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ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, ARTS & HUMANITIES
SCHOOL OF MEDIA AND COMMUNICATION

THE ROLE OF PUBLIC RELATIONS IN STAFF MOTIVATION:
THE CASE OF DILLA UNIVERSITY

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ADDIS ABABA, ETHIOPIA

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RELATIONS AND STRATEGIC COMMUNICATION

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ADDIS ABABA, ETHIOPIA

JUNE, 2025

Certification

This is to certify that the thesis entitled “The role of public relations in staff motivation: The case of Dilla University.”, submitted to Addis Ababa University for the award of the Degree of master in public relations and strategic communication and is a research work carried out by Barnabas Bekele, under our guidance and supervision. Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institution for the award of any degree or diploma.

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Declaration

I hereby declare that this research entitled “The role of public relations in staff motivation: The case of Dilla University.”, has been carried out by me under the guidance and supervision of Dr. Abdulaziz Dino. The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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Abstract

This study examines the role of public relations (PR) in staff motivation at Dilla University, Ethiopia, focusing on the impact of leadership support, career development opportunities, workload, and recognition and reward systems. Utilizing a mixed-methods approach, the research collected data from 363 staff members through structured questionnaires and interviews. The findings reveal that leadership support has the strongest positive correlation with staff motivation ($r = 0.857$), followed by career development opportunities ($r = 0.754$). Workload showed a moderate correlation ($r = 0.696$), though regression analysis indicated a negative effect ($\beta = -0.224$), suggesting excessive workloads can demotivate staff. Recognition and reward systems had a moderate positive correlation ($r = 0.567$), but inconsistencies in their application were noted. The overall model explained 79.8% of the variance in staff motivation ($R^2 = 0.798$), highlighting the collective influence of these factors. The research highlights the critical role of internal public relations practices in enhancing employee motivation, especially via clear communication, fair distribution of workloads, and significant acknowledgment. Suggested actions encompass leadership development, organized career advancement initiatives, and open reward mechanisms to improve employee involvement and institutional effectiveness. These findings add to the wider comprehension of public relations' function in higher education settings, especially in Ethiopia, and provide actionable recommendations for comparable institutions.

Keywords: *Public relations, staff motivation, leadership support, career development, workload, recognition and reward, Dilla University.*

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Public Relations (PR) has emerged as an essential organizational function, not only in promoting the image and reputation of institutions but also in fostering internal communication and staff engagement. In contemporary institutions such as universities, PR offices serve as strategic departments that influence not only external stakeholders but also the internal workforce. Effective internal PR strategies have the potential to impact staff motivation by promoting transparency, recognition, leadership engagement, and career development opportunities (Smith, 2021).

Motivation is a key element that determines employee productivity, job satisfaction, and overall performance. In public institutions like universities, staff motivation is crucial in achieving academic and administrative goals. Dilla University, as one of Ethiopia's public universities, operates in a highly dynamic environment where staff performance is directly linked to institutional progress. However, challenges related to leadership support, recognition, career development, and workload management continue to affect PR staff motivation (Tesfaye & Alemu, 2022).

Leadership support is essential in providing clear direction, empowerment, and trust to staff members. Studies suggest that when leadership consistently communicates institutional goals, recognizes contributions, and involves employees in decision-making, staff motivation improves significantly (Northouse, 2021). In the case of PR offices, leadership plays a critical role in allocating resources, advocating for professional development, and appreciating communicative efforts made by staff.

Career development is another significant variable influencing motivation. Organizations that invest in employee growth through training, mentoring, and promotional opportunities experience higher staff retention and satisfaction (Armstrong & Taylor, 2020). PR professionals often require updated skills in media relations, digital communication, and stakeholder management. Inadequate development opportunities can hinder both personal and institutional progress.

Workload, especially when unbalanced, can negatively impact motivation. A mismatch between expected output and available resources or time may cause stress, burnout, and disengagement. Research shows that optimal workload distribution contributes to job satisfaction and performance (Wright & Pandey, 2020). This is particularly relevant in PR departments where deadlines are tight, tasks are numerous, and visibility is constant.

Recognition and reward mechanisms serve as important motivational tools. Employees who feel appreciated are more likely to exhibit loyalty, creativity, and dedication. Recognition can take both monetary and non-monetary forms, including verbal praise, certificates, bonuses, and public acknowledgment. According to Herzberg's two-factor theory, recognition is among the top motivators in professional settings (Herzberg, 1959; revised in Robbins & Judge, 2021).

Despite the importance of these variables, there is limited empirical research in the Ethiopian context, particularly concerning the role of PR in staff motivation. Most existing studies have focused on external PR functions such as branding and media engagement (Mengesha, 2023). There remains a gap in analyzing how internal PR practices influence employee motivation within universities. This study seeks to fill this gap by examining the role of PR in staff motivation at Dilla University, focusing on key factors like leadership support, career development, workload, and recognition and rewards.

1.2. Statement of the Problem

In Ethiopia's higher education system, universities are striving to improve institutional performance amid budgetary constraints, increasing student populations, and public accountability demands. Dilla University, like many public institutions, is under pressure to deliver high-quality education and research. The role of PR in achieving these goals cannot be understated, particularly in how it supports and motivates staff members working behind the scenes to manage communication and stakeholder relations. Public Relations (PR) has evolved from a primarily external-facing function to a critical component of internal organizational dynamics, particularly within institutions like universities. Effective internal PR strategies are recognized as instrumental in fostering staff motivation through transparency, recognition, leadership engagement, and career development opportunities (Smith, 2021). Within the dynamic academic environment of Ethiopian public universities, such as Dilla University, staff

motivation is paramount for achieving institutional goals. However, challenges related to leadership support, career development, workload management, and recognition mechanisms persist, impacting the motivation of PR staff (Tesfaye & Alemu, 2022).

Leadership support, as highlighted by Northouse (2021), is crucial for providing clear direction, empowerment, and trust, thereby enhancing staff motivation. In PR departments, effective leadership translates to resource allocation, professional development advocacy, and recognition of communicative efforts. Similarly, career development, as emphasized by Armstrong & Taylor (2020), plays a significant role in staff retention and satisfaction. PR professionals require continuous skill enhancement in areas like media relations and digital communication, and inadequate development opportunities can hinder both personal and institutional progress.

Furthermore, workload management is essential for preventing stress, burnout, and disengagement. Wright & Pandey (2020) underscore the importance of balanced workload distribution for job satisfaction and performance, especially in high-pressure PR environments. Recognition and reward mechanisms, as articulated by Herzberg's two-factor theory (Robbins & Judge, 2021), are vital motivational tools, fostering loyalty, creativity, and dedication among staff.

Despite the acknowledged importance of these variables in influencing staff motivation, there is a significant dearth of empirical research within the Ethiopian context, particularly concerning the role of internal PR practices in universities. Existing studies predominantly focus on external PR functions, such as branding and media engagement (Mengesha, 2023). This research gap is particularly concerning given the rapid expansion of the Ethiopian higher education system, which has led to increased management challenges in ensuring a motivated workforce. For example, studies on the challenges faced by Ethiopian public universities, such as those by Yirga, Tefera, and Shiferaw (2018) highlight the need for improved internal organizational practices. Furthermore, recent research by Gebremariam, and Getahun (2022) indicates that management practices in Ethiopian higher education institutions often lack the necessary focus on employee motivation and engagement.

Therefore, this study aims to address the critical gap in understanding how internal PR practices influence staff motivation at Dilla University. Specifically, this research will investigate the impact of leadership support, career development, workload management, and recognition and

rewards on the motivation of PR staff. The findings of this study will provide crucial insights for Dilla University and other Ethiopian universities, enabling them to develop effective internal PR strategies that enhance staff motivation and contribute to institutional excellence.

While Dilla University invests in various staff development initiatives, the potential role of strategic Public Relations (PR) particularly internal PR focused on communication, relationship building, and organizational identity as a key driver of staff motivation remains largely unrecognized and underexploited. Traditional PR efforts often prioritize external stakeholders (students, government, community) over internal audiences (staff). This gap hinders the university's ability to fully harness its human capital potential. Limited empirical research specifically linking strategic PR practices to staff motivation within Ethiopian universities. Most studies focus on general HR practices or external PR. This study fills a critical gap by focusing on the internal PR-staff motivation dynamic at Dilla University.

1.3. Research Questions

1. What PR strategies are employed to motivate staff at Dilla University?
2. How do staff perceive the role of PR in their motivation at Dilla University?
3. What is the relationship between motivation and staff performance in terms of PR at Dilla University?

1.4. Objectives of the study

1.4.1. General Objective of the Study

To analyze the role of public relations in enhancing staff motivation at Dilla University.

1.4.2. Specific Objectives

- ✓ To identify PR strategies used to motivate staff at Dilla University.
- ✓ To examine the perception of staff toward the role of PR in their motivation at Dilla University.
- ✓ To analyze the relationship between motivation and staff performance in terms of PR at Dilla University.

1.5. Scope and Delimitations

This study is limited to Dilla University staff including the Public Relations Office. PR practices are delimited to internal communication, staff recognition programs, and organizational reputation management as perceived by staff. Motivation is measured through self-reported levels of engagement, satisfaction, commitment, and intention to stay. External PR (e.g., media relations, community outreach) is considered only insofar as it impacts staff perception of institutional reputation. The study period is confined to the 2024/2025 academic year and involves only full-time all employees.

1.6. Significance of the Study

This study is significant for multiple stakeholders. For university administrators, it provides evidence-based insights to enhance motivational strategies targeting PR staff. For scholars and researchers, it contributes to the limited literature on internal PR practices in Ethiopian higher education. For PR practitioners, it offers recommendations on improving their work environment and professional growth. Lastly, it may inform national education policy makers on the importance of internal communication and staff welfare.

1.7. Limitations of the Study

The study is geographically and institutionally limited to Dilla University and its PR office, and due to resource and time constraints, findings may not be generalizable to other universities. Additionally, reliance on self-reported data may introduce bias, although efforts will be made to ensure confidentiality and accuracy.

1.8. Definition of Operational Terms

- **Public Relations (PR):** A strategic communication process that builds mutually beneficial relationships between an organization and its internal and external stakeholders (Grunig & Hunt, 2017).
- **Motivation:** The internal and external factors that stimulate staff to be continuously interested and committed to a job, role, or subject.
- **Staff Motivation:** The psychological drive that influences employees' direction, effort, and persistence in achieving organizational goals (Deci & Ryan, 2000).

- **Leadership Support:** The extent to which supervisors and managers provide guidance, encouragement, and resources to staff. Assessed via staff perceptions of transparent communication, empowerment, and involvement in decision-making (Men & Bowen, 2017).
- **Career Development:** Structured pathways for professional growth, including training, promotions, and skill-building initiatives (Armstrong & Taylor, 2020). Evaluated based on access to training, mentorship, and clarity of promotion criteria communicated by PR and HR departments (Otoo et al., 2023).
- **Workload:** The volume and complexity of tasks assigned to an employee within a specified timeframe (Wright & Pandey, 2020). Perceived fairness and manageability of task distribution, measured through staff feedback on stress levels and work-life balance (Zhao et al., 2021).
- **Recognition and Rewards:** Formal and informal mechanisms to acknowledge employee contributions, including monetary and non-monetary incentives (Herzberg, 1959; Robbins & Judge, 2021). Staff perceptions of fairness, consistency, and visibility of rewards (e.g., awards, public praise, bonuses) as communicated by PR (Mulugeta & Kifle, 2022).
- **Internal Communication:** The strategic dissemination of information within an organization to align staff with institutional goals (Men & Stacks, 2013). Includes channels like newsletters, town halls, and digital platforms used by PR to foster transparency and engagement (Grunig, 2015).
- **Organizational Culture:** Shared values, beliefs, and practices that shape employee behavior and attitudes (Schein, 2013). The role of PR in reinforcing culture through consistent messaging and staff recognition programs (Mazzei & Ravazzani, 2020).

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction to Staff Motivation

Public relation (PR) plays a critical role in shaping institutional reputation, stakeholder engagement, and internal communication. In higher education institutions like Dilla University, PR professionals act as a bridge between the university and its internal and external publics. However, PR staff motivation is often overlooked in organizational development strategies. Motivated PR staff contribute significantly to institutional effectiveness, especially in environments requiring transparency, public trust, and strategic communication. Motivation is multifaceted and influenced by leadership support, career development opportunities, workload, and recognition and rewards (Deci & Ryan, 2000; Herzberg, 1959). This literature review explores these factors and their influence on PR staff motivation, guided by relevant theories, empirical evidence, and conceptual gaps in current literature.

