled with strategic human

resource management planning (Chen & Hsieh, 2006). According to Beam (1995), traditional reward systems are based on hierarchy, frequently connected to seniority or position rather than performance, and rewards are frequently a result of publicity.

2.1.2.1. Models of motivation

2.1.2.1. Job characteristics model

The Job Characteristics Model (JCM) (Price & Muller, 1986), which quantifies the need for a variety of job creation activities, including the use of more employee skills and talents, is supported by a large body of research. According to Coelho and Augusto (2010), the sense of purpose and utility that comes from one's work motivates workers to do their best work. The extent to which employment has a significant impact on the lives or work of others, whether in the immediate organization or in the external environment, is how Hackman and Oldham (1974) define the importance of work.

The degree to which work affords employees freedom, independence, and discretion in planning their work and choosing the methods to be used for it is further defined by Hackman and Oldham (1974). It is a vertical extension of the employee's level of decision-making authority, responsibility, and freedom. Coelho and August (2010) claim that autonomy can inspire workers to take risks, experiment with new ideas, learn from their mistakes, and develop their domain-specific skills. According to Hackman and Oldham (1974), feedback is the degree to which an employee learns about the efficacy of his or her performance through the performance of job-required tasks. In order to know what needs to be improved, top management must provide

feedback to employees. This can help employees better understand the nature of their work (Coelho and Augusto, 2010).

2.1.2.2. Porter-Lawler model of motivation

The Porter-Lawler model (Porter and Lawler, 1968) expands upon Vroom's theory of expectations to include additional facets of motivation, including job satisfaction, perceptions of internal and external rewards, abilities, attitudes, perceptions on paper, and the theory of implicit equivalence.

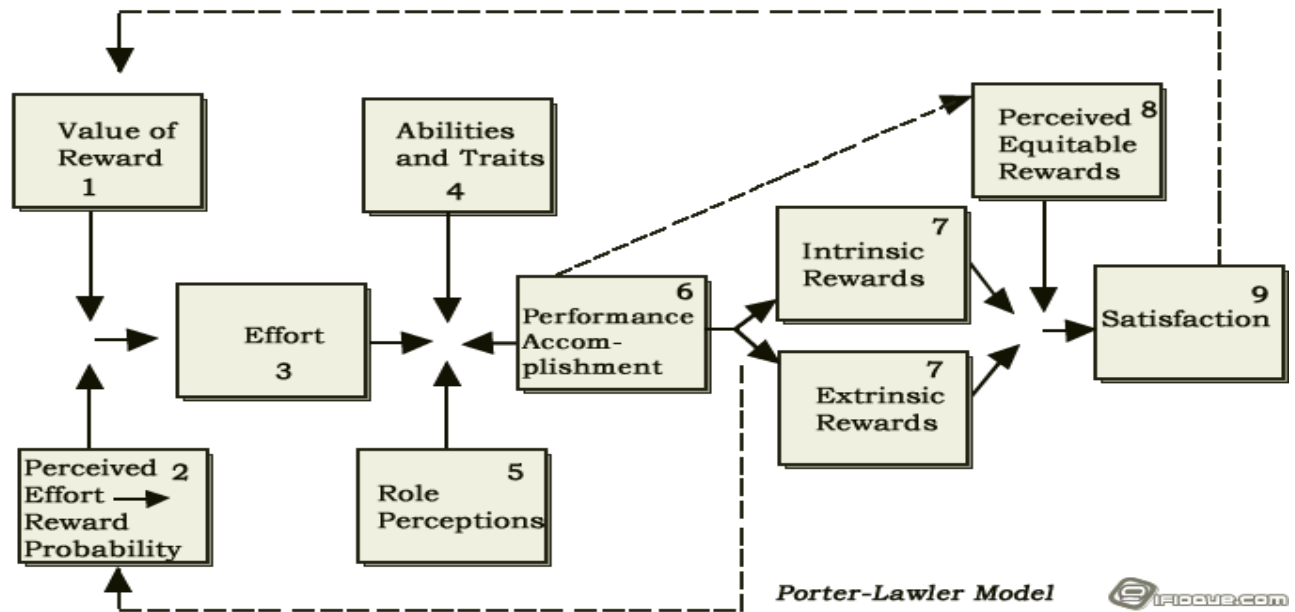


Figure 2: Porter - Lawler model of motivation

According to Porter and Lawler, effort (3) results in achievement (6), which can result in rewards and satisfaction (9) with goals. Porter and Lawler acknowledge that reward levels (1) and reward chances (2) can influence a person's efforts in addition to the Vroom model.

The Porter-Lawler model also asserts that an individual's abilities, attitudes, and perception of their role within the organization all have an impact on the relationship between effort and performance.

The theory acknowledges that performance rewards might not be exactly what people believe they have received (8). Higher expectations of rewards are correlated with higher levels of self-esteem. The relationship between self-assessed performance and perceived fair reward is depicted in the figure by the dotted arrow. Only when the rewards received meet or surpass expectations can satisfaction be said to have occurred. The Porter-Lawler model is notable for acknowledging that performance can result in internal rewards, external rewards, or both. According to Dan-Shang and Chia-Chun (2013), there are two ways for people to become more motivated according to the motivation expectation model. The number of rewards employees receive can be the first strategy to boost employee motivation. The desire of people to receive rewards is the second factor. According to Chaudhry and Shah (2011) and Dan-Shang & Chia-Chun (2013), this desire can also improve workers' job satisfaction.

2.1.2.3. Behavior Engineering Model (BEM)

According to Gilbert (1978), a lack of performance can be attributed to a lack of character repertoire or a character repertoire-supportive environment. The Behavioral Engineering model proposed by Gilbert can have an impact on how these factors are controlled.

The environment (E) and an individual's behavioral repertoire (P) influence their behavior (B). Therefore, $B = E \times P$.

The environment, the person, and the informational, instrumental, and motivational influences of each representation are all represented in Gilbert's behavioral model. Information for the environmental component of the BEM is

reflected in data, instrumentation is reflected in resources, and motivation is reflected in incentives; whereas information for the individual component includes knowledge, task-performability, and motivation. Gilbert contends that expensive performance, dignified behavior, and expensive performance all contribute to human competence.

2.1.3. Performance

Employee performance, according to Jayne Thompson (2019), relates to how workers act at work and how well they complete the tasks we assign them. According to Guinis (2009), only the behavior itself counts toward the definition of performance, not the outcomes of an employee's actions. The focus of the program is on employee behavior and ethics, not on how employees act or the effects of their work. A worker's general perception of his or her behavior and contribution to the success of the company is known as perceived performance. Three factors that enable better performance from employees can be identified as performance determinants: "explanatory knowledge"

The five performance-affecting human resource management practises that Carlson and colleagues (2006) proposed define competitive levels of compensation, training and development, performance appraisal, recruitment package, and moral upkeep. Teseema and Soeters (2006) studied eight human resource practises in relation to perceived employee performance, including hiring and selection practises, job placement, training, compensation, performance appraisal, promotion, complaints, and pension or social security procedures. They came to the conclusion that these human resources practises have positive and significant effects on how employees perceive their performance.

Employee performance may serve as a driving force for organizations to increase efficiency, claims Netke (2013). The effectiveness of an organization can be impacted by the relationship between employee motivation and performance. Despite decades of research on employee performance, the fundamentals of performance are still unknown, so leaders must understand how to motivate their staff if they are to maximize human capital (Lages, 2012).

Employee performance can be increased or decreased by factors like incentive plans, leadership, environment, self-efficacy, and recognition (Lin, Yu, & Yi, 2014). Because it does not directly promote organizational engagement, employee motivation, or productivity, job satisfaction can be linked to a positive work environment (Rahman et al., 2012). According to Lucianetti, and Mura (2013), primary factors only have an impact on employee motivation when they are connected to the present. Their capacity to inspire employees changes along with their needs. The driving force behind low job satisfaction, low pay, and low performance are negative correlations. Additionally, that internal motivation may harm other people's motivation.

The historical record of coworkers' employees in organizations demonstrates the innate need to comprehend how environmental factors impact work performance and motivation. The foundation for management management will be the comprehension of employees and the distinctive dynamics of change in the entire hotel business services sector through the literature. Individuality, zeal, teamwork, aptitude, and strategy will demonstrate the need for human resources and management to attract and hold onto the talent of a service-oriented hotel industry. The most successful organizations are built to offer a valuable knowledge base for coworkers

because they use training methods that aid in employee development. Performance requires knowledge management, a term used to control and transfer knowledge. A person who gains knowledge and skills benefits the entire organization and thereby society (Poria, Singal, Wokutch, & Hong, 2014).

A sizable and increasing percentage of current organizations pay their employees in part for their individual performance, with a sizable portion of that pay coming in the form of bonuses (Locke & Bailey, 2013). Such performance-based compensation plans are based on the understanding that financial incentives for achieving goals are likely to increase employees' commitment to achieving performance (Locke & Bailey, 2013).

According to selective theories of motivational thinking, a person's level of confidence in completing a task and the amount of resources they are likely to devote to it depend on a number of factors (Locke & Bailey, 2013). According to Pouramini and Fayyazi (2015), models of expectations demonstrate that workers actively support tasks they perceive to be more efficient or to have an instrumental perspective. The degree to which employees focus their mental and attentional energies on a particular task is also likely to change depending on how they perceive equality, according to equality and equity models. Informational honesty refers to the procedures used to assess procedural or result integrity, such as the integrity of such procedures. While a small number of studies support the idea that secret payments can harm performance-related attitudes and behaviors, conceptual and theoretical solutions to wage transparency and wage secrecy have decreased employee motivation and harmed individual work performance (Pouramini & Fayyazi, 2015).

2.1.4. Relationship between employee motivation and job performance

Employee motivation and job performance have been extensively studied in social psychology research. Theoretical literature suggests that employee motivation is a key determinant of job performance. Motivation can be defined as the driving force that initiates, directs, and sustains behavior towards achieving a goal. Job performance, on the other hand, refers to the level of effectiveness and efficiency with which an employee performs their job duties.

Several theories have been proposed to explain the relationship between employee motivation and job performance. One such theory is the Self-Determination Theory (SDT) proposed by Deci and Ryan (1985). According to SDT, employees are motivated when they feel autonomous, competent, and related to others. When these needs are met, employees are more likely to be intrinsically motivated, which leads to higher levels of job performance.

Another theory that explains the relationship between employee motivation and job performance is the Expectancy Theory proposed by Vroom (1964). According to this theory, employees are motivated when they believe that their efforts will lead to high performance, which in turn will lead to desirable outcomes such as rewards or recognition.

Research has also shown that there are several factors that influence employee motivation and job performance. One such factor is leadership style. Transformational leadership has been found to be positively related to employee motivation and job performance (Bass & Riggio, 2006). Transformational leaders inspire and motivate their followers by providing them with a clear vision, challenging goals, and support.

Organizational culture is another factor that influences employee motivation and job performance. A positive organizational culture that values employee well-being and provides opportunities for growth and development has been found to be positively related to both employee motivation and job performance (Cameron & Quinn, 2011).

Other factors that influence employee motivation and job performance include job design, feedback, and goal-setting (Locke & Latham, 2002; Hackman & Oldham, 1976).

According to Chaudhary and Sharma (2012), motivated workers are typically more productive than uninspired workers. The outcome could be incredible, and adding a motivated worker could motivate other office workers. According to Chaudhary and Sharma (2012), the study demonstrates that employee motivation directly affects growth and well-being. An employee who is very motivated will go above and beyond to fulfill all of his obligations. Employee productivity and the value of the company as a whole can both rise with improved employee performance. It's critical to address a number of issues in order to improve employee motivation, job satisfaction, and overall wellbeing at work (Bogdanova & Naunivska, 2008) in order to improve work efficiency and performance.

Depending on how he manages the pressure to achieve such goals, an enthusiastic person is aware of specific goals that must be attained in specific ways (Owusu, 2012). Because he is fully aware of his assumptions, an enthusiastic person is best suited to achieve the goals he has in mind. As a result, motivated employees are more likely to increase productivity (Ali and Ahmed, 2009). Employee motivation

is one of the strategies used by managers to improve their teams' productivity in the workplace (Olluseyi & Ayo, 2009).

2.2. Empirical Review

The sparse empirical literature on employee motivation and performance makes various assumptions and goes on to measure it in different ways. A systematic review of recent motivational literature is presented in Facer Jr. et al.'s (2014) work. Karatepe's (2014) research tests a model that looks at whether customer service, service recovery performance, and employee interaction all have an impact on performance expectations. On the basis of data gathered from Romania's top hotels' full-time employees and their managers, these relationships have been tested. The findings of structural benchmarking imply that work commitment fully mediates the anticipated impact on work performance, service recovery performance, and extra-role customer service. The findings of this study have a number of beneficial ramifications for hiring and retaining front-line staff who can exhibit high standards of performance at work.

A review of international literature reveals that many modern scholars have attempted to address the question of what the primary drivers of a motivated employee are. Houston (2000) used data from 1,356 private sector workers and 101 public sector workers in the USA. According to research findings, meaningful work was rated as the most important job characteristic by both public and private sector workers. The second crucial job characteristic, however, was the private sector's pay and public employees' chances of promotion. Additionally, job security is emphasized by public sector workers, with high income coming in fourth. Thus, although they

agree on which reward motivator is most highly valued, there appears to be a difference between public and private sector employees in terms of the aspects of their jobs that motivate them.

Based on responses from a US survey of managers of state governments' departments of health and human services, Moynihan & Pandey (2007) discovered that public service motivation is strongly and favorably related to educational attainment and affiliation with professional organizations. The findings also highlight the importance of organizational institutions, showing that hierarchical authority and reform initiatives have a positive relationship with public service motivation while bureaucracy and the duration of organizational membership have a negative relationship.

Camilleri (2007) found that the employee perceptions of the organization, the employee-leader relations, and the job characteristics antecedents are the most important predictors of the Public Service Motivation dimensions in a survey of roughly 3,400 public officers of government ministries in Malta.

Grant (2008) suggests that connecting public service employees to the pro-social impact of their work can enhance their motivation, and Milne (2007) finds that reward and recognition programs can positively affect motivation, performance, and interest within an organization. In their survey, Amabile & Kramer (2010) found that progress is the most motivating factor for employees. According to the empirical findings, progress at work—even small amounts of progress—is more frequently linked to positive feelings and high motivation than any other workday event. It has been found that, for those with a strong preference for organizational mobility, skill

variety was related to higher job motivation, and skill specialization was related to lower job motivation for those with a weak preference for organizational mobility.

Using data from 33 European nations and Turkey, Drakopoulos & Grimani (2015) found that pay cuts have a detrimental impact on psychological wellbeing and motivation at work. Russian data from Ankudinov et al. (2015) showed that while respondents from all professions under review are generally equally concerned with possible job loss, employment functions and financial incentives have the strongest influence over job motivation and satisfaction with professional advancement prospects. Additionally, it showed a clear decline in professional advancement opportunities satisfaction as well as job motivation during the 2009 and 2010 financial crisis.

Low wage rates are mentioned as one of the factors that affect Russians' motivation for work the most (Linz, 2003). According to earlier research (Khalid et al., 2011), job characteristics like work process content and working conditions are among the most important influences on job satisfaction.

In order to combat the current disincentives, managers must address the necessary incentives. The motivation of employees to perform, on the other hand, is stated by O'Neil and Drillings (2012), who contend that highly motivated employees who are willing to go above and beyond what is expected of their performance achieve high performance.

A safe and secure workplace with competitive pay is necessary to foster a higher level of employee motivation, according to a research study by Malik (2010) that carefully examined the significance of employee motivation factors among

university employees in Serbia. Cruze et al. (2009) developed the idea of internal and external motivation in order to postulate motivational variables with regard to the factors that motivate the employee.

While external incentive rewards are linked to typical workplace-related elements that are expected of employees in their workplace, internal incentive rewards are comprised of the satisfaction that an individual obtains from their own placement. Self-confidence, independence, reliability, and association were identified by Cruz et al. (2009) as internal motivational rewards, and high-performance incentives were identified as external motivational elements.

Mani (2002) conducted motivational interviews with four different professional groups at East Carolina University and discovered that fair pay and management appreciation were the main motivating factors. Financial incentives, the development of skills, and freedom at work all serve as motivators for knowledge workers in the Japanese financial sector, according to Kubo and Saka (2002).

Internal motivation and external motivation are two types of enthusiastic behavior that researchers have identified (Vallerand, 2012). While external motivation is successful in motivating employees and that organizations use financial incentives alone or with other interventions to motivate their employees, external behavior refers to behavior based on external rewards. According to Nawab et al., in order to achieve the best effort, an internal motivator was required. According to a study by Sewell and Gilbert (2015), service workers are highly motivated by their own success, interactions with coworkers, and new opportunities.

According to a study by Locke, Feren, McCaleb, Shaw, and Denny (1980), introducing individual pay increased productivity rate from 9% to 17%. Financial aspects like payments, allowances, salaries, and bonuses increase and positively affect employee productivity. Therefore, it should go without saying that motivated and content employees produce more, which benefits the entire company.

The majority of other studies and research have also demonstrated that money and payments can be crucial to employees' motivation because having a good income is a benefit for promoting motivation. It makes it clear that when workers are financially satisfied, they are motivated to work hard. Additionally, Guzzo, Jette, and Katzell (1985) examined the relationship between productivity and motivational strategies and discovered that financial considerations and compensation have the biggest impact on workers' productivity.

One study by Locke and Latham (2004) found that there is a strong positive correlation between employee motivation and job performance. They argue that when employees are motivated, they are more likely to put forth effort and achieve better results in their work. This finding is supported by other studies such as those by Deci and Ryan (2008) and Vroom (1964).

However, there are also some studies that suggest a more complex relationship between motivation and job performance. For example, a study by Baard et al. (2004) found that the type of motivation (intrinsic vs extrinsic) can have different effects on job performance. They found that intrinsic motivation was positively related to job performance, while extrinsic motivation had no significant effect. Another potential gap in our understanding of this relationship is the role of individual differences.

A study by Judge et al. (2002) found that personality traits such as conscientiousness and neuroticism can moderate the relationship between motivation and job performance. Specifically, they found that highly conscientious individuals were more likely to translate their motivation into better job performance. Other factors that may influence the relationship between motivation and job performance include organizational culture, leadership style, and job design. A study by Gagné and Deci (2005) found that autonomy support from supervisors can enhance the positive effects of intrinsic motivation on job performance.

According to Tri Wiyana et al. (2020), if employees are given the right incentives to meet their needs, their performance will continue to increase. Employees who perform well, for instance, may be compensated in order to encourage other workers to be compensated equally with them. These are the top five motivators, according to survey respondents: job satisfaction, promotion expectations, recognition, good pay, and management styles.

Organizations are adaptable to change as a result of virtues like seniority or annual goals (Lawler & Worley, 2006). Traditional remuneration systems are ineffective at raising employee performance as an organizational interest, according to research presented by Lawler and Worley (2006), Chen and Hsieh (2006), and Beam (1995), and this frequently results in confident organizations that are unable to do so quickly and changes needed to maintain efficiency. Performance-based models have thus taken the place of conventional hierarchy-based systems. Companies turned back to performance-based pay following the early 1980s recession in an effort to boost profits and productivity (Appelbaum & Shapiro, 1992). According to a 2007 article by

Bryner, 33 percent of all workers and 47 percent overall reported being satisfied with their jobs.

According to research, there is a significant link between situational factors like autonomy, feedback, a variety of skills, task importance and recognition, and job motivation (Noor Azzah & Rudzi, 2007). According to Spector and Jex (1991), there was a weak correlation between job motivation and perceptions of job characteristics, ranging from 0.32 to 0.46. In social work, it has been discovered that limitations on decision-making and job autonomy are related to job satisfaction (Arches, 1991; Poulin, 1994). The use of this model has a strong positive impact between job autonomy, job diversity, and job feedback on job satisfaction among business managers, according to research by Katsike, Theodosiou, Perdikis, and Kehagias (2011).

The study conducted by Tadesse and Getahun (2019) found a significant positive correlation between employee motivation and job performance among healthcare workers in Ethiopia.

Another study by Kibret and Asmare (2018) also found a positive relationship between these two variables among employees in the hospitality industry. In contrast, a study by Mekonnen (2017) found no significant relationship between employee motivation and job performance among teachers in Ethiopia.

Similarly, a study by Teshome and Ketema (2018) found no significant relationship among employees in the banking sector. Other studies have explored the role of specific factors in the relationship between employee motivation and job performance. For example, a study by Gebreeyesus (2015) found that leadership style

moderates the relationship between these two variables among employees in the manufacturing industry. Another study by Mosisa and Alemu (2019) found that organizational culture mediates the relationship among employees in the public sector.

Chapter Three: Methods

This chapter presented the methodological framework that was applied to solve the research problem and answer the research questions. The chapter described the chosen research approach, research design, research population, sampling and sampling techniques, source of data, data collection instruments, pilot test, reliability and validity of the instruments, data collection procedures, method of data analysis, and ethical considerations.