2.2 Theoretical Framework

2.2.1. Public Relations and Internal Communication

Public Relations (PR), traditionally perceived as a function of external communications, has increasingly been recognized to play significant roles in building organizational culture internally and motivating employees. According to Grunig and Hunt (2017), PR is not the management of an organization's public image but constructing a healthy internal environment by good communication. Positive internal PR practice can bring transparency, trust, and participation, which are very important for increasing staff motivation and organizational performance. Organizational culture, defined by shared beliefs, values, and practices, shapes how employees communicate among themselves and with the organization at large (Schein, 2013). PR practitioners also have a major role to play in reinforcing organizational culture through exercising control over internal communication channels, crafting messages in line with organizational values, and ensuring that such values are continuously reinforced in practice and policy. Strategic internal communication helps in implanting organizational culture by bringing about employee behavior that is aligned to the company mission and objectives.

Transparency, an important attribute of effective communication, is necessary in fostering trust among employees and management. Transparent communication suggests open, honest, and timely sharing of information, especially during times of uncertainty or organizational transformation. Men (2014) pointed out that when employees perceive internal communication as transparent, they become more trusting of the leadership, which in turn leads to higher morale and motivation. Employees are more likely to be appreciated and respected if they are given information and brought on board in organizational changes, reducing workplace conflict and fostering an environment of transparency.

Another significant PR contribution to employee motivation is the creation of employee engagement. Engagement is greater than job satisfaction and entails a psychological attachment to one's job and organization (Kahn, 2016). PR departments can establish this engagement by consistent messaging via newsletters, websites, town hall meetings, and recognition programs. These programs allow employees to stay connected, aligned, and emotionally invested in their work, leading to improved performance and loyalty. The theoretical foundation for the place of PR in organizational culture and motivation can be traced back to the Grunig (2015) Excellence Theory. As posited under this theory, two-way symmetrical communication characterized by respect, dialogue, and responsiveness is the optimal model for public relations. Unlike one-way communication, which only conveys information, two-way symmetrical communication elicits feedback from employees and fosters mutual understanding. Those organizations which implement this model experience increased employee commitment, satisfaction, and productivity (Grunig, 2016).

The Excellence Theory also emphasizes the ethical responsibility of communicators to create inclusive and responsive communication environments (Grunig, 2017). PR professionals who employ this model ensure that employees' voices are heard and integrated into decision-making. Tools like employee surveys, feedback forums, and open-door policies are pragmatic tools that mirror this approach. These forums provide a voice for employees, which not only empowers them but also makes the organization flexible and resilient. These and some of the world's largest corporations, like Google and Zappos, are finest illustrations of applying internal PR in forging effective organizational culture. Both institutions apply sound internal communication structures that sustain values, reinforce achievements, and instill a sense of meaning among its workforce.

Such institutions' internal PR efforts look to not simply notify but persuade and align workers for the corporation's goals (Bock, 2015). Also, PR is a key function at times of organizational change. Change tends to generate uncertainty and fear, which, if not handled well, can demotivate employees. Through transparent, clear, and empathetic communication, PR can facilitate the explanation of the reasons for change, clarify employee concerns, and foster buy-in. Armenakis and Harris (2019) point out that effective change communication is an essential success factor in overcoming resistance and maintaining employee commitment during change.

2.3 Employee Motivation Theories

2.3.1 Maslow's Hierarchy of Needs

PR strategies can address employees' psychological and self-actualization needs through recognition, career development opportunities, and a positive work environment. Abraham Maslow's Hierarchy of Needs is perhaps the most widely used theory in psychology and human motivation. In his 1943 paper *A Theory of Human Motivation*, Maslow hypothesized that human needs exist in hierarchical levels with physiological needs at the bottom and self-actualization at the top (Maslow, 1943). As argued by Maslow, individuals need to satisfy lower-order needs before they can proceed to higher-order needs. The theory has been employed widely across many professions, including education, management, healthcare, and organizational behavior.

The hierarchy is typically illustrated as a pyramid with five distinct levels. Beginning at the bottom, these are: physiological needs, safety needs, love and belongingness, esteem needs, and self-actualization. Later years saw Maslow include cognitive and aesthetic needs, along with self-transcendence at the top (Maslow, 1971). However, the five-tier model is the most well-known and commonly used one.

The physiological needs are the basic and most crucial for human survival. They include food, water, shelter, air, and sleep. If these needs remain unmet, they overpower an individual's motivation. A case in point is where a hungry person will concentrate more on obtaining food compared to anything else. In organizational settings, they translate to reasonable compensation, periods of rest, and a cozy working environment (Robbins & Judge, 2019). Following the fulfillment of physiological needs, safety needs are salient. They involve physical safety and financial and emotional security. Examples of how employers address these needs include job

security, health insurance, and secure working conditions. Stress and lowered productivity, which may arise due to a lack of job security in organizations, point to the necessity of fulfilling this level of need (Greenberg, 2011).

The third is the hierarchy of belongingness and love, which is concerned with the human desire for human connection, social relationships, and belongingness. In the workplace, it can be attained by working as a team, having good relations with the people at work and one's superiors, and open culture. When workers feel that they belong, they are more likely to contribute, perform well, and remain in the organization (Baumeister & Leary, 1995). Above this is the esteem needs level that comprises respect, recognition, achievement, and self-esteem. Individuals want to be respected and feel proud of their work. Companies can meet these needs by offering positive reinforcement, chances for improvement, reward programs, and professional development. Workers feel more fulfilled and motivated at work when their esteem needs are met (Deci & Ryan, 2000).

Self-actualization, the desire to become all one can be and a self-fulfilled individual, is at the top of Maslow's hierarchy. This is more about personal development, creativity, and achievement than material success. Self-actualization can be fostered in the workplace by providing opportunities for innovation, autonomy, meaningful work, and congruence between personal and organizational goals (Maslow, 1971). Maslow said that not everyone reaches the stage of self-actualization. It is a continuous process and not an attained state. Further, individuals may revert to earlier stages at crisis or times of transition in life. For example, someone who loses his job may revert his priorities to physiological and safety needs until he finds his feet once again.

While Maslow's theory has been influential in many parts of the world, it is not without critics. There are some scholars who argue that Maslow's hierarchy is too rigid and does not permit cultural or individual variation. For instance, in some collectivist cultures, social belonging could be more important than individual achievement. Others question whether or not needs must be fulfilled in a strict order (Neher, 1991). Despite such criticisms, Maslow's model remains a handy framework for the explanation of human motivation and behavior.

2.3.2 Herzberg's Two-Factor Theory

PR practices contribute to "motivators" (e.g., recognition, responsibility) while minimizing "hygiene factors" (e.g., poor communication, lack of feedback). Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, is a fundamental work in employee motivation studies even after a few decades from its initial development. It was initially proposed by Frederick Herzberg and his co-authors in 1959 and states that job satisfaction and dissatisfaction are based on two distinct groups of factors: motivators and hygiene factors (Herzberg, Mausner, & Snyderman, 1959). The latest research continues to buttress and develop this theory in the context of modern-day workplaces, where employees' involvement and contentment are the height of organizational performance. Herzberg distinguished between factors leading to satisfaction (motivators) and factors that, when absent, lead to dissatisfaction (hygiene factors). Importantly, these are not two poles of the same spectrum. Rather, motivation and dissatisfaction are both independently influenced by distinct work conditions (Herzberg, 1966). Hygiene factors are extrinsic and relate to work environment, e.g., wages, organizational policies, quality of supervision, security of job, and working environment. Their absence may not demotivate the employees but their removal will surely create much dissatisfaction. Motivators, however, are internal factors related to the job content like achievement, recognition, responsibility, advancement, and personal growth. These are the real forces behind job satisfaction and long-term employee involvement. Current studies highlight that hygiene factors create a minimum threshold for employees' performance, yet the availability of motivators triggers higher productivity and creativity (Zamecnik & Rajnoha, 2021).

2.3.2.1 Modern Applications of the Theory

In the contemporary work culture of hybrid jobs, flexible work schedules, and mental health prioritization, Herzberg's findings are more relevant now. For example, a study by (Raziq and Tanveer, 2022) reconfirmed that motivators such as meaningful work and appreciation remain essential in many industries, including healthcare and information technology. Firms applying Herzberg's theory often employ job enrichment, a practice that widens the scope of a job by introducing more meaningful tasks and opportunities for individual growth. The practice has been discovered to improve employee commitment and reduce turnover (AbuKhalifeh & Som, 2020). Remote workplaces have also led organizations to reconsider motivators. According to

Jain and Sharma (2023), remote workers appreciate autonomy, appreciation, and quality virtual social interactions factors that closely align with Herzberg's motivators. Conversely, dissatisfaction in remote work usually stems from communication gaps, unclear instructions, or lacking technical support typical hygiene issues.

2.3.2.2 Critiques and Cultural Considerations

While it is still applicable to this day, Herzberg's theory is not without its limitations. In the view of some scholars, the difference between hygiene factors and motivators is fluid situationally and culturally. For instance, in collectivist cultures, personal relationships a hygiene factor in Herzberg's theory could be a core motivator (Ghosh & Sekiguchi, 2022). They propose other people observe that certain elements, such as pay or job security, may simultaneously be motivators and hygiene factors depending on their position relative to employee personal values and life stage (Lee & Hoon, 2021). Additionally, Herzberg's model assumes a relatively stable workforce with quantifiable career trajectories. For the gig economy or Gen Z workers, motivators may shift more dynamically as a function of personal branding, freelance autonomy, and values alignment (Ng & Gossett, 2023).

2.3.2.3 Implications for Human Resource Management

Herzberg's theory offers practical advice to HR professionals, particularly in designing employee retention and engagement strategies. Offering baseline conditions of hygiene, including fairness in compensation, safety in the workplace, and effectiveness in communication, is crucial. However, having a culture that fosters growth, purpose, and recognition is essential to releasing higher levels of performance. For example, the majority of organizations today employ peer-recognition programs, mentorship programs, and internal mobility paths to foster intrinsic motivation. Organizations that invest capital in such motivator initiatives enjoy higher engagement levels and stronger organizational loyalty (Gallup, 2023).

2.3.3 Self-Determination Theory

PR efforts that enhance autonomy, competence, and relatedness can potentially increase intrinsic motivation among employees. Self-Determination Theory (SDT), formulated by Edward Deci and Richard Ryan, is one of the prominent human motivation theories that highlight the

importance of intrinsic and extrinsic motivators in fostering psychological growth and well-being. Unlike the traditional motivation theories that most often focus on external rewards or punishment, SDT highlights the importance of fulfilling basic psychological needs autonomy, competence, and relatedness in instilling people's motivation, performance, and personal development (Deci & Ryan, 1985; Ryan & Deci, 2000). Over the last decades, SDT has developed into a broad theory used in a wide range of settings, such as education, work, health, and sport. Current studies continue to support and extend the theory's applicability in today's organizational and societal environments, particularly in light of changing work environments and altering employee expectations.

2.3.3.1 Core Components of SDT

Autonomy is the feeling of volition and psychological freedom in doing an activity. People are autonomous when they experience their actions as self-sustained and consistent with their true interests and values. Competence is the feeling of effectiveness and competence in one's activities. It is the wish to master difficulties and achieve desired outcomes through personal effort. Relatedness is the wish to feel related to others, care, and meaningful interpersonal relations. SDT feels that if these three needs are satisfied, then there are improved motivation, well-being, and performance. Demotivation, tension, and impaired psychological functioning are caused by thwarted needs (Ryan & Deci, 2017).

2.3.3.2 Recent Applications in the Workplace

In the last few years, application of SDT in workplaces has gained immense popularity. Employees no longer desire just titles and paychecks they seek purposeful work, emotional support, and personal growth opportunities (Deci et al., 2020). Organizations that enable these intrinsic drivers have experienced greater employee engagement, less turnover, and more innovation. In (Trépanier et al., 2021), found that work environments supporting autonomy and competence substantially increased employees' intrinsic motivation and job satisfaction. Similarly, Van den Broeck et al. (2022) demonstrated that satisfaction of the three psychological needs predicted positive affect, work engagement, and organizational citizenship behaviors across different industries.

Furthermore, the use of remote and hybrid work paradigms has brought challenges alongside opportunities for adopting SDT. Autonomy is improved with variable working hours, but relatedness is more challenging to provide. Manganelli et al. (2022) illustrated how virtual team building and inclusive leadership styles can fulfill needs for relatedness even within virtual settings.

2.3.3.3 Intrinsic vs. Extrinsic Motivation

A central distinction in SDT is between intrinsic motivation doing something because it is inherently enjoyable or interesting and extrinsic motivation doing something to obtain external rewards or avoid punishment. SDT classifies extrinsic motivation into four types based on the degree of internalization: External regulation (least autonomous), Interjected regulation, Identified regulation, and Integrated regulation (most autonomous). When employees internalize extrinsic motivations and align them with their personal values, their engagement and resilience improve. For example, an employee who identifies with their company's mission is more likely to work hard even in the absence of immediate rewards (Deci & Ryan, 2020).

2.3.3.4 SDT and Employee Well-being

Organizations increasingly focus on employee well-being as a critical factor in long-term success. SDT suggests that well-being is not a byproduct of performance but a precondition for it. Employees who feel autonomous, competent, and related to others experience lower levels of burnout, greater life satisfaction, and improved mental health (Weinstein & Ryan, 2021). Programs that foster meaningful work, provide developmental feedback, and encourage teamwork are found to be more effective in sustaining motivation than traditional command-and-control management practices (Slemp et al., 2021).

2.3.4. Contextualizing PR Practices in Higher Education a Focus on Staff Motivation

In universities, PR offices must balance stakeholder expectations and employee morale (Kitchen & Renshaw, 2016). Empirical evidence shows that institutional communication policies influence the motivation of academic staff (Opoku et al., 2021). In Dilla University, using this framework to examine PR practice will reveal gaps and areas for improving staff motivation.

Public Relations (PR) functions at higher education institutions (HEIs) have transcended event management and media relations. Today, PR activity at universities is a strategic function with the objective of developing the institution's image, fostering open communication, and managing stakeholders. Of particular interest is that among the most often overlooked yet crucial tasks of the PR offices of the university is internal communication with academic and non-academic staff. As HEIs are coming under increasing pressure to perform, retain quality employees, and maintain a positive work climate, effective internal public relations are essential to encourage employees and instill institutional loyalty.

As pointed out by Kitchen and Renshaw (2016), PR professionals within universities are required to tread a tight rope between external requirements such as those from government regulators, the public, and students and internal requirements such as those relating to the morale and satisfaction of workers. The latter is hardest to achieve in public universities, where bureaucratic regulations, limited resources, and divergent priorities might deter open and transparent communication with workers.

2.3.5 The Role of Communication in Academic Staff Motivation

University teaching staff are among the most valued resources of any organization. Their motivation is a key driver of teaching excellence, research outputs, and community work. Research continues to show that motivation in the workplace of higher education is no longer solely driven by remuneration and working environment, but also by communication styles and by and large the sense of belonging to the institutional environment (Opoku et al., 2021). When PR roles are merely top-down information channels and not dialogue facilitators, academic staff may become disconnected from the vision and decision-making of the university. The Excellence Theory of Public Relations, developed by Grunig and others, presents a compelling model for internal communication management in universities. The theory emphasizes the strength of two-way symmetrical communication, in which feedback is not just accepted but also integrated into organizational decision-making (Grunig, 1992). In the higher education sector, this strategy fosters openness and respect, leading to higher organizational commitment among employees. Men (2014) research supports this assertion, with results indicating that employee participation and dialogue-oriented internal communication strategies are associated with greater

job satisfaction, leadership trust, and employee retention. Applying these practices at universities can help in aligning institutional goals with staff interests, especially at times of crisis or change.

2.3.6 Toward a Strategic Internal PR Approach

In the context of higher education, PR strategies must shift from being tactical tools to strategic functions from mere information dissemination to actively creating organizational culture and constructing shared meaning (Men & Stacks, 2013). This implies a call to action for university PR practitioners to collaborate with institutional leaders, human resource departments, and academic staff representatives to formulate communication plans that align with actual concerns and expectations of internal stakeholders. Universities that have institutionalized strategic internal PR have more committed and better-informed employees and develop innovation, cooperation, and quality atmospheres (Mazzei & Ravazzani, 2011). Strategic internal communication can also serve as a conflict prevention system, particularly in universities where autonomy and shared governance are highly valued (Altbach, Reisberg, & Rumbley, 2009).

2.4 Empirical Framework

The empirical part of this study explores how public relations (PR) practices, as mediated by leadership communication, career development communication, workload messaging, and reward-based recognition, influence staff motivation at Dilla University. Understanding these relationships is critical to designing an internal communication strategy that fosters organizational commitment and job satisfaction. The model is grounded in the Excellence Theory of Public Relations (Grunig, 2015), which emphasizes symmetrical communication and participatory dialogue as essential tools for organizational effectiveness and employee motivation.

2.4.1 Leadership Communication

Leadership communication is a fundamental element of internal public relations (PR), particularly in environments like universities where staff members are tasked with intellectual and scholarly work. The relationship between leadership communication and employee motivation is well-documented, with extensive research showing that effective leadership communication directly influences engagement, job satisfaction, and motivation. Leadership

communication is not merely about the distribution of information; it is about creating an environment where employees feel valued, informed, and part of a larger organizational mission. For universities like Dilla University, understanding the nuances of leadership communication is essential for improving staff morale, motivation, and overall institutional performance.

Research indicates that open, transparent, and consistent communication from leadership is a critical driver of trust and psychological safety among employees (Men & Bowen, 2017). Transparency in communication builds trust by ensuring that employees have access to accurate, timely, and relevant information. When leaders openly communicate their decisions, the rationale behind those decisions, and the expected outcomes, they foster an environment where employees feel respected and included in the organization's goals. This transparency is particularly important in academic institutions where staff members whether faculty or administrative are highly engaged and have their own professional and personal motivations. When employees are kept in the loop about important decisions or changes within the institution, they are more likely to feel a sense of ownership and commitment to the organization.

Psychological safety, as an aspect of leadership communication, refers to the creation of an environment where staff feel safe to express their opinions, concerns, and ideas without fear of negative consequences (Edmondson, 1999). In the context of higher education, where open discussion, innovation, and feedback are integral to academic success, psychological safety is paramount. Research by Men and Bowen (2017) suggests that leadership communication that promotes openness and inclusivity can significantly enhance this sense of safety, which in turn contributes to better job performance and increased intrinsic motivation. Employees who feel psychologically safe are more likely to take initiative, offer constructive feedback, and engage in problem-solving all of which contribute to the overall success of the institution. On the contrary, the lack of leadership visibility or inconsistent messaging can severely undermine staff morale, particularly in the higher education sector. Mazzei and Ravazzani (2020) argue that leadership communication breakdowns whether due to limited visibility or mixed messages can create confusion, frustration, and disengagement among staff. In universities, where staff members are highly specialized and often work in departments, a lack of consistent communication from leadership can foster feelings of alienation. When academic staff or support staff are not informed about key institutional decisions, changes in policy, or the university's broader strategic

vision, they may feel excluded from the decision-making process. This exclusion can lead to diminished engagement, lowered job satisfaction, and even higher turnover rates. For example, a situation where leadership is not visible or does not actively communicate important decisions can result in a lack of trust between faculty and administration. Faculty members may feel disconnected from the university's direction or unsure about how their work aligns with the institution's mission. This misalignment can cause frustration and a diminished sense of purpose, which directly impacts motivation. In contrast, leaders who prioritize regular communication, whether through town halls, meetings, or digital updates, can bridge these gaps and ensure that all staff members feel connected to the institution's mission.

As Men and Stacks (2014) note, “effective internal leadership communication fosters an environment where staff feel valued and informed, directly affecting their intrinsic motivation” (p. 176). This statement underscores the critical role of leadership communication in cultivating intrinsic motivation among staff members. Intrinsic motivation refers to the drive to perform a task for its inherent satisfaction rather than for external rewards (Deci & Ryan, 1985). In the context of higher education, faculty and staff are often motivated by a sense of intellectual fulfillment, academic collaboration, and the opportunity to contribute to the university's academic mission. When leadership communication is effective, it can enhance these intrinsic motivators by making staff feel that their work is recognized, valued, and aligned with the university's strategic vision.

Intrinsic motivation is particularly important in academic settings, where employees typically have a high degree of autonomy and control over their work. When staff members feel that their contributions are acknowledged and that they are an integral part of the university's success, they are more likely to go beyond basic job expectations and contribute to innovation, teaching excellence, and research advancements. Conversely, when leadership communication is ineffective, staff may feel disconnected from their work, which can lead to disengagement and decreased motivation. In universities, where intellectual curiosity and professional autonomy are central to the job, these feelings of disengagement can be particularly damaging, leading to reduced job satisfaction and, in some cases, higher turnover rates.

To ensure that leadership communication positively impacts employee motivation, it is essential for leaders to move beyond traditional, one-way communication channels and engage with staff in a more interactive and participatory manner. Research by Men and Bowen (2017) suggests that two-way communication where leaders listen to staff feedback and respond thoughtfully creates an atmosphere of collaboration and mutual respect. Leaders who actively seek input from their staff, whether through surveys, focus groups, or open forums, not only enhance communication but also demonstrate that they value staff perspectives and contributions. This approach fosters a culture of trust and respect, which is essential for maintaining high levels of motivation and engagement.

2.4.2 Career Development Opportunities and Staff motivation

Communicating Job Growth Opportunities and Boosting Employee Motivation: In influencing internal communication plans that impact staff motivation, satisfaction, and retention, public relations (PR) is quite important. One of the most important spheres in which PR helps is in the communication of sure academic promotions, training possibilities, and clear career paths. Academic institutions especially need these qualities since personnel there are always endeavoring for improvement and growth both to advance their own careers and to help the objectives of the institution significantly. By clearly communicating these chances, a culture of support and openness is developed which in turn encourages a motivated and active staff.

Recent research shows a powerful link between employee engagement and perceived company support for career growth. (Otoo et al., 2023) suggest this is the case. Employees show more job satisfaction, commitment, and productivity when they think their company is dedicated to offering training and career advancement possibilities. Among many industries, including academia, where career progression is a critical element in employee retention and performance, this result is uniform. More probable to establish long-term goals and dedicate time to their work are staff who know possible paths for academic progression and are aware of running training programs. The function of PR goes beyond maintaining the public image of the university in colleges; it also helps to promote inside communication between management and personnel. PR and human resources departments cooperate through newsletters, intranet sites, workshops, and staff bulletins to guarantee that knowledge on development opportunities is constantly and obviously presented. For instance, the University of Cape Town and Addis Ababa University

have put in place thorough internal communication plans to guarantee that staff members are informed about promotion standards and professional development opportunities (Alemayehu & 2023).

Furthermore, increasing an idea of inclusivity and acceptance are successful PR techniques. Accessible communication helps employees who believe their potential and efforts are recognized to stay devoted to the organization. This is in accordance with the Self-Determination Theory (Ryan & Deci, 2000), which stresses autonomy, competence, and relatedness as essential for developing intrinsic motivation. Public relation departments assist employees meet these psychological needs by means of clear instructions for academic promotions, access to training, and development materials, therefore increasing motivation and reducing turnover.

The use of technology in public relations methods in the digital age has even more improved the ability to clearly convey job advancement prospects. Real-time updates and more interactive communication between employees and managers have been made possible by means of virtual training environments, mobile apps, and internal portals. The Higher Education Information Technology Association (HEITA) 2022 survey shows that using digital communications tools resulted in a 30% rise in staff participation in professional development initiatives among businesses. This indicates that staff motivation is much affected not only by the content of the material but also by the way of delivery. Clear communication on academic promotions also serves to simplify the procedure and lower impressions of favoritism or bias. Clear communication of the promotion criteria, deadlines, and assessment criteria by PR offices working with academic leadership enables staff members to more correctly follow suit and meet expectations. This open honesty helps one to have faith in the organization and motivates proactive involvement with professional growth possibilities (Mensah & Asamoah, 2021).

2.4.3 Workload Communication

Particularly in educational environments, views of fairness in workload distribution are fundamental for keeping staff morale, performance, and long-term engagement within any organization. The clarity and content of institutional communications is among the most powerful forces influencing these views. Staff could see workload distribution as unfair or unjust if universities and other academic institutions do not consistently or openly communicate

expectations on workload. This perspective, in turn, could add to staff turnover, lower motivation, and even more stress. Conversely, when businesses value straightforward and open communication about expectations, duties, and expectations, they build a workplace that employees feel respected, valued, and just treated.

Research upholds the need of fair and clear communication for influencing staff members' view of workload equity. By Zhao et al. (2021), among academic staff members, honest communication about job demands notably lowers workplace anxiety and raises motivation. Across numerous Chinese colleges, their research brought to front those who understood the logic behind task delegation and who had chances to offer input about their work levels had better job satisfaction and organizational loyalty. These results emphasize the need of organizational communication not only as a means of sharing knowledge but as a strategic element for keeping mental well-being and staff engagement high. Because of the kind of academic tasks which frequently include instruction, research, administrative tasks, and student mentoring institutions of higher education are especially at risk of issues linked with workload distribution. These obligations differ much on volume and degree; without clear communication channels, resentment or misunderstandings might surface. This is especially so in this setting since PR and HR departments create clear guidelines and communication channels that guarantee justness. Improved staff satisfaction and lower perceptions of internal favoritism resulted from constant institutional communication on workload norms and policies, according to Taye and Mekonnen (2023) study of Ethiopian universities.