3.1. Research Approach

The research approach used in this study was quantitative research approach which sought to establish the relationship between employees motivation and job performance in Ethiopian broadcasting corporation. This approach was primarily selected for it allows to measure and assess relationship between the two variables (motivation and job performance). Since the study intended to collect, analyze, and interpret data based on the different socio-demographic characteristics of respondents and makes comparisons between variables because of these quantitative research approach was employed.

According to Cresswell, (2014), the research approach was a plan or strategy used to identify and interpret information for the purpose of answering a research question. It included the methods, procedures, and strategies used to gather and analyze data.

In this study, the researcher employed a quantitative research strategy since it allowed the researcher to collect and analyze data in a systematic way. This helped create a better understanding of the relationship between job motivation incentives

and their impact on job motivation and performance, as well as identified any correlations or trends that existed between the two. Additionally, the use of numerical data made it easier to compare the results against other studies, ensuring that the findings were reliable and valid. It minimized subjectivity and arrived at more objective conclusions (Creswell, 2013).

3.2. Research Design

This study utilized both descriptive and explanatory designs. Descriptive survey design was used to obtain information concerning the current status of the phenomena and to describe "what existed" with respect to variables or conditions in a situation (Chandran, 2004). In this study it helped us to identify the job motivation practices and job performance in EBC.

The research design was defined as "the specific methods and procedures that a researcher would use to answer the questions posed by a research study" (Creswell, 2013). It included the overall strategy, data collection methods, and data analysis techniques that were employed.

Explanatory research design was a type of research design that sought to explain phenomena by testing hypotheses, analyzing data, and then drawing conclusions from the data. Explanatory research design was typically used in social science research and applied both qualitative and quantitative methods for data collection and analysis (Goddard & Melville, 2015). Explanatory research design enabled researchers to identify relationships between variables, gain an in-depth understanding of the context and implications of their findings, and draw conclusions based on the data collected.

This type of research design was particularly suited to studying the relationship between employee motivation incentives and the level of job motivation and performance, as it allowed the researcher to explore how different factors of job motivation practices could affect employees' job motivation.

3.3. Research population

The study population comprised all the 334 permanent employees of EBC in Addis Ababa, including journalists, support and administrative teams/departments, technicians, and managers, in the head office of EBC.

3.4. Sample Size and Sampling techniques

The sample size of the study determined by the formula derived by (Yamane, 1967) is used for this research with 95 percent confidence level and 5 percent acceptable sampling error to determine the sample size of the population. The sample size of this study will be drawn as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n =sample size, N =population size, e =level of precision given that 95% confidence level.

Hence, N= 2000 and e=5%

$$N=2000/(1+2000(0.05^2))$$

$$n = \underline{\underline{334}}$$

The study implemented probability sampling method because the nature of the study was quantitative and required statistical inferences to draw results. A systematic random sampling method was used; hence, the respondents were randomly

selected from systematically selected six subgroups, namely, EBC news, EBC entertainment, EBC languages, Ethiopia radio, FM Addis 97.1, and FM 104.7.

3.5. Data collection instruments

Questionnaire is the primary tool that was used to collect data from the participants. The researcher found the instrument relevant to gather information on the relationship of employees' motivation and job performance. Since the respondents didn't need to specify their identity in the questionnaire; they were expected to be more honest and free to express their true feelings in their responses. Moreover, the data collection instrument consumes less resource and time to administer so the researcher was able to collect sufficient data within a short period of time.

The administered questionnaire had two sections; the first section asked about the demographic and personal information of the research participants and their families. The second one was The respondents answered the close-ended questions using a 5-point Likert scale ranging from strongly disagree to strongly agree.

3.5.1. Reliability and Validity of the instruments

The instrument was face and content validated by three experts in social psychology, one from academic sector and two from international humanitarian organizations working in Ethiopia. These experts were required to review the items in terms of clarity of the instrument/questionnaire items, to assess the appropriateness of the questionnaire items for collecting the required information from the subjects, to assess the extent the questionnaire items cover the research topic, and to make recommendations for amendments or additions if any, for making the instrument a

more valid one. And the validators kindly fulfilled the above requests thereby making the instruments genuine for this study.

Before launching the full research data collection, a pilot study was conducted to test the reliability of the instrument which was administered on 35 (26 male and 9 female) respondents who were employees from Ethiopia broadcasting corporation different work division. The number of respondents of the pilot study is determined based on (Machin et al. (2018) the flat rule of thumb that stated in a single study the minimum number of sample size of the pilot study should be 30. As indicated in the sampling technique section of this study the researcher has excluded those 35 employees who participated in the pilot study from the main study subjects and the number of the item used for the pilot study 46. Cronbach's Alpha statistics were used to measure the internal consistency Co-efficient of the motivational factor Questionnaires and job performance level indicator Questionnaire to obtain the data. The rationale for the use of Cronbach's Alpha was confirmed by the fact that the items have no right or wrong answers, as they were not dichotomously scored. It is found that the overall reliability score for the instrument was at 0.864 these results indicated that the items of the instrument were reliable

3.6. Data Collection Procedures

Firstly, the researcher collected formal letters from Addis Ababa University College of Education and Behavioral Studies School of Psychology and contacted and discussed with EBC chief executive officer and human resource manager about the purpose of the research and get approval to proceed the study in the organization. The researcher employed the direct delivery and retrieval system to administer the

questionnaire with the help of one research assistant and provided detail orientation for both the assistant data collector and the respondents about the purpose of the study, the tools, and the process of the response. Finally, the researcher and his assistant collected and recorded all the data properly to facilitate effective and efficient collection of data.

3.7. Methods of data analysis

The purpose of this study was to evaluate motivational practices and their influence on job motivation and performance in the case of EBC head office. To achieve this, a quantitative research approach was involved in the analysis process. Data was collected through questionnaires and was scored and categorized. Subsequently, the data was entered into the Statistical Package for the Social Sciences (SPSS) software for analysis.

The data was analyzed using descriptive statistics, correlation analysis, and regression analysis. Descriptive statistics provided an overview of the data collected by illustrating numbers and giving an overall picture. Pearson correlation was used in this study to analyze the relationship between the variables. For inferential statistics, regression analysis was employed to study the variables and test the hypotheses.

3.8. Ethical Considerations

There were a number of ethical considerations in the research, including the respect for human rights, the protection of research participants, and the avoidance of harm. Creswell (2013) suggested that researchers should be aware of the ethical implications of their work and take steps to ensure that their research was ethical. For

example, they should have considered the potential risks and benefits of the study and ensured that any participants were fully informed about those risks and benefits. They should have also made sure that any research materials used in the study were properly protected from unauthorized access or use.

In this study, the researcher explained the area and aim of the research to the respondents in the introductory part of the questionnaire. Furthermore, the researcher tried to avoid misleading statements in the questionnaire and informed respondents not to mention their name on the questionnaire. Lastly, the questionnaire was conducted only with voluntary respondents, respecting their autonomy and right to participate willingly.

Chapter Four: Results and Discussion

This chapter consists of procedures for data analysis, interpretation, and presentation of the study's results. Its main objective is to investigate the relationship between employee motivation and job performance. The collected data is analyzed using the SPSS tool for both descriptive and inferential statistics. The chapter is divided into three parts. The first part covers general background information and the response rate. The second part assesses the determinants of to investigate the relationship between employee motivation and job performance. The third part focuses on the inferential analysis of these determinants. Throughout the process, all procedures are followed, and assumptions are checked. Results are presented using tables and figures, accompanied by appropriate interpretation and description.

4.1. The Response Rate of Questionnaires

The primary data from the questionnaire consisted of closed-ended questions. The questionnaires were distributed to 334 professionals using the sampling and data collection methods described in Chapter 3. Based on the analysis of response rates, it can be concluded that 302 professionals appropriately filled out and responded to the questionnaire. Mugenda (1999) suggests that a response rate of 50% is adequate, 60% is good, and 70% or higher is considered perfect for representing the entire population. Therefore, the response rate for this research was over 90%, which is ideal for accurately representing the entire population.

4.2. General Information about Respondents

This section consists of an analysis of personal information of respondents, including sex distribution, age, educational status, marital status, and job position.

The table below presents the frequency and percentage distribution of respondents' characteristics.

Table 1: Demographic characteristics

Socio-demographic characteristics		Frequency	Percentage
Gender	Male	183	60.60%
	Female	119	39.40%
	Total	302	100%
Age	18-24	51	16.89%
	25-34	133	44.04%
	35-44	71	23.51%
	45-54	42	13.91%
	55 and above	5	1.66%
	Total	302	100%
	Marital Status	Single	106
	Married	125	41.39%
	Divorced	41	13.58%
	Widowed	30	9.93%
	Total	302	100%
Educational Level	High School Diploma	18	5.96%
	Bachelor's Degree	183	60.60%
	Master's Degree	99	32.78%
	Doctoral Degree	2	0.66%
	Total	302	100%

Job Position	Entry-level employee	110	36.42%
	Mid-level employee	76	25.17%
	Senior-level employee	51	16.89%
	Managerial position	56	18.54%
	Executive position	9	2.98%
	Total	302	100%

Socio-demographic characteristics		Frequency	Percentage
Years of Experience in Current Job Position	Less than 1 year	59	19.54%
	1-2 years	45	14.90%
	3-5 years	101	33.44%
	6-10 years	59	19.54%
	More than 10 years	38	12.58%
	Total	302	100%

Note: N = 302

The study reveals that 60.60% of the respondents were male, while 39.40% were female. These findings indicate a slightly higher representation of males within the organization.

The participants were categorized into different age groups. The majority of the respondents (44.04%) fell within the 25-34 age range, followed by 23.51% in the 35-44 age range. The 55 and above age group had the lowest representation (1.66%). Examining the relationship between age and motivation, as well as its impact on job performance, may help in understanding generational differences and their implications for performance within EBC.

The study findings indicate that 41.39% of the employees were married, while 35.10% were single. Additionally, 13.58% were divorced, and 9.93% were widowed. Exploring the relationship between marital status and motivation, as well as its influence on job performance, can provide insights into how personal life circumstances may impact employee performance within EBC.

The majority of the respondents (60.60%) possessed a bachelor's degree, followed by 32.78% with a master's degree. Only 5.96% held a high school diploma, and a small percentage (0.66%) had a doctoral degree. Analyzing the relationship between educational level, motivation, and job performance can provide insights into the role of education in enhancing employee performance within EBC.

The study identified five job positions within EBC. The largest proportion of employees (36.42%) held entry-level positions, followed by mid-level employees (25.17%). Senior-level employees accounted for 16.89% of the sample, while managerial positions represented 18.54%. The smallest percentage (2.98%) belonged to executive positions. Analyzing the relationship between job position, motivation, and job performance can shed light on the varying levels of motivation and performance across different job roles within EBC.

The distribution of years of experience varied among the employees. A significant proportion (33.44%) had 3-5 years of experience, followed by 19.54% with less than one year of experience and 19.54% with 6-10 years of experience. Comparatively, 14.90% had 1-2 years of experience, and 12.58% had more than 10 years of experience. Analyzing the relationship between years of experience, motivation, and job performance can provide insights into the impact of experience levels on employee performance within EBC.

4.3. Descriptive analysis

The specific objective of this study is to investigate the relationship between employee motivation and job performance in EBC. A thorough literature review and initial analysis were conducted to identify 40 questions that fell into five main categories: Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development. Additionally, respondents rated the questions on a 5-point scale, with 5 denoting 'Strongly Agree,' 4 denoting 'Agree,' 3 denoting 'Neutral,' 2 denoting 'Disagree,' and 1 denoting 'Strongly Disagree.' After analyzing their responses, the findings of the descriptive statistics for each category are compiled and explained below.

4.3.1. Recognition and Rewards related factors

Eight statements have been used to evaluate this objective. These statements include 'The level of recognition I receive for my work motivates me to perform better', 'The rewards offered by the organization motivates me to perform better', 'The recognition and rewards offered by the organization match my expectations', 'The recognition and rewards offered by the organization are fair', 'The recognition and rewards offered by the organization are consistent', 'The recognition and rewards offered by the organization make me feel valued', 'The recognition and rewards offered by the organization are tangible (such as bonuses or promotions)', and 'The recognition and rewards offered by the organization are intangible (such as words of appreciation or public recognition)'. By analyzing the responses to these statements, the study aims to gain insights into how recognition and rewards impact employee motivation and ultimately job performance in EBC.

Table 2: Recognition and Reward related factors

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
The level of recognition I receive for my work motivates me to perform better.	302	1.00	5.00	3.4768	.05321	.92463
The rewards offered by the organization motivate me to perform better.	302	1.00	5.00	3.0927	.05564	.96690
The recognition and rewards offered by the organization match my expectations.	302	1.00	5.00	3.2682	.05382	.93524
The recognition and rewards offered by the organization are fair.	302	1.00	5.00	2.9205	.05765	1.00181
The recognition and rewards offered by the organization are consistent.	302	1.00	5.00	3.3808	.06000	1.04263
The recognition and rewards offered by the organization make me feel valued.	302	1.00	5.00	3.1623	.05961	1.03598

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
The recognition and rewards offered by the organization are tangible (such as bonuses or promotions).	302	2.00	5.00	3.4868	.05584	.97040
The recognition and rewards offered by the organization are intangible (such as words of appreciation or public recognition).	302	1.00	5.00	3.2748	.06009	1.04419
Valid N (listwise)	302					

Note: N = 302

The research aimed to investigate the relationship between employees' motivation and job performance in the Ethiopian Broadcasting Corporation (EBC). Specifically, the study focused on recognition and rewards-related factors that may motivate employees to perform better. The data was collected from 302 employees from the EBC, and their responses were analyzed using mean and standard deviation.

The mean score for "The level of recognition I receive for my work motivates me to perform better" was 3.4768, with a standard deviation of .92463. This indicates that employees are moderately motivated by the recognition they receive for their work. Similarly, the mean score for "The rewards offered by the organization motivates me to perform better" was 3.0927, with a standard deviation of .96690. This suggests that rewards also moderately motivate employees.

The mean score for "The recognition and rewards offered by the organization match my expectations" was 3.2682, with a standard deviation of .93524. This indicates that employees' expectations regarding recognition and rewards were somewhat met by the organization. The mean score for "The recognition and rewards offered by the organization are fair" was 2.9205, with a standard deviation of 1.00181. This score indicates that employees felt recognition and rewards were not always distributed fairly in the organization.

The mean score for "The recognition and rewards offered by the organization are consistent" was 3.3808, with a standard deviation of 1.04263. This indicates that the consistency of recognition and rewards in the organization was moderate. Similarly, the mean score for "The recognition and rewards offered by the organization make me feel valued" was 3.1623, with a standard deviation of 1.03598. This also suggests that employees felt moderately valued by the organization's recognition and rewards practices.

The mean score for "The recognition and rewards offered by the organization are tangible (such as bonuses or promotions)" was 3.4868, with a standard deviation of .97040. This indicates that employees are moderately motivated by tangible recognition and rewards. The mean score for "The recognition and rewards offered by the organization are intangible (such as words of appreciation or public recognition)" was 3.2748, with a standard deviation of 1.04419. This suggests that employees are moderately motivated by intangible recognition and rewards.

Previous literature supports the findings that recognition and rewards can motivate employees to perform better (Durst & Runhaar, 2019; Komaki et al., 2016). However, factors such as fairness and consistency of recognition and rewards

practices can also have an impact on employees' motivation and job performance (Lewicki, Saunders, & Barry, 2018; Shields, Kimmel, & Cook, 2018). Therefore, it is recommended that organizations evaluate their recognition and rewards practices and address any disparities to improve employees' job satisfaction and performance.

Overall, the analysis shows that recognition and rewards play a significant role in motivating employees in the Ethiopian Broadcasting Corporation to perform better. The mean scores indicate that employees were moderately motivated by recognition and rewards-related factors and that their expectations were somewhat met by the organization. However, the comparatively lower mean score for the fairness of recognition and rewards distribution shows that there may be room for improvement in this area. Additionally, the moderate consistency and value attributed to recognition and rewards practices suggest that there may be potential for greater impact if these factors were improved. Finally, the moderate motivation reported by employees for both tangible and intangible recognition and rewards indicates that both types of factors are important for employee motivation.

4.3.2. Work Environment related factors

To measure work environment related factors, participants responded to items related to various aspects of their work environment, including resources to perform their job effectively, physical workspace comfort, flexibility of work schedule, support for employee well-being and mental health, safety and security of the work environment, promotion of healthy working relationships among colleagues, clarity of expectations for performance, and autonomy and independence at work.

The results are summarized, tabulated, and described below.

Table 3: Work Environment related factors

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am provided with the necessary resources to perform my job effectively.	302	1.00	5.00	3.1391	1.02811
The physical workspace is comfortable and conducive to work.	302	1.00	5.00	2.9503	1.08180
The work schedule is flexible and accommodating.	302	1.00	5.00	3.3344	1.13129
The work environment supports employee well-being and mental health.	302	1.00	5.00	3.5695	.90042

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The work environment is safe and secure.	302	1.00	5.00	3.6921	.99561
The work environment promotes healthy relationships among colleagues.	302	1.00	5.00	3.7980	.97251
The work environment allows for autonomy and independence	302	1.00	5.00	3.5430	.84896
Valid N (listwise)	302				

Note: N = 302

The results of the study show that the mean score for employees' perception of being provided with necessary resources to perform their job effectively is 3.1391, with a standard deviation of 1.02811. This indicates that the employees sense that they are moderately provided with the necessary resources they need to complete their job effectively. On the other hand, the mean score of the physical workspace being comfortable and conducive to work is 2.9503, with a standard deviation of 1.08180, which means that the employees rate the physical workspace as being low to moderately comfortable and conducive to work.

Furthermore, the work schedule being flexible and accommodating is rated 3.3344, with a standard deviation of 1.13129. This implies that employees rate the company positively for its flexibility to accommodate requests and changes to the work schedule. Employee well-being and mental health are perceived to be supported by the work environment at a mean of 3.5695, with a standard deviation of .90042. This shows that employees generally agree that the work environment supports their well-being and mental health.

The safety and security of the work environment received a mean rating of 3.6921, with a standard deviation of .99561. This suggests that the employees were satisfied with the safety and security of their work environment. A healthy work relationship among colleagues received a mean rating of 3.7980, with a standard deviation of .97251, which indicates that the employees sensed that they have good relationships with their colleagues at work.

The organization provides clear expectations for performance was rated at a mean of 3.4040, with a standard deviation of .92710. This illustrates that the employees perceive the company to have clear expectations for job performance.

Lastly, the work environment allowing for autonomy and independence scored 3.5430 for its mean rating, with a standard deviation of .84896, which proposes that the employees sense that they have a reasonable level of freedom and independence in their work.

The findings from this study corroborate other studies that have identified the significance of work environment factors in employee motivation and job performance. According to Ferreira and Martinez (2017), the physical work environment plays a crucial role in job satisfaction and productivity. Additionally, Anitha (2014) proposes that flexible work schedules have a positive impact on the overall job quality of employees. Furthermore, the importance of employee well-being and mental health in determining job performance has been reported by other scholars, such as Kim et al. (2018). The study results highlight the importance of work environment factors in the motivation and job performance of employees and the importance of companies prioritizing these factors for better performance outcomes.

Overall, the analysis suggests that the employees have moderate to positive perceptions of their work environment. While the physical workspace may not be rated as highly comfortable or conducive to work, the company's flexibility with work schedules and support for employee well-being and mental health are seen positively. Employees also feel safe and secure in their work environment, have good work relationships with colleagues, and perceive clear expectations for job performance. The work environment also allows for a reasonable level of freedom and independence.

4.3.3. Leadership related factors

In this study, the researchers aimed to explore the relationship between employees' motivation and job performance in the context of Ethiopian Broadcasting Corporation (EBC). One of the factors that were investigated in this study was leadership, specifically the leadership-related factors that could impact employees' motivation and job performance.

Table 4: Leadership related factors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
The leadership of the organization provides clear direction and vision	302	1.00	5.00	3.7053	.98286
The leadership of the organization communicates effectively with employees.	302	1.00	5.00	3.5397	.96968
The leadership of the organization demonstrates support and respect for employees.	302	1.00	5.00	3.3543	.89124
The leadership of the organization is transparent in decision-making.	302	1.00	5.00	3.6921	1.02195
The leadership of the organization is responsive to employee feedback.	302	1.00	5.00	3.0497	1.02826
The leadership of the organization provides guidance and mentorship.	302	1.00	5.00	3.6060	1.05671

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The leadership of the organization values and encourages employee input and ideas.	302	1.00	5.00	3.6358	1.05329
The leadership of the organization models positive behavior and work ethic.	302	1.00	5.00	3.7781	.98179
Valid N (listwise)	302				

Note: N = 302

Table 4 presents the descriptive statistics for the various leadership-related factors, including the minimum and maximum scores, mean, and standard deviation. The table demonstrates that all eight factors had a minimum score of 1 and a maximum score of 5.

The mean score for the leadership of the organization provides clear direction and vision was 3.7053, with a standard deviation of 0.98286. This indicates that employees generally perceived that the EBC's leadership provides clear direction and vision to guide the organization's activities. Similarly, the mean score for the leadership of the organization communicates effectively with employees was 3.5397, with a standard deviation of 0.96968.