Furthermore, open work distribution promotes a trust and responsibility mindset. Staff are more inclined to embrace the distribution of workload even when it is heavy if institutional leadership clearly states the criteria for assignment such teaching hours, research output, or departmental needs. Support for this view comes from the Equity Theory of Motivation, according to which workers compare their input-output ratio to that of their peers to constantly evaluate the fairness of their treatment (Adams, 1965). Should an employee feel that there is no obvious reason or rationale and their workload is unproportioned to that of their coworkers, they could become disengaged or even demoralized. Still, as long as the staff has open and honest communication, they are more inclined to view the system fairly even if they are under more pressure for any particular term or period.

Furthermore, opening up fresh means for organizations to promote fairness and responsibility in task allocation are modern digital communication tools. Workload dashboards or staff portals showing projects, time, and performance metrics, for example, help to foster openness and equality. Universities using digital workload management systems, according a 2022 International Association of University Administrators report, suffered a significant reduction in internal arguments linked to unfair assignment distribution. These systems enable impartial workload monitoring and guarantee that decisions on task distribution are grounded on evidence rather than personal discretion or favoritism.

Conversely, open dialogue is very important. In addition to transmitting workload decisions, institutions have to promote input and engagement in the planning stage. Regular staff meetings, performance evaluations, and anonymous surveys all give employees chances to voice concerns and give ideas. Employees who believe their ideas count in decisions affecting their daily duties are more likely to feel empowered and driven. As Mensah and Gyamfi (2022) point out, participatory decision-making in workload allocation goes a long way toward creating a more unified and engaged academic staff.

2.4.4 Recognition and Rewards and staff motivation

Particularly in knowledge-driven organizations like universities, recognition systems are a basic component of developing motivated, efficient, and loyal staff. Although monetary rewards have historically been regarded as the most important form of employee motivation, current studies and company developments underline the value of non-financial recognition in bolstering performance and job satisfaction. Well-communicated through internal public relations (PR) campaigns, these recognition systems not only draw attention to team and personal achievements but also help to create a more general organizational culture of thankfulness, inclusivity, and morale-building. In this setting, recognition refers to the official as well as the less official means of appreciating employee achievements, efforts, and contributions. These may cover certificates of gratitude, acknowledgement in newsletters or intranet sites, awards for teaching excellence, employee of the month honors, and even just modest verbal praise at meetings. The success of these recognition campaigns is in great part based on the way they are communicated. A quiet or uncommunicative recognition system might not have the desired motivating influence. Non-financial incentives, Tanwar and Prasad (2016) noted, can be as effective as financial ones in

inspiring employees and strengthening desired conduct if they are clearly communicated via internal public relations outlets. In academia, where competition for promotion is fierce and work is frequently self-directed, such acknowledgement is very important for reaffirming that the organization values not just research output but also teaching, mentorship, and service. Creating a society where all types of contributions are accepted depends on public relations campaigns intended to emphasize these qualities.

Mulugeta and Kifle (2022) claim that in Ethiopian universities, recognition-based PR policies substantially increased staff morale and promoted peer learning, especially when accomplishments were made known through official emails, department meetings, and notice boards. Furthermore, the psychological effect of acknowledgment is quite significant. As Maslow's Hierarchy of Needs explains, recognition fulfills people's need of belonging and esteem. Employees who feel valued are more likely to show organizational citizenship behavior (OCB), which includes going above and beyond their job descriptions to help coworkers and organizational goals. The Self-Determination Theory (Ryan & Deci, 2000) also supports this idea since it states that intrinsic motivation increases when people feel connected and competent in their social context. Therefore, PR-driven recognition initiatives serve to increase morale as well as help to develop strong emotional connection with the organization.

Furthermore, improving how acknowledgment is transmitted inside businesses are developments in technology. Publicly recognizing accomplishments in real time has been made simpler for organizations thanks to digital channels including internal social media pages, staff portals, email newsletters, and mobile applications. Using digital tools to acknowledge employee contributions resulted in businesses reporting a 30% better performance measure and a 25% higher staff satisfaction rate, according to a 2023 International Association of Employee Engagement (IAEE) report. These results highlight how essential it is to include digital communication techniques in official recognition initiatives. Embedded inside recognition systems, still more important is the feedback loop. Good PR communication works in two directions: it enables staff to accept compliments as well as offer input on the way in which they like to be recognized. Recognition projects become more relevant and authentic with this participatory approach. Yismaw and Berhanu (2023) remark that universities including staff input on the planning of recognition programs saw more engagement and reduced staff turnover. Moreover, identification systems

support to strengthen institutional values and objectives. PR departments can assist to create a company culture that mirrors the university's mission by tying acknowledgement with strategic goals including creativity in instruction, interdisciplinary research, or community involvement. This strategic alignment helps to guarantee non-erratic but goal-driven recognition, therefore giving a map of preferred behaviors throughout disciplines and departments.

2.4.5 Empirical Model for Quantitative Analysis

This study proposes the following regression model for empirical testing: $Motivation_i = \beta_0 + \beta_1 (Leadership_i) + \beta_2 (CareerDev_i) + \beta_3 (Workload_i) + \beta_4 (Recognition_i) + \varepsilon_i$

Where:

- $Motivation_i$ is the motivation level of the staff member.
- $Leadership_i$ represents the staff member's perception of leadership communication.
- $Career Dev_i$ indicates perceived access to career development information.
- $Workload_i$ measures the perceived communication of fair workload.
- $Recognition_i$ assesses the clarity and visibility of reward and recognition practices.
- ε_i is the error term.

Data will be collected using structured Likert-scale questionnaires and analyzed using **SPSS** to test correlations and regression assumptions.

2.5 Conceptual framework

A conceptual framework is a visual or narrative description of how major study variables are anticipated to interact. The research shows the investigator's awareness of the links between the dependent and independent variables, respectively the independent variables. Stated differently, the theoretical model guides the research by defining the subject of study, illustrating inter variable connections, and assisting in the development of hypotheses and analysis. Quantitative research, where scientists test relationships between measurable variables, would especially benefit from cluster sampling (Park, 2021). The research suggests that four main communication-related organizational elements have a great impact on staff motivation within an institution. Staff motivation levels rise when leadership support is strong, clearly defined career growth possibilities are available, workload is fairly spread, and well-

communicated reward and recognition plans are in place. All of these independent variables would be positively correlated with staff motivation. Since they satisfy staff members' requirements for fairness, development, recognition, and belonging, effective communication and support in these domains improves motivation.

Independent Variables

Dependent Variable

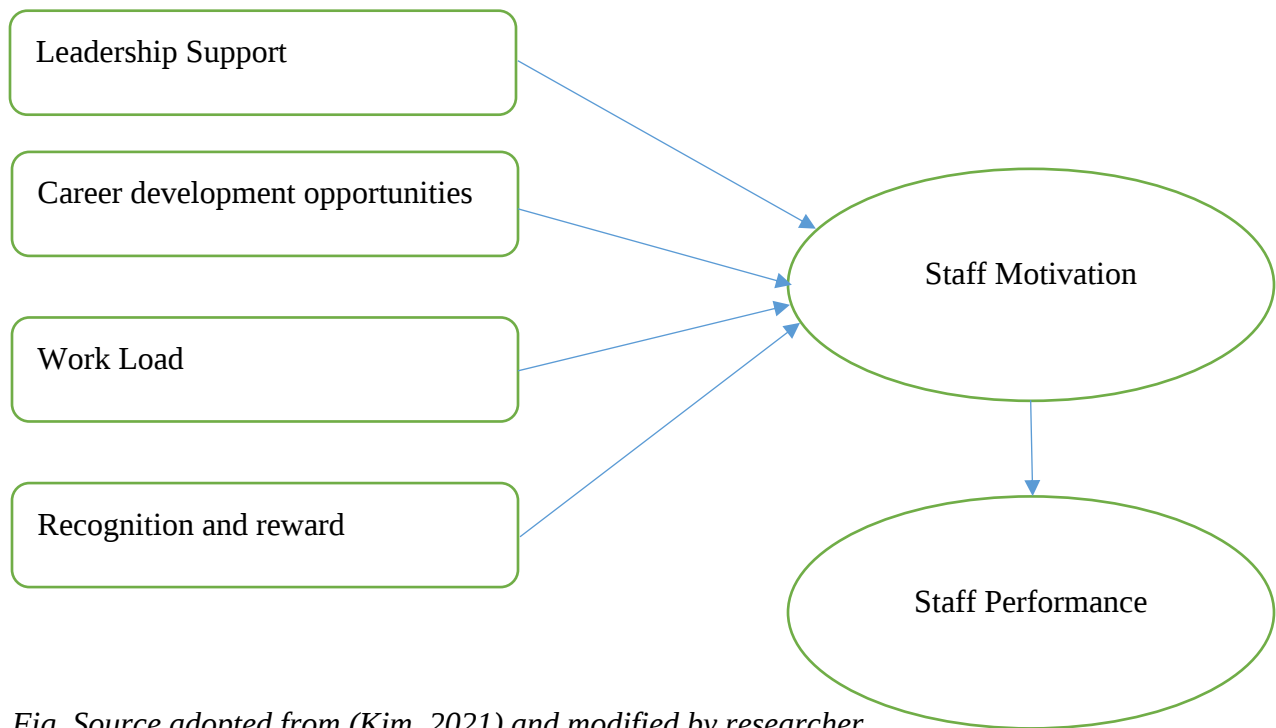


Fig. Source adopted from (Kim, 2021) and modified by researcher

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter explain the components of appropriate methods to employee for the research. Thus, the chapter focused on the study area, the research design and methodology, the population and sampling size, sampling procedures and sampling technique, the data collection methods and data analysis will be discussed.

3.1 The Study Area & Organizational Profile

This research is planned to occur at Dilla University, located in the town of Dilla in Ethiopia's southern part. From its beginnings as an agricultural college in 1996 to its full university status in 2004, Dilla University has experienced revolutionary growth. Its eight colleges, which currently offer 78 undergraduate and 42 graduate programs, are subject to conflicting demands that are typical of Ethiopian higher education. As one of the nation's top higher learning institutions, Dilla University is recognized for its dedication to both academic distinction and the progress of research. The university plays a key role in providing education, carrying out research, and delivering community services to both undergraduate and graduate students. Its staff is varied and falls into two primary categories: Administrative and Academic. The Administrative staff oversees the management, coordination, and support services essential to the university's daily functions, whereas the Academic staff dedicates itself to teaching, research, and guiding students. The study encompassed all employees within these two groups. This comprehensive approach was designed to yield a complete and representative understanding of the subject matter (Via Dilla University PR Office).

3.2. Research approach

The general strategy or plan a researcher follows to perform a study is called a research methodology. It shows the philosophical underpinning and methodological decisions supporting the study and guides the researcher's data collection, analysis, and interpretation. The research question, goals, and type of data under study all affect the research methodology chosen. It also coincides with the researcher's framework, for instance quantitatively, qualitatively, or

pragmatics (mixed approaches). (Saunders et al., 2019). In this study researcher used both quantitative and qualitative research approach with the line of the research design. For quantitative approach administered questionnaire and interview questions was prepared for focused group from management and public relation office in Dilla University.

3.3 Research design

A methodical inquiry mostly concerned with quantifying data and generalizing results from a sample to a bigger population is called quantitative research design. It entails gathering quantifiable information and evaluating it with statistical techniques to validate theories or answer research queries. The aim is typically to find correlations, measure variables, or discover patterns and causes (Creswell & Creswell, 2018). In this study researcher used Explanatory and descriptive research design to play a crucial role, as it can be further developed as a cause-and-effect model, explaining patterns and trends in existing data that have not been previously investigated and describing existed data.

3.4 Data Sources

The researcher used primary data sources based on the above criteria to meet the objectives of the study. The study conducted by collecting data from respondent by using administered Likert scale questionnaire and interview. Additionally, secondary data source used from annual reports, written graph of employees' data and their registered documents from Dilla University. Both primary and secondary data sources helped the researcher to get full information which played a great role to effective result.

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Target population

The target population of this study was all academic and administrative staff (employees) working in Dilla University. The total target population included all voluntary participants who are permanent staff and full-time employees. Both in Administrative and Academic staff of the University are 5143 in number. The study focused on the role of public relations in staff motivation: In the case of Dilla University.