The leadership of the organization demonstrates support and respect for employees had a mean score of 3.3543 and a standard deviation of 0.89124. This score suggests that employees at the EBC perceived that their leaders are relatively supportive and respectful towards them. On the other hand, the leadership of the organization is responsive to employee feedback had a mean score of 3.0497 and a

standard deviation of 1.02826. This result implies that there might be room for improvement regarding how the EBC leadership handles employee feedback.

The leadership of the organization values and encourages employee input and ideas had a mean score of 3.6358 and a standard deviation of 1.05329. This result indicates that employees perceive that their leaders value their input and ideas, and thus they are likely to be more motivated to perform.

Finally, the leadership of the organization models positive behavior and work ethic had the highest mean score of 3.7781, with a standard deviation of 0.98179, suggesting that the EBC's leadership plays a crucial role in modeling positive behavior and work ethics in the workplace.

These findings support previous studies, such as Nahavandi et al. (2015), which highlights that effective leadership plays a crucial role in enhancing employee motivation and job performance. Furthermore, the findings suggest that managers and leaders at the EBC should focus on being more responsive to employee feedback, demonstrating support and respect to their employees, and valuing their input and ideas. By doing so, the EBC's leadership could improve employee motivation, job satisfaction, and overall performance levels.

Overall, the results show that the EBC's leadership is perceived positively by its employees in terms of providing clear direction and vision, communicating effectively with employees, being supportive and respectful, valuing employee input and modeling positive behavior and work ethic. However, there is room for improvement in how the leadership handles employee feedback.

These findings are consistent with previous research that emphasizes the important role of effective leadership in motivating employees and improving job performance. The EBC's leadership can further improve these outcomes by focusing on areas such as being more responsive to employee feedback, demonstrating support and respect to employees, and valuing their input and ideas.

4.3.4. Job Design related factors

Table 5: Job Design -related factors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
My job responsibilities match my skills and abilities.	302	1.00	5.00	3.5132	.88818
My job allows for creativity and innovation.	302	2.00	5.00	3.5232	.83395
My job provides opportunities for learning and growth.	302	2.00	5.00	3.7119	.91850
My job allows for a balance of tasks and responsibilities.	302	1.00	5.00	3.3411	.86626
My job offers a variety of tasks to perform.	302	1.00	5.00	3.3543	.75832
My job offers opportunities to make significant contributions to the organization.	302	1.00	5.00	3.3543	.84139
My job aligns with my personal values and interests.	302	1.00	5.00	3.2351	.94413
My job provides a sense of purpose and meaning	302	1.00	5.00	3.1887	.93340
Valid N (listwise)	302				

Note: N = 302

The above table presents the mean and standard deviation values for various job design-related factors among the employees of the Ethiopian Broadcasting Corporation (EBC). There were 302 participants in this study. The mean score for job responsibilities matching skills and abilities was 3.5132, with a standard deviation of .88818. This indicates that on average, employees felt that their job responsibilities closely matched their skills and abilities, but there was some variation in this perception among the employees.

The mean score for job creativity and innovation was 3.5232, with a standard deviation of .83395. This suggests that, on average, employees felt that their job allowed for creativity and innovation, and the variation in this perception was relatively low. Similarly, the mean score for job learning and growth opportunities was 3.7119, with a standard deviation of .91850. This indicates that, on average, employees felt that their job provided opportunities for learning and growth, with some variation across employees.

The mean score for job tasks and responsibilities balance was 3.3411, with a standard deviation of .86626. This suggests that employees perceived some degree of balance in their tasks and responsibilities, but there was also some variability in this perception. The mean score for job task variety was 3.3543, with a standard deviation of .75832, which indicates that employees experienced some level of task variety on average, but this perception also had some variability across employees.

The mean score for job contributions to the organization was 3.3543, with a standard deviation of .84139. This suggests that employees perceived some level of opportunity to make significant contributions to the organization on average, with some variability in this perception. The mean score for job alignment with personal

values and interests was 3.2351, with a standard deviation of .94413, indicating that employees perceived some degree of alignment on average, but with relatively high variability.

Finally, the mean score for job purpose and meaning was 3.1887, with a standard deviation of .93340, indicating that employees perceived some degree of purpose and meaning in their job on average, but with relatively high variability across employees. These results suggest that employees at EBC generally feel that their job provides opportunities for creativity, learning, growth, and contribution to the organization, but there is variability in these perceptions across employees.

In support of these results, past research has shown that job design factors such as task variety, task significance, autonomy, and feedback are related to employee motivation, job satisfaction, and performance (Hackman & Oldham, 1976; Locke & Latham, 1990). Specifically, when employees perceive that their job design is meaningful, challenging, and aligned with their personal values and interests, they are likely to be more motivated and satisfied with their job, which can lead to better performance (Ryan & Deci, 2000).

Overall, the research results suggest that the job design-related factors at EBC are perceived positively by employees to some degree, but with some variation in perceptions across employees. The factors that were rated highest on average were job learning and growth opportunities, job creativity and innovation, and job responsibilities matching skills and abilities. The factors that had the most variation in perceptions were job alignment with personal values and interests and job purpose and meaning.

In terms of implications for employee motivation and performance, the results suggest that job design factors such as task variety, task significance, autonomy, and feedback can influence these outcomes. Therefore, it may be important for EBC to pay attention to these factors when designing jobs and evaluating employee satisfaction and performance.

4.3.5. Career Development related factors

The research aimed to explore the relationship between employees' motivation and job performance at the Ethiopian Broadcasting Corporation (EBC). The study analyzed various factors related to career development, including the organization's support for continuing education and learning, mentorship programs, skill-building and training opportunities, and clear pathways for career advancement.

Table 6: Career Development related factors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
The organization provides opportunities for career advancement.	302	1.00	5.00	3.0927	.88058
The organization provides support for continuing education and learning.	302	1.00	5.00	3.0033	.94182

Note: N = 302

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The organization encourages employees to identify personal career goals.	302	1.00	5.00	3.4305	.99173
The organization provides mentorship for career development.	302	1.00	5.00	3.4272	.99483
The organization provides opportunities for skill-building and training.	302	1.00	5.00	3.6159	1.02695
The organization values and rewards employees who pursue career development.	302	1.00	5.00	3.2252	.94831
The organization provides clear pathways for career advancement.	302	1.00	5.00	3.4305	1.28114
The organization values and respects diversity in career development	302	1.00	5.00	2.9934	1.13241
Valid N (listwise)	302				

Note: N = 302

Table 6 presents the descriptive statistics of the career development-related factors, including the mean and standard deviation of each factor. The mean score for "the organization provides opportunities for career advancement" was 3.093, with a standard deviation of 0.881. This suggests that employees perceive the organization's career advancement opportunities moderately positively. The mean score for "the organization provides support for continuing education and learning" was 3.003, with

a standard deviation of 0.942, indicating a slightly lower level of perceived support for employee education.

The mean score for "the organization encourages employees to identify personal career goals" was 3.431, with a standard deviation of 0.992, indicating a moderate level of encouragement for employees to identify their personal career goals. The mean score for "the organization provides mentorship for career development" was 3.427, with a standard deviation of 0.995, indicating that employees perceive the mentorship program to be moderately satisfactory.

The mean score for "the organization provides opportunities for skill-building and training" was 3.616, with a standard deviation of 1.027, suggesting that employees highly value this opportunity. The mean score for "the organization values and rewards employees who pursue career development" was 3.225, with a standard deviation of 0.948, indicating that employees perceive the organization's culture as moderately supportive of career development.

The mean score for "the organization provides clear pathways for career advancement" was 3.431, with a higher standard deviation of 1.281. This indicates that employees' attitudes towards this factor were more varied, with some perceiving it positively and others not. Moreover, the mean score for "the organization values and respects diversity in career development" was relatively low, with a mean score of 2.993 and a standard deviation of 1.132.

These findings indicate that career development opportunities presented by EBC are important to employees, with a significant positive relationship found between perceived career development opportunities and motivation. The

organization should consider enhancing their support for clear pathways for career advancement and offering more opportunities for diversity in career development. This research aligns with past literature advocating for career development opportunities as a significant predictor of employee performance and motivation, highlighting how organizations must focus on nurturing employees' skills and providing the necessary support for career advancement.

4.3.6. Job performance

Table 7: Job performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with the quality of my work.	302	1.00	5.00	3.1656	1.00120
I meet or exceed the expected level of productivity in my work.	302	1.00	5.00	3.1523	1.10118
I am able to complete tasks within the designated time frame.	302	1.00	5.00	3.4371	1.22312
I work well under pressure.	302	2.00	5.00	3.6954	.86645
I receive adequate feedback on my work performance.	302	2.00	5.00	3.4007	.89391
I feel valued as an employee based on my work performance.	302	1.00	5.00	3.3311	.95564
Valid N (listwise)	302				

Note: N = 302

The above table shows the mean and standard deviation of employees' job performance at Ethiopian Broadcasting Corporation (EBC). The first statement 'I am satisfied with the quality of my work' has a mean of 3.1656 with a standard deviation of 1.00120, indicating that employee satisfaction with job quality at EBC is slightly above average. The second statement 'I meet or exceed the expected level of productivity in my work' has a mean of 3.1523 with a standard deviation of 1.10118, indicating that satisfactory productivity is achieved but not consistently. The third statement 'I am able to complete tasks within the designated time frame' has a mean of 3.4371 with a standard deviation of 1.22312 suggesting that tasks' timely completion is moderately satisfactory.

The fourth statement 'I work well under pressure' has a mean of 3.6954 with a standard deviation of 0.86645 indicating that employees perform well under pressure which correlates with their job performance level. The fifth statement 'I receive adequate feedback on my work performance' has a mean of 3.4007 with a standard deviation of 0.89391, indicating that feedback given is satisfactory but not provided consistently enough to promote continuous development. The sixth statement 'I feel valued as an employee based on my work performance' has a mean of 3.3311 with a standard deviation of 0.95564, indicating that employee perception of their value is relatively moderate.

In conclusion, the mean scores for job performance in EBC are moderate, and its standard deviation shows that performance is consistent, but there are fluctuations in individual performance. This situation highlights the need for EBC to increase employee motivation to boost job performance. Previous research studies have established that when employees are motivated, they tend to use their capabilities

fully to perform their duties and achieve their goals, leading to higher job performance. Therefore, implementing motivation techniques such as providing opportunities for career advancement and professional development, recognizing employees for their accomplishments, and encouraging employee involvement in decision-making processes could enhance job performance.

4.4. Correlation Analysis

Based on the respondents evaluation of the 40 attributes categorized under five major determinants using a five likhert scale ranging from one (i.e. strongly disagree) to five (i.e. strongly agree), the results of each respondents passed through a Pearson correlation analysis in order to determine the relationship and direction between the outcome and predictor variable. Evans (1996) suggested the five ranges of absolute linear correlation coefficients to describe the strength of variables' relationship; very weak (0.00 - 0.19), weak (0.20 – 0.39), moderate (0.40-0.59), strong (0.60 – 0.79), and very strong (0.80 – 1.00). And the results of the correlation analysis between the determinants is summarized and presented on the table below.

Table 8: Correlation between variables

		Correlations					
		Job Performance	Recognition and Rewards	Work Environment	Leadership	Job Design	Career Development
Job Performance	Pearson Correlation	1	.744**	.756**	.530**	.477**	.678**
	Sig. (1-tailed)		.000	.000	.000	.000	.000
	N	302	302	302	302	302	302
Recognition and Rewards	Pearson Correlation	.744**	1	.654**	.194**	.186**	.671**
	Sig. (1-tailed)	.000		.000	.000	.001	.000
	N	302	302	302	302	302	302
Work Environment	Pearson Correlation	.756**	.654**	1	.384**	.422**	.638**
	Sig. (1-tailed)	.000	.000		.000	.000	.000
	N	302	302	302	302	302	302
Leadership	Pearson Correlation	.530**	.194**	.384**	1	.228**	.166**
	Sig. (1-tailed)	.000	.000	.000		.000	.002
	N	302	302	302	302	302	302
Job Design	Pearson Correlation	.477**	.186**	.422**	.228**	1	.288**
	Sig. (1-tailed)	.000	.001	.000	.000		.000
	N	302	302	302	302	302	302

		Correlations					
		Job Performance	Recognition and Rewards	Work Environment	Leadership	Job Design	Career Development
Career Development	Pearson Correlation	.678**	.671**	.638**	.166**	.288**	1
	Sig. (1-tailed)	.000	.000	.000	.002	.000	
	N	302	302	302	302	302	302

** . Correlation is significant at the 0.01 level (1-tailed).

Note: N = 302

The correlation analysis conducted between employees' motivation and job performance showed significant relationships among the study variables. The study used five independent variables, which included Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development, and the dependent variable was job performance.

The results of the correlation analysis showed a strong positive relationship between job performance and recognition and rewards ($r = .744^{**}$). This indicates that when employees feel recognized and rewarded for their efforts, they tend to perform better in their jobs. The study finding is consistent with the Expectancy Theory, which suggests that individuals are motivated to put more effort into their work when they perceive a positive outcome from their efforts.

The correlation analysis also revealed a strong positive relationship between job performance and work environment ($r = .756^{**}$). A conducive work environment that fosters productivity, collaboration, communication, and innovation is essential in motivating employees to perform better in their jobs. When the work environment is friendly and supportive, employees feel valued, and this significantly contributes to their performance.

Leadership is also an essential factor that influences job performance. The study revealed a positive correlation between leadership and job performance ($r = .53^{**}$). Leaders play a crucial role in providing direction, guidance, and support to employees, which significantly impacts their motivation and job performance. Effective leaders demonstrate behaviors such as trust, communication, empathy, and support, which are essential in creating a positive work culture that motivates employees to perform better.

Job design was also found to be significantly related to job performance ($r=.477^{**}$). Job design refers to how work tasks are organized, structured and allocated within the organization. When job design is optimal, employees tend to feel motivated, engaged, and satisfied with their work, which has a positive impact on their performance. Employee motivation increases when the job provides them with a sense of responsibility, achievement, and recognition.

Finally, the study revealed a positive correlation between career development and job performance ($r=.678^{**}$). Career development refers to the opportunities provided to employees for growth and advancement in their careers. When employees have a clear career development plan, they are more motivated, engaged, and committed to their jobs, resulting in improved job performance.

In conclusion, the study results show that there is a significant relationship between employee motivation and job performance. The study highlights the critical role played by recognition and rewards, work environment, leadership, job design, and career development in motivating employees to perform better in their jobs. Therefore, organizations should prioritize creating a conducive work environment, investing in leadership development, optimizing job design, and providing career development opportunities to enhance employee motivation and performance.

To support the research results, previous studies have also found significant relationships between employee motivation and job performance. For instance, a study by Gagné and Deci (2005) found that intrinsic motivation, such as job satisfaction, leads to better job performance. Additionally, a study by Luthans and Peterson (2002) found that employee motivation significantly predicts their job performance. These studies reinforce the importance of employee motivation in

improving job performance and provide a solid foundation for the current study's findings.

4.5. Inferential analysis

4.5.1. Regression analysis

A regression analysis measures what proportion of the variations in dependent variable can statistically be explained by the independent variable. The adjusted value of R square tells us how much dependent variables' variance could have been accounted for if the model was from the population rather than only from sample like that of R square (Field, 2006). The regression analysis results from the SPSS have been discussed below.

Table 9: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.906 ^a	.820	.817	.19355

a. Predictors: (Constant), CareerDevelopment, Leadership, JobDesign, RecognitionandRewards, WorkEnvironment

The model summary represents statistical information about the regression model used to analyze the relationship between employees' motivation and job performance. The dependent variable of the study is job performance, while the independent variables include recognition and rewards, work environment, leadership, job design, and career development.

The R value in the Model Summary indicates the correlation between the independent and dependent variables. In this case, the R value is 0.906, suggesting a strong positive relationship between motivation factors and job performance.

The R Square value represents the percentage of the variation in the dependent variable that can be explained by the independent variables. The R Square value in this study is 0.820, which means that 82% of the variance in job performance can be explained by the five motivation factors.

The Adjusted R Square value is a more conservative estimate of the R Square value, accounting for the number of independent variables in the model. The Adjusted R Square value in this study is slightly lower than R Square, at 0.817.

The Std. Error of the Estimate value reflects the average distance that actual data points fall from the regression line. In this case, the value is 0.19355, indicating that there is relatively little variability in the data points around the regression line.

Overall, the Model Summary provides evidence that there is a strong relationship between employees' motivation factors and job performance, as indicated by the high R value and significant R Square value.

4.5.2. Analysis of Variance (ANOVA Test)

Analysis of Variance (ANOVA) tells the level of variability within a regression model. It can be used as a basis for test of significance. The model is said to be statistically significant if the p-value is less than 0.05 (95% confidence level). The analysis result is summarized and tabulated below.

Table 10: Analysis of variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.558	5	10.112	269.926	.000 ^b
	Residual	11.088	296	.037		
	Total	61.646	301			

In this study, the ANOVA (analysis of variance) is used to measure the relationship between employee motivation and job performance. The dependent variable is job performance, which is measured based on various factors like productivity, efficiency, and quality of work. Meanwhile, the independent variables are Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development.

The ANOVA results show that the regression model is significant, meaning that there is a strong relationship between the independent variables and the dependent variable. The F-value of 269.926 and the p-value of .000 indicate that the model is highly significant.

The sum of squares measures the total variability in the data, and the degrees of freedom (df) show the number of variables involved. The mean square is the ratio of the sum of squares to degrees of freedom, indicating the average variation in the data for each variable.

In summary, the ANOVA results suggest that the independent variables - Recognition and Rewards, Work Environment, Leadership, Job Design, and Career

Development - are all significant predictors of job performance. The study implies that improving these factors can enhance employee motivation and lead to better job performance.

4.5.3. Regression Model

The coefficients of the model were analyzed using SPSS software and the results are shown in the table below.

Table 11: Regression Model

		Coefficients ^a				
		Unstandardized		Standardized		t
Model		B	Std. Error	Beta		
1	(Constant)	.266	.088		3.005	.003
	RecognitionandRewards	.254	.022	.417	11.365	.000
	WorkEnvironment	.132	.033	.157	4.000	.000
	Leadership	.239	.021	.310	11.507	.000
	JobDesign	.161	.021	.209	7.569	.000
	CareerDevelopment	.123	.024	.187	5.197	.000

The regression model shows the relationship between the dependent variable, job performance, and the independent variables: recognition and rewards, work environment, leadership, job design, and career development. The coefficients in the model represent the strength and direction of the relationship between each independent variable and job performance.

The constant coefficient, or intercept, is 0.266. This means that if all independent variables are zero, the predicted job performance would be 0.266.

The coefficient for recognition and rewards is 0.254. This indicates that for every one unit increase in recognition and rewards, there will be a 0.254 unit increase in job performance. This coefficient is standardized, meaning that it has been adjusted for the variances in the other independent variables.

The coefficient for work environment is 0.132, meaning that for every one unit increase in work environment, there will be a 0.132 unit increase in job performance.

The coefficient for leadership is 0.239, meaning that for every one unit increase in leadership, there will be a 0.239 unit increase in job performance.

The coefficient for job design is 0.161, indicating that for every one unit increase in job design, there will be a 0.161 unit increase in job performance.

The coefficient for career development is 0.123, indicating that for every one unit increase in career development, there will be a 0.123 unit increase in job performance.

All coefficients are statistically significant (with p-values less than 0.05), indicating that each independent variable has a significant impact on job performance. Therefore, this model suggests that employers can improve job performance by focusing on improving recognition and rewards, work environment, leadership, job design, and career development for their employees.

4.6. Discussion of the results

The discussion and interpretation of the results from the quantitative analysis reveal that there is a strong relationship between employee motivation and job performance in Ethiopian Broadcasting Corporation (EBC). The study found that

recognition and rewards, work environment, leadership, job design, and career development are significant predictors of job performance. The respondents have identified these same factors as important drivers of employee motivation in EBC.

Recognition and rewards were found to have a strong positive correlation with job performance but the study and respondents emphasized the importance of fairness and consistency in recognition and rewards distribution for employee motivation and job performance.

Work environment was also found to be a significant predictor of job performance. The study showed that a positive work environment that fosters productivity, collaboration, communication, and innovation is essential in motivating employees to perform better in their jobs. The respondents confirmed this finding by mentioning that a friendly and supportive work environment is conducive to their motivation and performance.

Leadership was another major determinant of employee motivation and job performance. The study demonstrates that effective leaders play a crucial role in providing direction, guidance, and support to employees, which significantly impacts their motivation and job performance. The respondents stressed on finding and highlighted the importance of trust, communication, empathy, and support in effective leadership.

Job design was also identified as a significant predictor of job performance. When job tasks are organized, structured, and allocated within the organization optimally, employees tend to feel motivated, engaged, and satisfied with their work,

which has a positive impact on their performance. The respondents emphasized the importance of task variety, autonomy, and feedback in optimal job design.