3.5.2 Sample size

In a study from a bigger population, the sample size is the quantity of participants, units, or observations taken. It shows the subgroup of the population chosen to take part in the study and on which the information is actually gathered and studied. The sample size is very important since it affects the reliability and accuracy of the findings, establishes the power of statistical tests (i.e., the capacity to identify significant effects), and determines the generalizability of the results to the broader population (Taherdoost, 2019).

The researcher used Yamane (1967) provides a simplified formula to calculate sample sizes. Assumptions: A 95% confidence level, and $e = \pm 5\%$,

$$n = N / 1 + N (e)^2$$

Where n = the required number of samplings

N = number of total populations

e = is the level of precision or sampling error = (0.05)

$$n = N / 1 + N (e)^2$$

$$= 5143 / 1 + 5143(0.05)^2 = \mathbf{371}$$

The sample selection for the studies is of 371 employees.

3.5.3. Sampling Technique

The total population of the study is the employees of the Dilla University is 5143. Although incorporating all employees' ideas in the analysis was ideal for drawing conclusions and generalizations, it was economically and operationally challenging to contact every employee for the research. Therefore, it deems more feasible to select a representative sample of 371 employees from the population. The researcher used the simple random sampling method to determine the sampling population, which selected from the Dilla University. Random selection employed as a procedure through which a sample of participants chosen from the population of interest, ensuring that each member of the population has an equal probability of being selected to participate in the study (Kazdin, 1992)

Simple random sampling is a type of probability sampling technique characterized by the fact that every element in the population has an equal and independent chance of being selected into the sample. It is generally accepted as one of the most fair and objective way to select

participants, and also reduces the effect of the research bias and ensure a fair representation of the population (Acharya et al., 2013; Singh & Masuku, 2021). For the interviews, a purposive selection method was employed. Face-to-face interviews were conducted with 7 respondents from the Public Relations Office and 5 respondents from the Management Body of Dilla University.

3.6 Methods of Data collection

In this study the primary data collected by using a pre-tested and administered questionnaire. A five-point Likert scale questionnaire established to deliver to the participants. The Likert scale follows the format of starting range: 1= strongly agree, 2= agree, 3=neutral, 4= disagree, 5= strongly disagree. The preparation of the questionnaire grounded by following variables; leadership support, career development opportunities, work load and recognition and reward. Additionally, interview questions prepared for focus group from management and public relation part in the University of Dilla. At the end of preparation questionnaires dispatched to respondent and researcher collected based on appointment with them according to schedule before. And also, the information derived from the secondary sources of data collected from different published and unpublished materials which include, different journal articles, books, company's websites, and so on, which was helpful to the completion of the study.

3.7 Methods of Data Analysis

The researcher used the Statistical Package for Social Sciences (SPSS) version 25 to analyze the data. The SPSS software employed to obtain frequencies and percentages of closed-ended responses. Both descriptive and inferential analysis employed to analyze the collected data. Descriptive statistics such as frequency, percentage, mean and standard deviation were used. In terms of inferential statistics, correlation and regression analysis used to demonstrate the degree of the relationship between independent and dependent variables. Interview part was analyzed qualitatively.

3.8 Validity

Validity refers to the accuracy of a measure (whether the results really do represent what they are supposed to measure). The questionnaire of this study provided for advisor and some professionals (scholars) and checked before proceeding the next step to data collection. Finally, it was improved and modified according the comment given.

3.9 Reliability

In research, reliability is the stability and consistency of measurement. In essence, a reliable measure is one that would yield similar results if the same conditions were repeated. If a study employs a reliable instrument or procedure, you would anticipate getting approximately the same results if the study were replicated with the same subjects and methodology (provided that the underlying phenomenon has not altered) (Heale & Twycross, 2015). In SPSS, particularly internal consistency reliability is typically assessed using Cronbach's Alpha (α).

The value of Cronbach's Alpha assessed whether it greater than 0.7 or not and its reliability. The following table 3.1 show the value of Cronbach's Alpha assessed for each variable. All values are greater than 0.7, this indicates the study employed reliable instrument and procedure.

Table 3.1 Reliability test

Variables	Number of items	Cronbach alpha value
Leadership Support	5	0.840
Career Development Opportunities	5	0.906
Work Load	5	0.889
Recognition and Reward	5	0.890
Staff Motivation	5	0.936
Average value		0.9072

Source: Survey, 2025

3.10 Ethical consideration

Ethical considerations in research are a set of principles that guide your research designs and practices. These principles include voluntary participation, informed consent, anonymity,

confidentiality, potential for harm, and results communication (Emerald, 2021). The well-versed consent of all participants was obtained before starting the study. Respondents were given a clear clarification about the nature of the study and recommended that they are free to withdraw from the study any time. In addition, participants were informed about data collecting procedure. The participants of the subjects protected and guaranteed by preventing to write their names and providing clear instruction. Furthermore, the information obtained thorough the above-mentioned procedure only used for the research purpose and the confidentiality was kept.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

Introduction

The analysis and interpretation of the study's findings are presented in this chapter. In the case Dilla University, the goal of this research is to determine the role of public relation on staff motivation. In this chapter response rate, demographic analysis, descriptive analysis, inferential part and discussion of the finding included.

4.1 Response Rate

The number of respondents who completed the questionnaire and divide that number by the total number of people in the sample, including those who declined to participate and those who were unavailable, is the response rate, which measures how well all sample members are represented in the final set of data. 363 questionnaires were returned from 371 dispatched, giving a percentage of 97.84%, and 8 (2.15%) who did not respond, as a result of the researcher's close follow-up.

4.2 Demographic information analysis

4.2.1 Gender of respondents

The responses to this question were analyzed to see if gender had any bearing on how effectively the motivation affected and operated.

Table 4.1 gender of respondents

Gender	Frequency	Percent
Male	239	65.8
Female	124	34.2
Total	363	100

Source: Survey 2025

The table 4.1 presents the gender distribution of participants in the study, with a total sample size responded of 363 individuals. Male participants represent the majority, with 239 individuals (65.8%). Female participants account for 124 individuals (34.2%). This indicates a gender imbalance in the study, with nearly twice as many male participants as female participants. The sample is skewed toward males, which may limit the generalizability of findings to female populations. The imbalance could be due to sampling methods (e.g., male-dominated field, recruitment bias) or lower female participation rates. While the study provides valuable data, the male-dominated sample (65.8%) suggests caution in interpreting results for broader populations.

4.2.2 Age of Respondents

The goal of this inquiry was to determine whether the respondents'/employees'/ differing ages had any bearing on the staff motivation. Table 4.2 shows the respondents' age distribution.

Table 4.2 age responses for each category

Age	Frequency	Percent
Under 30	145	39.9
30-39	164	45.2
40-49	42	11.6
50-59	12	3.3
Total	363	100

Source: Survey. 2025

From table 4.2 above the data reveals that most people who answered fall into the 30–39 age bracket (45.2%), with those under 30 coming in second (39.9%). These two groups make up about 85.1% of all respondents showing that the study involves young to early middle-aged folks. 11.6% are 40–49 years old, and a tiny fraction (3.3%) are 50–59 years old.

This age breakdown suggests that the study results reflect the views, experiences, and mindsets of younger and early middle-aged people. These age groups play a more active role in the

workforce and might find it easier to adapt to changes, tech, and new ways of managing things. But the lack of older age groups could mean we're missing out on what more seasoned employees think. In the future, researchers might want to aim for a more even spread of ages to get a wider and more complete picture of the topic at hand.

4.2.3 Work Experience of the Respondents

The purpose of this question was to determine how long the respondents had worked for the Dilla University. Table 4.3 shows the respondents' working experience distribution.

Table 4.3 Work experiences

Work Experiences	Frequency	Percent
Below 2 year	131	36.1
2-5	144	39.7
6-10	66	18.2
11 and above	22	6
Total	363	100

Source: Survey. 2025

From above table 4.3 the data reveals that most respondents (75.8%) have worked for 5 years or less 36.1% for under 2 years and 39.7% for 2 to 5 years. Fewer respondents have 6–10 years of experience (18.2%), while 6.0% have worked for 11 years or more. This suggests that the views and experiences of a less seasoned workforce have a strong impact on the study. Workers with fewer years on the job might see things than their more experienced colleagues when it comes to company policies, leadership, and chances to grow in their careers. The small number of long-time employees in the study might limit our understanding of how company changes or long-term plans affect veteran staff. To get a clearer more complete picture the future studies should try to include more people with different levels of work experience.

4.2.4 Level of Education

The goal of this question was to gauge the sample size's level of education. Table 4.4 shows the respondents' distribution of educational attainment.

Table 4.4 Educational level

Educational Level	Frequency	Percent
High school complete	4	1.1
Technical school graduate	4	1.1
College Diploma	4	1.1
BA/BSC degree	167	46
MA/MSc/PHD degree	184	50.7
Total	363	100

Source: Survey. 2025

Table 4.5 shows our sample's education breakdown leans towards the top: over 96% of those who answered have at least a bachelor's degree, and more than half (50.7%) have gone further with postgrad qualifications (MA, MSc, or PhD). Just a tiny fraction - 3.3% - finished their schooling at or below the diploma level (high school technical school, or college diploma).

This high concentration of well-educated people means a few key things for how we look at what the study found. Respondents with advanced degrees often bring more book smarts and can think more. They have more practice sizing up company strategies, rules, and how bosses lead. So, they might give more detailed or smart critiques and ideas. Their answers show not just what they have been through, but also how they can link those experiences to bigger ideas about managing, talking, and getting employees fired up.

Also, respondents with bachelor's degrees, and even more so those with postgrad qualifications, tend to want more from their jobs. They often look for chances to move up, learn new things at work, and get clear smart messages from higher-ups. They may be quicker to spot gaps in training or inefficiencies in public relations outreach and more demanding of data-driven decision making and transparent leadership practices. As a result, survey responses may skew towards advanced professional concerns mentorship programs, succession planning, research supported policy and continuous professional development rather than more basic operational issues that might preoccupy a less formally educated workforce.

Conversely, the near absence of respondents without a university degree means that perspectives rooted in more practical or vocational concerns are underrepresented. Employees whose primary training was technical school or on the job apprenticeship may prioritize different aspects of organizational life hands on skills training, immediate problem-solving support or clarity in routine procedures that didn't emerge as themes in our data. Because these voices are so few we must be cautious when generalizing to the whole staff population; we can't be sure that less educated employees would have the same views on public relations practices or motivational strategies. Looking ahead, future research would benefit from a purposive sampling strategy that includes a more even spread of educational backgrounds. By deliberately recruiting additional participants from vocational and diploma programs or even those whose highest qualification is high school we could capture a fuller range of employee experiences. This would not only deepen our understanding of how educational background shapes views of organizational communication and motivation but also ensure that policy recommendations and PR interventions are relevant to every segment of the workforce and therefore more inclusive and practical.

4.3 Descriptive statistics

This result is supported by the study's findings, which also demonstrate factors that influence employees' /staff motivation/. According to Kahn (2015), employees are now seen as human resources, and all businesses aim to make their stay in the organization by making the best use of all their benefit packages and leadership approach. The study's conclusions support the notion that the aforementioned characteristics aid in stabling employees.

Table 4.5 Descriptive statistics

Variables	Mean	Standard Deviation
Leadership Support	3.0689	.75582
Career development opportunities	3.2270	.77420
Work Load	3.4077	.82096
Recognition and Reward	3.6105	.84553
Staff Motivation	2.8782	.91751

Source: Researcher analysis (2025)

For interpretation: SD = strongly disagree, DA = disagree, N = Neutral, A = Agree and SA =strongly agree where mean >3.00 = agree and <3.00 = disagree (Smith, 2020).

From the table above Leadership Support (Mean = 3.07, SD = 0.76). On a measurement scale (presumably 1 = strongly disagree to 5 = strongly agree), the average perception of leadership support sits slightly above the scale midpoint (3). This suggests that, overall, respondents feel a moderate degree of backing from their leaders neither strongly unsupported nor enthusiastically supported. The standard deviation of 0.76 indicates a moderate spread: most responses cluster within about three-quarters of a point around the mean, but there is still a reasonable diversity of experience, with some employees feeling much stronger or weaker leadership support than others.

Career Development Opportunities (Mean = 3.23, SD = 0.77). A mean of 3.23 suggests slightly more positive than neutral perceptions of available career growth options. The standard deviation is almost identical to that of leadership support, indicating that viewpoints on career development are similarly varied. Employees tend to agree mildly that career advancement mechanisms (training, promotions, mentoring) are in place, but again there is a mix of satisfied and dissatisfied individuals.