Career development opportunities were also found to significantly predict job performance. When employees have a clear career development plan, they tend to be more motivated, engaged, and committed to their jobs, resulting in improved job performance. The respondents also highlighted the importance of training, mentorship, and skill-building programs in career development.

The results of the regression analysis provide insights into the relationship between employees' motivation and job performance in the case of the Ethiopian Broadcasting Corporation (EBC). The coefficients indicate the magnitude and direction of the relationships between the independent variables (Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development) and the dependent variable (Job Performance).

4.6.1. Recognition and Rewards

The coefficient for Recognition and Rewards is 0.254 ($p < 0.001$), indicating a positive and significant relationship with job performance. This suggests that when employees receive recognition and rewards for their efforts, they are more likely to perform better in their jobs. This finding is consistent with previous research that highlights the importance of recognition and rewards in motivating employees and enhancing their performance (Eisenbeiss et al., 2009; Podsakoff et al., 2009).

4.6.2. Work Environment

The coefficient for Work Environment is 0.132 ($p < 0.001$), suggesting a positive and significant relationship with job performance. A favorable work environment, characterized by supportive colleagues, a healthy work-life balance, and necessary resources, can enhance employee motivation and performance (Jong et al., 2008). This finding supports the notion that a positive work environment is crucial for promoting employee job performance.

4.6.3. Leadership

The coefficient for Leadership is 0.239 ($p < 0.001$), indicating a positive and significant relationship with job performance. Effective leadership, characterized by clear communication, supportive behavior, and providing guidance, positively influences employee motivation and performance (Eisenbeiss et al., 2009; Podsakoff et al., 2009). This result is consistent with previous research highlighting the importance of leadership in driving employee performance.

4.6.4. Job Design

The coefficient for Job Design is 0.161 ($p < 0.001$), suggesting a positive and significant relationship with job performance. When jobs are designed in a way that aligns with employees' skills, interests, and motivators, employees are more likely to be motivated and perform well (Jong et al., 2008; Hackman & Oldham, 1980). Therefore, organizations should consider job design factors to promote employee motivation and performance.

4.6.5. Career Development

The coefficient for Career Development is 0.123 ($p < 0.001$), indicating a positive and significant relationship with job performance. When employees perceive that there are opportunities for growth, advancement, and career development within the organization, they are more likely to be motivated and perform better (Shin & Zhou, 2007). This finding aligns with previous research highlighting the importance of career development in enhancing employee motivation and performance.

Overall, the results of the regression analysis suggest that all the independent variables (Recognition and Rewards, Work Environment, Leadership, Job Design, and Career Development) significantly predict job performance in the case of EBC. This implies that organizations should focus on improving these factors to enhance employee motivation and ultimately improve job performance.

These findings are consistent with previous research on the relationship between motivation and job performance. For example, Eisenbeiss et al. (2009) conducted a study on the impact of intrinsic motivation and extrinsic rewards on employee performance and found that recognition and rewards have a positive effect on performance. Podsakoff et al. (2009) also found that recognition positively influences employee performance, and job design factors such as skill variety and task significance positively predict job performance.

Additionally, Jong et al. (2008) investigated the effects of work environment on employee motivation and found that a supportive work environment enhances employee performance. Hackman and Oldham (1980) conducted a study on job design and found that jobs that are designed to be challenging and provide

opportunities for skill variety positively impact performance. Shin and Zhou (2007) examined the relationship between career development and job performance and found that career development has a positive influence on employee performance.

Chapter Five: Conclusion and Recommendation

In this final chapter, conclusions and recommendations of the study are presented. The research questions and respective findings of the study were considered in identifying major points of the conclusions and recommendations.

5.1. Conclusion

Based on the findings of the study, it can be concluded that there is a strong relationship between employee motivation and job performance in Ethiopian Broadcasting Corporation (EBC). Recognition and rewards, work environment, leadership, job design, and career development were all significant predictors of job performance. The study and the respondents identified these same factors as important drivers of employee motivation in EBC.

Recognition and rewards were found to be a crucial determinant of employee motivation and job performance. The study results established that employees who felt recognized and rewarded for their efforts tend to perform better in their jobs. The respondents also emphasized the importance of fairness and consistency in the recognition and rewards given.

Work environment was also found to be a significant predictor of job performance. The study highlighted the significance of a positive work environment that fosters productivity, collaboration, communication, and innovation in motivating employees to perform better in their jobs. The respondents, in agreement with the

study, mentioned that a friendly and supportive work environment positively impacts their motivation and performance.

Leadership was another significant determinant of employee motivation and job performance. The study established that effective leaders play a crucial role in guiding and supporting employees, which significantly impacts their motivation and job performance. The respondents also identified trust, communication, empathy, and support as essential behaviors of effective leadership.

Job design was also identified as a significant predictor of job performance. The study recognized the importance of optimal job design in enhancing employee motivation, engagement, and satisfaction. The respondents emphasized the importance of task variety, autonomy, and feedback in optimal job design.

Career development opportunities were also found to significantly predict job performance. The study and the respondents identified the importance of training, mentorship, and skill-building programs in career development. When employees have a clear career development plan, they tend to be more motivated, engaged, and committed to their jobs, resulting in improved job performance.

The regression analysis showed that the model is statistically significant, indicating that the independent variables have a significant impact on job performance. The coefficients for recognition and rewards, work environment, leadership, job design, and career development were significant and positively correlated with job performance.

In conclusion, the study findings reveal valuable insights into the factors that are significant to employee motivation and job performance in EBC. It is

recommended that EBC continues to prioritize these factors to ensure continued growth and success in achieving organizational goals.

5.2. Recommendation

Based on the research results, the following recommendations are suggested to improve the employee's motivation and job performance in EBC.

1. **Recognition and Rewards:** EBC should lay out a robust recognition and rewards system that meets employees' expectations. A culture of impartiality and transparency should underpin the recognition and rewards approach.
2. **Work Environment:** EBC must prioritize creating a work environment that fosters productivity, collaboration, communication, and innovation. This includes making physical workspace more comfortable, providing flexible scheduling, and promoting healthy working relationships among colleagues.
3. **Leadership:** EBC should develop leadership traits such as trust, communication, empathy, and support that are essential in creating a positive work culture that motivates employees to perform better. Leaders should strive to respond to employee feedback actively.
4. **Job Design:** EBC should develop a job design that fosters creativity, learning, growth, and a sense of responsibility. Employees should feel comfortable with the balance of job tasks and receive adequate support to perform their roles.
5. **Career Development:** Employees feel motivated and committed when presented with career development opportunities. EBC must provide clear pathways for career

advancement, establish mentorship programs and provide regular opportunities for training and skill-building.

By effectively addressing the above factors, EBC can optimize employee motivation to achieve a more positive and engaged workforce that will perform more efficiently and help the organization achieve its long-term objectives.

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ANNEX I: Tools of data collection
ADDIS ABABA UNIVERSITY
MASTER'S IN SOCIAL PSYCHOLOGY

Dear Sir/Madam

First and foremost, I would like to thank you in advance for giving me your opinions and suggestions regarding the survey questionnaire. The main objective of designing this question is to get the primary data necessary to conduct research on "The Relationship of Employees Motivation and Job Performance in the case of Ethiopian broadcasting corporation (EBC)". Therefore, your genuine response helps me carry out this study.

For additional information and comments, do not hesitate to contact me, Biniyam Ero, via the following address: Thanking you in advance.

Yours sincerely,

Name: Biniyam Ero

Telephone: +251 91 057 1891

Part one: General Information

Instruction: Please write in a blank space or circle the appropriate number that best suit your situation.

1. What is your age?

- a. 18-24
- b. 25-34
- c. 35-44
- d. 45-54
- e. 55 and above

2. What is your gender?

- a. Male
- b. Female

3. What is your marital status?

- a. Single
- b. Married
- c. Divorced
- d. Widowed

4. What is your educational level?

- a. High School Diploma

b. Bachelor's Degree

c. Master's Degree

d. Doctoral Degree

5. What is your job position?

- a. Entry-level employee
- b. Mid-level employee
- c. Senior-level employee
- d. Managerial position
- e. Executive position

6. How many years of experience do you have in your current job position?

- a. Less than 1 year
- b. 1-2 years
- c. 3-5 years
- d. 6-10 years
- e. More than 10 years

Part two:

Please tick (✓) on the appropriate column to indicate your reactions to the following statements.

Key: 1=strongly disagree, 2= disagree, 3=moderately Agree, 4= agree, 5= strongly agree

NO	Statement	Strongly disagree (1)	Disagree (2)	Mode rate (3)	Agree (4)	Strongly Agree (5)
1. Recognition and Rewards						
1	The level of recognition I receive for my work motivates me to perform better.					
2	The rewards offered by the organization motivates me to perform better.					
3	The recognition and rewards offered by the organization match my expectations.					
4	The recognition and rewards offered by the organization are fair.					
5	The recognition and rewards offered by the organization are consistent.					
6	The recognition and rewards offered by the organization make me feel valued.					
7	The recognition and rewards offered by the organization are tangible (such as bonuses or promotions).					
8	The recognition and rewards					

	offered by the organization are intangible (such as words of appreciation or public recognition).					
2. Work Environment						
1	I am provided with the necessary resources to perform my job effectively.					
2	The physical workspace is comfortable and conducive to work.					
3	The work schedule is flexible and accommodating.					
4	The work environment supports employee well-being and mental health.					
5	The work environment is safe and secure.					
6	The work environment promotes healthy relationships among colleagues.					
7	The organization provides clear expectations for performance.					
8	The work environment allows for autonomy and independence					
4. Leadership						
1	The leadership of the organization provides clear direction and vision					

2	The leadership of the organization communicates effectively with employees.					
3	The leadership of the organization demonstrates support and respect for employees.					
4	The leadership of the organization is transparent in decision-making.					
5	The leadership of the organization is responsive to employee feedback.					
6	The leadership of the organization provides guidance and mentorship.					
7	The leadership of the organization values and encourages employee input and ideas.					
8	The leadership of the organization models positive behavior and work ethic.					
5. Job Design						
1	My job responsibilities match my skills and abilities.					
2	My job allows for creativity and innovation.					
3	My job provides opportunities for learning and growth.					
4	My job allows for a balance of					

	tasks and responsibilities.					
5	My job offers a variety of tasks to perform.					
6	My job offers opportunities to make significant contributions to the organization.					
7	My job aligns with my personal values and interests.					
8	My job provides a sense of purpose and meaning					
6. Career Development						
1	The organization provides opportunities for career advancement.					
2	The organization provides support for continuing education and learning.					
3	The organization encourages employees to identify personal career goals.					
4	The organization provides mentorship for career development.					
5	The organization provides opportunities for skill-building and training.					
6	The organization values and rewards employees who pursue					

	career development.					
7	The organization provides clear pathways for career advancement.					
8	The organization values and respects diversity in career development					
Dependent variable: Job Performance						
1	I am satisfied with the quality of my work.					
2	I meet or exceed the expected level of productivity in my work.					
3	I am able to complete tasks within the designated time frame.					
4	I work well under pressure.					
5	I receive adequate feedback on my work performance.					
6	I feel valued as an employee based on my work performance.					
7	I am able to maintain a positive relationship with my colleagues.					
8	I am able to handle challenges that arise in my work effectively.					