Work Load (Mean = 3.41, SD = 0.82). The mean for workload (3.41) is higher than for the other organizational support measures, implying that most employees perceive their workload to be somewhat heavy. If higher scores reflect greater perceived workload pressure, this suggests that respondents are feeling the demands of their jobs. The SD of 0.82 shows a fair amount of variation: some employees may feel under-challenged or appropriately loaded, while others feel significantly overburdened.

Recognition and Reward (Mean = 3.61, SD = 0.85). Recognition and reward scores are the highest among the five variables, indicating that respondents, on average, agree more strongly that their efforts are acknowledged and rewarded. Yet the standard deviation is the largest here (0.85), meaning that while many feel well rewarded, a substantial minority perceives recognition to be lacking. This wider spread hints at inequities or inconsistencies in how rewards and recognition are administered.

Staff Motivation (Mean = 2.88, SD = 0.92). Staff motivation has the lowest mean (2.88), falling below the neutral midpoint. This is a clear signal that, despite moderate support in other areas, overall employee motivation is underwhelming. The relatively large SD (0.92) further indicates varied motivational levels: some employees might still feel highly driven, but many are likely disengaged or demotivated.

The fact that staff motivation (2.88) trails all other variables and dips below neutrality is a red flag. Motivation is a critical antecedent to performance, creativity, and retention. The organization should investigate root causes whether inadequate reward systems, unclear career pathways, or workload stress and design targeted interventions (e.g., motivational workshops, team-building, individualized goal setting) to bolster intrinsic and extrinsic motivational drivers.

With workload perceptions relatively high (mean = 3.41), there is a risk of burnout, stress-related absenteeism, and declining job satisfaction. Management might conduct workload audits redistributing tasks, optimizing processes, and ensuring fair task allocation to reduce excessive pressures. Given the moderate variation, any workload adjustments should be flexible and sensitive to individual capacities rather than one-size-fits-all.

Leadership support sits just above neutral. Strengthening leader member exchanges through training managers in coaching, active listening, and constructive feedback could raise this mean. Since perceptions vary (SD = 0.76), a “diagnostic” 360-degree feedback system could help pinpoint which departments or teams feel least supported, guiding targeted leadership development. Even though recognition and reward score highest, the wide spread (SD = 0.85) indicates inconsistency. To avoid perceptions of favoritism or unfairness, the organization should codify recognition policies establish clear criteria for awards, public acknowledgment rituals, and transparent bonus frameworks so that all employees know what behaviors and achievements will be rewarded.

Career development opportunities average around 3.23, but there is still room to improve. Structured career paths, regular development dialogues, and access to upskilling programs would push this score higher. Since career growth often fuels motivation, investing here could have a twofold benefit: improving both perceived developmental support and intrinsic engagement.

These descriptive statistics reveal interrelated dynamics: heavy workloads can dampen motivation; inconsistent rewards can undermine perceptions of fairness; and lukewarm leadership support may sap morale. A holistic intervention strategy combining workload management, leadership training, reward standardization, and accelerated career development will likely yield synergistic gains, lifting all five variables and creating a more motivated, supported, and high-performing workforce. By attending to both the means (indicating where the organization stands) and the standard deviations (revealing variability across employees), leadership can prioritize initiatives that not only raise average scores but also narrow gaps, ensuring a more uniformly positive experience for every staff member.

4.4 Inferential Analysis Findings

4.4.1 Correlation Analysis

Correlation is measure of linear association/relationship between two variables, independent and dependent variables expressed by Pearson correlation coefficient. The association in this study is between Leadership support, work load, Career development opportunities, reward and recognition with staff motivation (dependent variable). The coefficients show the magnitude (size) and direction (positive or negative) of relationship. Regarding effect size of correlation, Evans (1996) suggests correlation coefficient of 0.00 – 0.19 as “very weak”, 0.2 – 0.39 as “weak”, 0.4 – 0.59 as “moderate”, 0.6 – 0.79 as “strong” and 0.8 – 1.0 as “very strong”.

Table 4.6: Correlation analysis

Correlations						
		Leadership Support	Career Development Opportunities	Work Load	Recognition and Reward	Staff Motivation
Leadership Support	Pearson Correlation	1	.695**	.742**	.546**	.857**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	363	363	363	363	363
Career	Pearson Correlation	.695**	1	.871**	.829**	.754**

Development Opportunities	Sig. (2-tailed)	.000		.000	.000	.000
	N	363	363	363	363	363
Work Load	Pearson Correlation	.742**	.871**	1	.748**	.696**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	363	363	363	363	363
Recognition and Reward	Pearson Correlation	.546**	.829**	.748**	1	.567**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	363	363	363	363	363
Staff Motivation	Pearson Correlation	.857**	.754**	.696**	.567**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	363	363	363	363	363
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Researcher analysis (2025)

Table 4.7 presents Pearson correlation coefficients between key organizational factors and staff motivation at Dilla University. All correlations are statistically significant at $p < 0.01$, indicating strong relationships. Below is the interpretation:

Leadership Support & Staff Motivation ($r = 0.857$), very strong positive correlation (closest to 1.0 in the table). This implies employees who perceive strong leadership support are highly likely to be motivated. Leadership plays a pivotal role in driving motivation. Career Development Opportunities & Staff Motivation ($r = 0.754$), strong positive correlation. When employees see clear career growth opportunities, their motivation increases significantly. Workload & Staff Motivation ($r = 0.696$), moderately strong positive correlation. Surprising finding: Higher workload is associated with higher motivation. This may suggest that employees feel challenged but not overwhelmed (optimal stress) or high performers are given more responsibilities, which they find motivating. Recognition & Reward & Staff Motivation ($r = 0.567$), moderate positive correlation (weakest among the four, but still significant). While recognition boosts motivation, other factors (leadership, career growth) have a stronger impact. Career Development & Workload ($r = 0.871$) → Very strong link, possibly indicating that

employees with growth opportunities take on more responsibilities. Leadership Support & Workload ($r = 0.742$) → Suggests supportive leaders may assign more tasks, but employees accept them positively. Career Development & Recognition ($r = 0.829$) → Employees who see career growth also feel recognized.

Key Implications for Dilla University is Leadership is the biggest motivator ($r = 0.857$). Train leaders in supportive management (coaching, feedback, visibility). PR Role: Highlight leader success stories to reinforce trust. Career growth is a major driver of motivation ($r = 0.754$). Strengthen promotion pathways, training, and mentorship programs. PR Role: Communicate career opportunities transparently.

Workload Can Be Motivating ($r=0.696$). Ensure workloads are challenging but manageable (avoid burnout). PR Role: Recognize employees handling heavy workloads effectively. Recognition Matters, But Less Than Other Factors ($r = 0.567$). Make rewards more consistent and visible. PR Role: Publicize recognition programs (e.g., "Employee of the Month"). Synergistic Effects (High Correlations between All Factors). Improving one area (e.g., leadership) will likely boost others (e.g., career development, recognition).

4.5 Regression analysis

A statistical method for examining the combined effect of independent variables on dependent variable is regression analysis. Regression analysis can be used for inference, prediction, testing hypotheses, and modelling causal links when combined with assumptions in the form of statistical models (Aron, 1994). The researcher used multiple regression analysis to look at how leadership support, Career development opportunities, work load and reward and recognition affect staff motivation in Dilla University. The following are the multiple regression analysis's underlying pre-assumptions before we examine the test outcomes.

4.5.1 Normality Test

To test the normality assumption, it is important to view whether the dots are following the trend line or not. If the dots follow the trend line, that means the assumption of normality has been satisfied. The normal probability plot is a graphical technique for assessing whether or not a

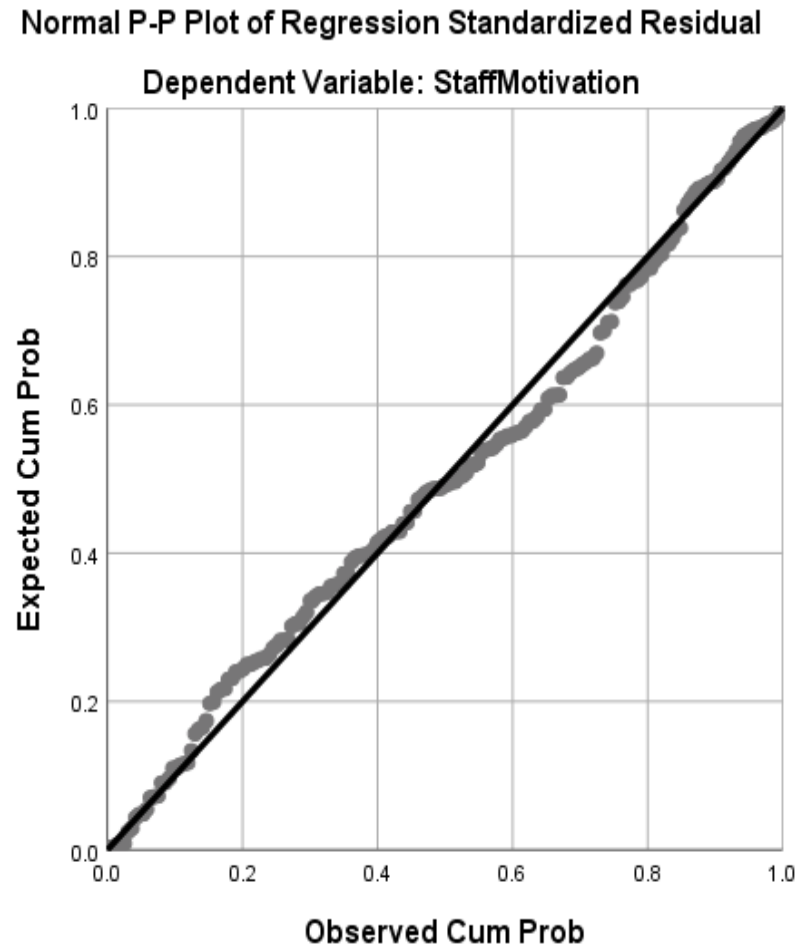
data set approximately normally distributed. The data are plotted against a theoretical normal distribution in such a way the points should form an approximate straight line.

The figure 4.1 shows that the data cluster and follow the trend line which is a further evidence of the normal distribution. This indicates the assumption of normal distribution of the sample variable among population has been meet. That the independent variable is normally distributed. The P–P plot is a graphical tool used to assess whether the residuals (errors) from a regression model are normally distributed. In the plot, the observed cumulative probabilities are plotted against the expected cumulative probabilities under a normal distribution. In the graph blow, the points closely align with the diagonal reference line, with only minor deviations at the ends (extremes), which is common and generally acceptable. The residuals found to be approximately normally distributed, satisfying the assumption of normality for linear regression analysis.

4.5.2 Linearity Test

At the same time, the graph supports the idea that the data follows a linear pattern. Looking at figure 4.1, we can see that the data in this study is linearly distributed, indicating a linear relationship between the independent and dependent variables. The P–P plot also provides some indirect evidence of linearity: this concept means that the connection between the independent variables and the dependent variable is linear. If the residuals are distributed normally and randomly, it usually suggests that the model has effectively captured this linear relationship. Any systematic deviation from the diagonal line indicates that the assumption of linearity is reasonable for our regression model. Since both the normality and linearity assumptions seem to hold true, we can consider the results of the regression analysis like coefficient estimates and significance tests to be statistically reliable and valid. With normally distributed residuals, the confidence intervals and hypothesis tests (such as t-tests and F-tests) used in regression are robust and easy to interpret. This enhances the credibility of any conclusions we draw about how the predictors influence staff motivation.

Fig. 4.1 Normality and linearity test using the graph

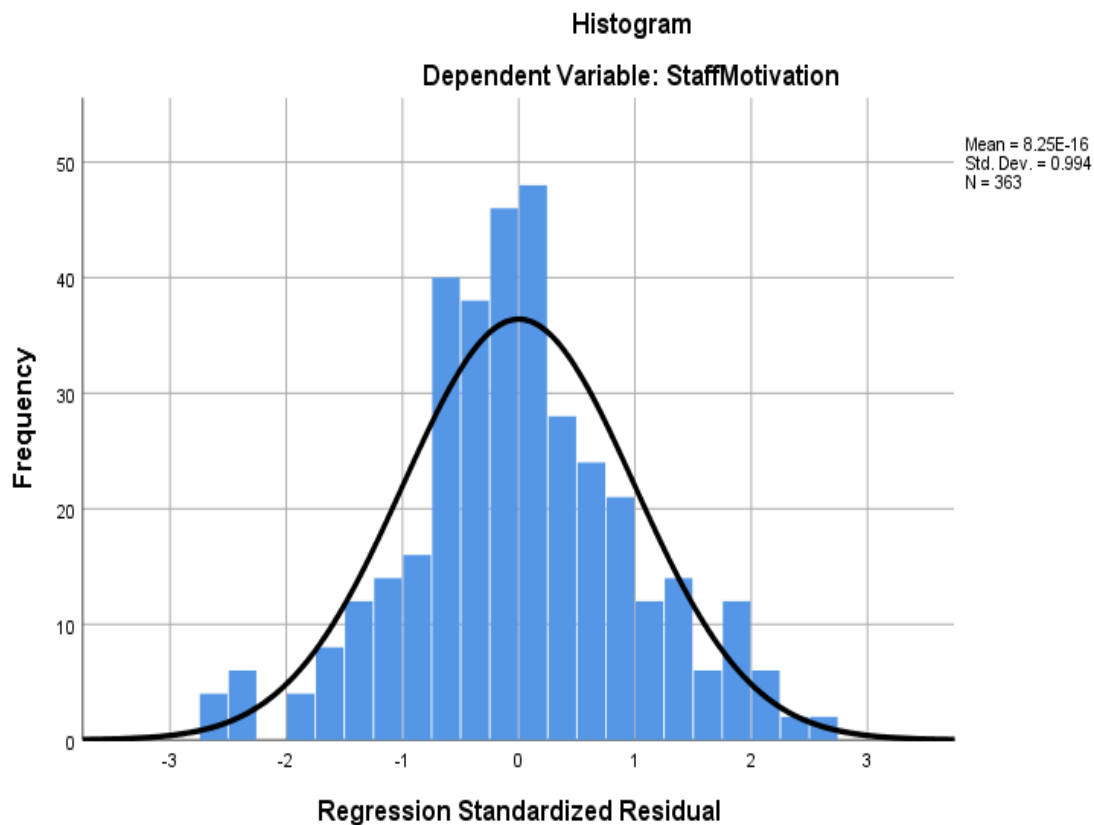


Source: *Researcher's Analysis, (2025)*

4.5.3 Normality Test using Histogram

Normality can be tested by using histogram. A histogram shows how frequently a value falls into a particular bin. The height of each bar represents the number of values in the data set that fall within a particular bin. When the y-axis is labelled as "count" or "number", the numbers along the y-axis tend to be discrete positive integers.

Fig. 4.2 Normality and linearity test using the Histogram



Source: *Researcher's Analysis, (2025)*

From figure 4.2 the mean value is extremely close to zero (effectively zero), indicating that the standardized residuals are centred around zero. This suggests that the model's predictions are unbiased on average. The standard deviation is pretty much around 1, which is what we expect for standardized residuals. This indicates that the residuals have been effectively standardized, suggesting that the model's error terms align well with the assumptions of homoscedasticity, or constant variance. The analysis is based on 363 observations, which is a solid sample size, adding weight to the statistical conclusions.

The x-axis stretches from -3 to 3, showcasing the standardized residuals. Ideally, a well-behaved residual distribution should look symmetric and bell-shaped, resembling a normal distribution. Although we can't see the entire histogram here, it would typically display most residuals clustered around zero, with fewer observations appearing at the extremes (-3 and 3). The near-zero mean and a standard deviation close to 1 indicate that the regression model is well-specified and fits the data quite nicely.

4.5.4 Multi-collinearity Test

Although there are many diagnostic methods or models to detect the multi-collinearity problems the researcher found that it is simplest and understandable to use VIF and tolerance to test the multi-collinearity problems. According to Asterious and Hall (2007), if value of VIF (Variance Inflation factor) exceeds 10, it generally indicates that there is multi-collinearity in the model. Tolerance and VIF value move inversely and indicates that as the tolerance values are near to zero and VIF value become more than 10 then there may be multi-collinearity in the model. Table 4.8 show that all the VIF (variance inflation factor) column values are less than 10, and tolerance values are greater than 10%. This indicates that there is no multi-collinearity problem in the model.

Table 4.7 Multi-collinearity Test

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.569	.106		-5.379	.000		
	Leadership Support	.846	.044	.697	19.311	.000	.433	2.311
	Career Development Opportunity	.649	.069	.548	9.343	.000	.164	6.090
	Work Load	-.251	.059	-.224	-4.235	.000	.201	4.969
	Recognition and Reward	-.108	.047	-.100	-2.321	.021	.306	3.268
a. Dependent Variable: Staff Motivation								

Source: *Researcher's Analysis, (2025)*

From the table 4.8 the results of a multiple regression analysis examining the impact of four independent variables (Leadership Support, Career Development Opportunity, Work Load, and Recognition and Reward) on Staff Motivation. Below is the interpretation of the findings:

Leadership Support (B = 0.846, $p < 0.001$), A one-unit increase in Leadership Support leads to a 0.846-unit increase in Staff Motivation, holding other variables constant. Standardized Beta (β

= 0.697): This is the strongest predictor among the four variables, indicating that Leadership Support has the highest relative impact on Staff Motivation. Highly significant ($p < 0.001$), confirming a strong positive relationship. Career Development Opportunity ($B = 0.649$, $p < 0.001$), A one-unit increase in Career Development Opportunity results in a 0.649-unit increase in Staff Motivation. Standardized Beta ($\beta = 0.548$): The second strongest predictor, suggesting that opportunities for career growth significantly enhance motivation. Highly significant ($p < 0.001$), reinforcing its importance.

Work Load ($B = -0.251$, $p < 0.001$), A one-unit increase in Work Load leads to a 0.251-unit decrease in Staff Motivation. Standardized Beta ($\beta = -0.224$): Indicates a moderate negative effect; higher workloads reduce motivation. Highly significant ($p < 0.001$), confirming its detrimental impact. Recognition and Reward ($B = -0.108$, $p = 0.021$), surprisingly, a one-unit increase in Recognition and Reward is associated with a 0.108-unit decrease in Staff Motivation. Standardized Beta ($\beta = -0.100$): A weak but statistically significant negative effect. This counterintuitive result may suggest that if recognition is perceived as insincere or unfairly distributed, it could demotivate employees.

Leadership Support is Critical, Organizations should prioritize strong leadership practices (e.g., clear communication, mentorship, and emotional support) to enhance employee motivation. Leadership training programs may be beneficial to improve managerial support skills.

Structured career paths and internal mobility options can help retain talent. Excessive Workloads Reduce Motivation, Managers should monitor and balance workloads to prevent burnout. Strategies like delegation, automation, or hiring additional staff may help alleviate excessive work pressure. Its p-value is 0.005, then it significantly affects staff motivation.

Recognition and Reward Systems Need Evaluation, the negative relationship suggests that current reward systems may be ineffective or demotivating. Organizations should assess whether rewards are fair, timely, and meaningful to employees. Non-monetary recognition (e.g., verbal praise, public acknowledgment) may be more impactful if monetary rewards are perceived as inadequate.

Table 4.8. Model summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893 ^a	.798	.796	.41462
a. Predictors: (Constant), Leadership support, Recognition and Reward, Work Load and Career Development				
b. Dependent Variable: Staff Motivation				

Source: *Researcher's Analysis, (2025)*

From the table 4.9 R Square (R^2) is 0.798. This means 79.8% of the variation in staff motivation is explained by the model, i.e., by the combined effect of Leadership support, Recognition and Reward, Work Load and Career Development. An R^2 of 79.8% is very strong in social science research. It suggests that the model does an excellent in predicting staff motivation at Dilla University.

R (Multiple Correlation Coefficient) = 0.893. This shows a very strong positive relationship between the independent variables (Leadership Support, Recognition and Reward, Work Load, and Career Development) and the dependent variable (Staff Motivation). An R value of 0.893 suggests that the predictors collectively explain a large portion of the variation in staff motivation. R Square (Coefficient of Determination) = 0.798. This means that 79.8% of the variance in staff motivation is explained by the four predictors included in the model. This is a high explanatory power, suggesting that the model fits the data well. Adjusted R Square = 0.796. The adjusted R-square corrects for the number of predictors in the model. Standard Error of the Estimate = 0.41462. This measures the average distance between the observed staff motivation scores and those predicted by the model. A lower value (0.41462) suggests that the model's predictions are relatively precise.

Strong Predictive Power of the Model, The high R^2 (0.798) suggests that Leadership Support, Recognition and Reward, Work Load, and Career Development are key drivers of staff motivation. Organizations should focus on these factors to enhance employee motivation.

Leadership Support is Critical, since leadership support is one of the predictors, organizations should train leaders to provide supportive and motivational leadership to employees.

Recognition and Reward Systems Matter, the strong relationship implies that fair and consistent reward systems significantly boost motivation. Companies should implement structured recognition programs. Workload Should Be Managed, Workload was included as a predictor, meaning excessive or poorly managed workloads can demotivate staff. Employers should monitor workload distribution to prevent burnout. Career Development Opportunities Influence Motivation, Employees are more motivated when they see growth opportunities. Organizations should provide training, promotions, and career path clarity.

4.5.5 Anova

Table 4.9 ANOVA^a Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	243.194	4	60.798	353.660	.000 ^b
	Residual	61.545	358	.172		
	Total	304.738	362			
a. Dependent Variable: Staff Motivation						
b. Predictors: (Constant), Leadership support, Recognition and Reward, Work Load and Career Development						

Source: *Researcher's Analysis, (2025)*

From table 4.10 The ANOVA (Analysis of Variance) table assesses whether the regression model is statistically significant in predicting the dependent variable (Staff Motivation) based on the given predictors. F-statistic = 353.660 with a p-value = .000, This indicates the regression model is highly statistically significant ($p < 0.001$). The predictors (Leadership Support, Recognition and Reward, Work Load, and Career Development) collectively explain a significant portion of the variance in Staff Motivation. Regression Sum of Squares (243.194),

The result illustrates the variation in Staff Motivation as explained by the predictors. The Residual Sum of Squares is 61.545, indicating the portion of variation that remains unexplained (error). The Total Sum of Squares amounts to 304.738, representing the overall variation in staff motivation. The substantial F-value of 353.660 indicates a very strong impact of the predictors on motivation. By comparing the Regression Sum of Squares, which is 243.194, to the Total Sum of Squares of 304.738, it is evident that the model accounts for approximately 79.8% of the variance, which aligns with your previous R^2 value of 0.798. The model demonstrates high predictive capability; the remarkably low p-value ($p < .001$) verifies that the four predictors have a significant effect on Staff Motivation.

Organizations can confidently use these factors (Leadership, Rewards, Workload, Career Growth) to design motivation strategies. Leadership and Career Development Matter Most, (From your Coefficients Table, we know Leadership Support ($\beta = 0.697$) and Career Development ($\beta = 0.548$) have the strongest positive impact. Invest in leadership training (e.g., emotional intelligence, coaching skills). Provide clear career paths (promotions, skill development programs). Workload Has a Negative Impact, (From your Coefficients Table, Work Load: $\beta = -0.224$, $p < .001$. High workloads reduce motivation → Monitor employee burnout and ensure balanced task distribution. Recognition & Reward Needs Optimization, from your Coefficients Table, Recognition & Reward: $\beta = -0.100$, $p = 0.021$. From this result it can be determined recognition and reward in the organization is not enough, that means it may not be totally absent (e.g., unfair, infrequent, or perceived as manipulative).

Table 4.10 The role of public relations in staff motivation

		Standardized Coefficients	t	Sig.
Model		Beta		
1	(Constant)		-5.379	.000
	Leadership Support	.697	19.311	.000
	Career Development Opportunity	.548	9.343	.000
	Work Load	-.224	-4.235	.000
	Recognition and Reward	-.100	2.321	.021

Source: Researcher's Analysis, (2025)

From table 4.11 all Variables Are Statistically Significant ($p < 0.05$). The table presents the standardized beta coefficients (β), t-values, and significance levels (p-values) for each predictor in the regression model explaining Staff Motivation.

4.6 Key Findings of the study

Leadership Support ($\beta = 0.697$, $p < 0.001$), Strongest positive predictor of staff motivation. A 1-unit increase in leadership support leads to a 0.697 standard deviation increase in motivation (holding other factors constant). Highly significant ($t = 19.311$, $p < 0.001$).

From interview question ‘What are the main factors that influence your motivation as a staff member at Dilla University?’ as (P1) answered open communication from leaders play a great role in staff motivation). This is similar response with analysis result of Likert scale questions. Similarly, respondent (P2) answered for question ‘How does the communication of motivation schemes by the PR office influence how staff responded to them?’ "Broken promises" implies that confidence has been damaged by unmet pledges (such as unmet expectations for promotions, prizes, or workload modifications). It is implied that these unfavorable experiences are weakening current motivational techniques (such as performance recognition programs) by "affecting the current PR motivation schemes." It's possible that the phrase "The Office should work to solve math" is a typo, with the intention of saying "solve matters" or addressing systemic problems (such as fairness and transparency). From P2 response shows communication of leaders with their employees, respecting their promise to increase salary, benefit, reward etc boost staff motivation.