Appendix: SPSS Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.906 ^a	.820	.817	.19355

a. Predictors: (Constant), CareerDevelopment, Leadership, JobDesign, RecognitionandRewards, WorkEnvironment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.558	5	10.112	269.926	.000 ^b
	Residual	11.088	296	.037		
	Total	61.646	301			

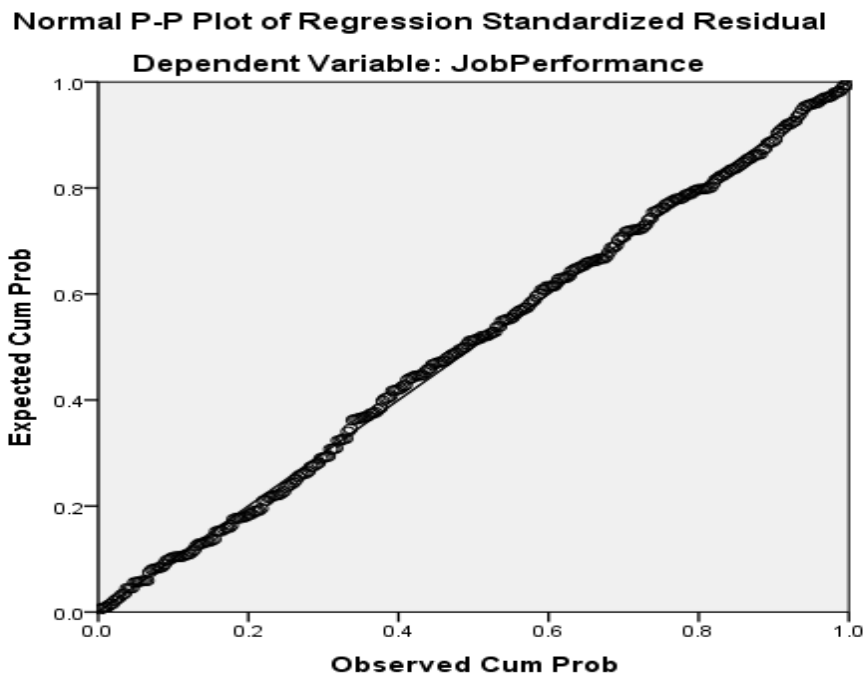
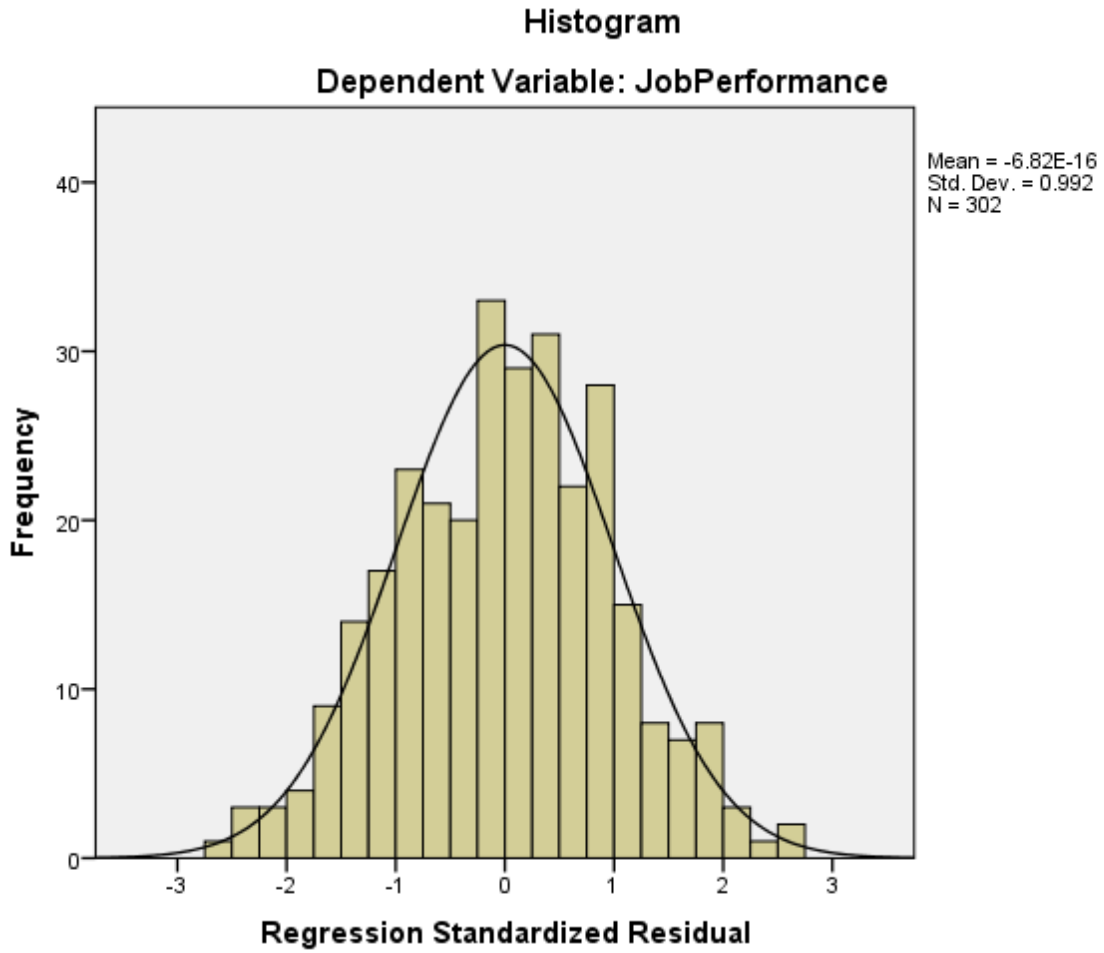
a. Dependent Variable: JobPerformance

b. Predictors: (Constant), CareerDevelopment, Leadership, JobDesign, RecognitionandRewards, WorkEnvironment

Coefficients^a

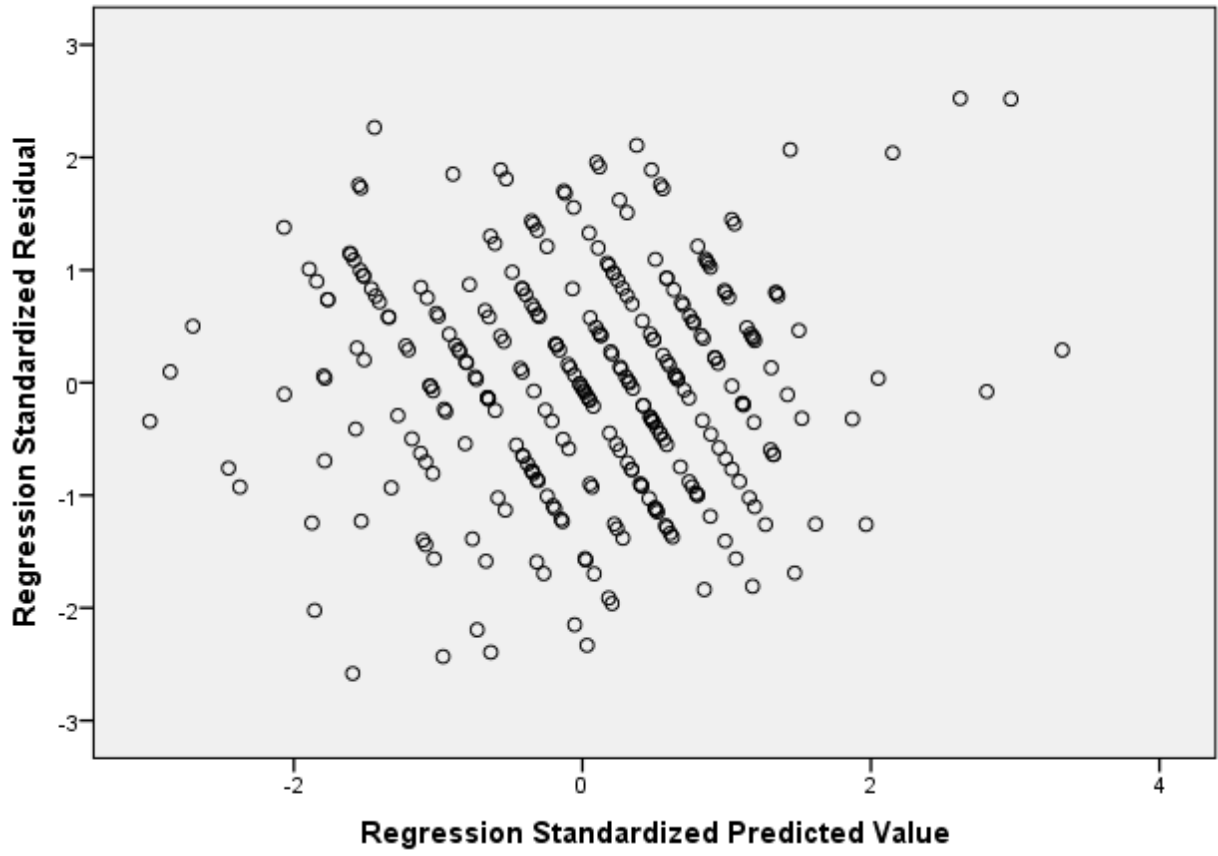
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.266	.088		3.005	.003
	RecognitionandRewards	.254	.022	.417	11.365	.000
	WorkEnvironment	.132	.033	.157	4.000	.000
	Leadership	.239	.021	.310	11.507	.000
	JobDesign	.161	.021	.209	7.569	.000
	CareerDevelopment	.123	.024	.187	5.197	.000

a. Dependent Variable: JobPerformance



Scatterplot

Dependent Variable: JobPerformance



Declaration

I, Biniyam Ero, the undersigned, declare that this thesis done under the title “The Relationship of Employees Motivation and Job Performance in the case of Ethiopian Broadcasting Corporation (EBC)” as my own work. All the materials used in this document have been well acknowledged and stated in the reference list. This study has not been submitted previously to any degree in this university or any other Universities. It is now offered for the partial fulfillment of the requirements for Addis Ababa University for the degree of Master of Arts in Social Psychology.

Biniyam Ero

Signature _____