Career Development Opportunity ($\beta = 0.548$, $p < 0.001$), Second strongest positive influence on motivation. A 1-unit increase in career development leads to a 0.548 standard deviation increase in motivation. Also highly significant ($t = 9.343$, $p < 0.001$).

From regression analysis above career Development Opportunities Boost Motivation, Companies should invest in training, promotions, and skill-development programs to keep employees engaged and motivated. The variable is significantly affect staff motivation and its p-value indicates $p < 0.001$. Similarly, the response from interview (P3) responded for question ‘Can you describe any challenges you face that reduce your motivation at work?’ Limited Growth

Opportunities Example: No clear path for skill development or advancement within the organization. It impacts stagnation reduces long-term motivation and loyalty. Work Load ($\beta = -0.224$, $p < 0.001$), Negative and significant impact on motivation. A 1-unit increase in workload leads to a 0.224 standard deviation decrease in motivation. Suggests that excessive workload reduces motivation.

Interview question “how work load in the organization affect staff motivation?” responded by (P4) indicated that excessive Workload without Support for example Unrealistic deadlines, understaffing, or lack of tools to manage tasks efficiently are factors influencing employees’ motivation in case of Dilla University. Leads to burnout and resentment, making work feel unsustainable. (P5) Again responded relatively similar answer for the interview question above. Respondent said that heaviness of work in the organization decrease satisfaction and pushes to leave the environment.

Recognition and Reward ($\beta = -0.100$, $p = 0.021$), It is statistically significant. A 1-unit increase in recognition/reward leads to a 0.100 standard deviation decrease in motivation. The negative sign of beta indicates that there is shortage of recognition and reward in the organization but not the absence. Still, it is statistically significant variable to affect the staff motivation of employees according to the result of analysis. Organizations should invest in leadership training to ensure managers provide supportive, empowering, and motivational supervision. Actionable Step: Implement 360-degree feedback and coaching programs for leaders. Career Growth Opportunities Boost Motivation, Employees stay motivated when they see a clear career path. Develop structured career development programs, mentorship, and promotion pathways. Excessive Workload Harms Motivation, overburdening employees leads to demotivation and burnout. Monitor workload distribution, encourage work-life balance, and consider job redesign if needed. Recognition & Reward Showed significantly affect staff motivation in Dilla University.

From interview question "What improvements would you suggest to enhance staff motivation at the university?" (P6) responded that there are many factors should be improved as result of regression indicated above. Similarly, (P6) answered among different factors that used to boost staff motivation is recognition and reward which should be improved to enhance motivation.

From interview answer (P7) based on the question “How can you explain (to what extent) you are motivated in your organization?” (P7) responded that there is no enough motivation in his organization because there is no the culture of additional incentives like bonus, reward, at least annual salary increment. Similarly, (P8) responded the same interview that "only salary cannot be motivated employees. In my organization, I am paid the only monthly salary as an income. There is no any additional reward and compensations. According to both respondent P7 and P8 motivation level staff in Dilla University is low.

Interview question “How motivation Improve employees or staff performance?” Respondent (P9) replied that: There different determinants that my boost or decrease organizational employees" motivation like salary increment, bonus, monetary and non-monetary rewards. (P10) tried to link these different motivation types with employees’ performance in the organization. But in the context of Dilla University public relation is not playing the role to enhance motivation. As a result, performance of employees is not boosted as an expected. This shows staff motivation plays a vital role in increasing both employees and organizational performance. Overall model is highly predictive; the strong positive effects of leadership and career development outweigh the negative effects of workload and rewards.

4.7 Answering Research questions

The research questions on the relationships between each of the independent factors and dependent variables have been developed by a review of the various literatures regarding the effects of the four variables on staff motivation. Additionally, interview questions were prepared in order to triangulate the finding.

Question no.1, What PR strategies are employed to motivate staff at Dilla University?

Leadership Support, Career Development Opportunity, Work Load and Recognition and Reward are the factors selected among others for this study in Dilla University. All variables have a significant according to Pearson correlation analysis, where $p = .000$ (sig. $p < .05$).

Question no.2, What is the relationship between motivation and staff performance in terms of PR at Dilla University? As Respondents (P5), (P9) and (P10) attempted to establish a connection

between various forms of incentive and workers'/staff/ productivity/performance/ inside the company. However, public relation does not serve to increase motivation at Dilla University. Employee performance is consequently not improved as anticipated. This demonstrates that improving employee and organizational performance depends heavily on employees' motivation.

Question no.3, How do staff perceive the role of PR in their motivation at Dilla University? According to interview responses: "How can you explain (to what extent) you are motivated in your organization?" is the basis for interview response (P7). (P7) responded that his/her/ organization lacks a culture of extra incentives, such as bonuses, rewards, or at least yearly pay increases, which prevents enough motivation. In the same interview, P8 also stated that "employees cannot be motivated solely by pay." The only monthly income I receive from my employer is a wage. There are no further benefits or compensations. Staff at Dilla University are not very motivated, according to respondents (P7) and (P8).

4.8 Discussion of the finding with Previous Works

The study aimed to explain and assess how internal public relations (PR) practices influence staff motivation at Dilla University, focusing on four key dimensions: leadership support, career development opportunities, workload, and recognition and reward and triangulated with interview questions for some focused group. The findings demonstrate that significant relationships between these variables and staff motivation, by supporting both classical and contemporary theories while revealing implications specific to the Ethiopian higher education context specifically in Dilla University. Combined effect of the four variables on staff motivation indicated, R square is 79.8%. Motivational variables, motivation and performance findings are triangulated by interview analysis.

4.8.1. Leadership Support and Staff Motivation

The findings showed a very strong correlation between leadership support and staff motivation ($r = 0.857$), $p\text{-value} < 0.05$ echoing previous scholarship emphasizing the pivotal role of effective leadership communication. Northouse (2021) emphasized that supportive leadership enhances trust, psychological safety, and engagement conditions found to be essential in this study. Similarly, Men and Bowen (2017) noted that transparent and participatory leadership

communication significantly boosts intrinsic motivation. This aligns with the Excellence Theory (Grunig, 2015), which advocates for symmetrical two-way communication as a foundation for organizational effectiveness. Additionally, Edmondson (2015) identified psychological safety as critical in academic settings a finding reinforced here as leadership visibility and feedback mechanisms were shown to shape employee morale. Dilla University must invest in leadership development programs emphasizing open dialogue, coaching, and emotional intelligence to sustain motivation.

4.8.2. Career Development Opportunities

A strong positive relationship was also found between perceived career development opportunities and motivation ($r = 0.754$). The variable is significant with $p\text{-value} < 0.05$. This supports Self-Determination Theory (Deci & Ryan, 2000), which links autonomy and competence to intrinsic motivation. Employees who perceive growth opportunities are more likely to be engaged and loyal. Comparable results were found by Otoo et al. (2023), who reported that training and promotion pathways significantly influenced staff retention and satisfaction. Alemayehu & (2023) also highlighted how internal PR tools like newsletters and bulletins effectively communicated these opportunities, fostering a sense of inclusion and advancement. In the case of Dilla University, where over 96% of staff are highly educated, clear and merit-based development plans are particularly critical.

4.8.3. Workload and Perception Management

While workload had a moderately strong correlation with motivation ($r = 0.696$), the results challenge the assumption that heavier workloads always reduce motivation. From regression result its $p\text{-value}$ is < 0.05 . Instead, the data suggests that employees interpret reasonable workloads as a sign of trust and responsibility, consistent with optimal stress theory and the findings of Zhao et al. (2021). However, the study also highlights risks imbalanced workloads can lead to stress and dissatisfaction if not paired with fair communication and adequate support. Taye and Mekonnen (2023) noted that clear communication of workload expectations reduces perceptions of unfairness and burnout. Dilla University should have to adopt transparent workload management systems and actively solicit staff input on task assignments to sustain equity and morale.

4.8.4. Recognition and Reward Systems

Recognition and reward showed a moderate positive correlation with motivation ($r = 0.567$), it significant with $p\text{-value} < 0.005$, confirming Herzberg's Two-Factor Theory (Herzberg et al., 1959; Robbins & Judge, 2021), which identifies recognition as a key motivator. However, the variability ($SD = 0.85$) suggests inconsistencies in how recognition is delivered. Modern research such as Mulugeta and Kifle (2022) confirms that public and consistent recognition communicated via PR (public relations) channels enhances morale. Similarly, the IAEE (2023) found that digital tools for real time recognition significantly improved job satisfaction. Dilla University should take measure to implement formal, inclusive, and transparent recognition programs that align with institutional values and staff contributions.

4.8.5. Synthesis and Implications

This study reinforces that internal PR (public relation) functions are strategic tools not just information outlets. Institutions that prioritize open leadership, promote staff growth, balance workloads, and institutionalize recognition enjoy stronger employee engagement. These findings align with global evidence from Men & Stacks (2013), Mazzei & Ravazzani (2011), and Grunig (2017) and show that staff motivation is most sustainable when driven by trust, transparency, and inclusion. In the Ethiopian university context, where PR departments have traditionally focused on external messaging, this study urges a shift toward strategic internal communication. Institutions like Dilla University can foster innovation and academic excellence by aligning PR (public relation) practices with motivational psychology and participatory governance.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

Examining the determinants of (Leadership support, Recognition and Reward, Work Load and Career Development on staff motivation in Dilla University was the primary goal of this study. The major conclusions drawn from the Research questions were outlined and explored in this chapter

5.2 Summary of Main Findings

Leadership Support and Staff Motivation, a robust positive correlation ($r = 0.857$) was identified between leadership support and employee motivation. Transparent and inclusive communication from leadership greatly enhances intrinsic motivation, which is consistent with the Excellence Theory of Public Relations. The visibility of leadership, the presence of feedback mechanisms, and the establishment of psychological safety were essential factors in influencing employee morale.

Career Development Opportunities, a robust positive correlation ($r = 0.754$) was identified between career development opportunities and employee motivation. Staff members who recognized distinct growth prospects (such as training, promotions, and mentorship) exhibited higher levels of engagement and loyalty. These results align with Self-Determination Theory, which connects autonomy and competence to intrinsic motivation.

Workload and Staff Motivation, the workload demonstrated a moderately strong correlation ($r = 0.696$) with motivation; however, the regression analysis indicated a negative effect ($\beta = -0.224$). Manageable workloads were perceived as motivating, whereas excessive workloads resulted in stress and diminished motivation. It was crucial to communicate workload expectations clearly to avoid perceptions of unfairness. Recognition and Reward Systems, Recognition and reward exhibited a moderate positive correlation ($r = 0.567$), yet the regression coefficient was unexpectedly negative ($\beta = -0.100$). The standard deviation ($SD = 0.85$) indicated inconsistencies in the delivery of recognition, which could result in feelings of unfairness. In certain instances,

non-monetary recognition (such as public acknowledgment) proved to be more effective than monetary rewards. Overall Model Predictive Power, the collective influence of the four factors (leadership support, career development, workload, and recognition) accounted for 79.8% ($R^2 = 0.798$) of the variation in employee motivation. Leadership support was identified as the most significant predictor, with career development opportunities following closely behind. Interview Insights, Employees highlighted the significance of transparent communication from leadership and equitable distribution of workloads. The absence of career advancement opportunities and irregular acknowledgment were mentioned as discouraging elements. Employee motivation was associated with performance, as motivated staff exhibited greater engagement and productivity.

The research emphasizes the crucial function of internal public relations in boosting employee motivation at Dilla University. By focusing on leadership communication, career advancement, equitable workload distribution, and recognition methods, the university has the potential to greatly enhance employee engagement and overall institutional effectiveness. These results are consistent with international best practices and provide contextually relevant insights for higher education institutions in Ethiopia.

5.3 Conclusion

This research examined the impact of public relations on employee motivation at Dilla University, concentrating on four primary factors: leadership support, career development opportunities, workload, and recognition and reward. The results indicated that leadership support exhibited the most substantial positive correlation with employee motivation ($r = 0.857$), emphasizing the essential role of clear and inclusive communication from leaders in promoting employee engagement. Additionally, career development opportunities significantly affected motivation ($r = 0.754$), which is consistent with Self-Determination Theory, emphasizing the significance of autonomy and competence in fostering intrinsic motivation. The workload exhibited a moderately strong correlation ($r = 0.696$); however, regression analysis revealed a negative impact ($\beta = -0.224$), indicating that if not managed equitably, excessive workloads may lead to staff demotivation. Recognition and reward systems displayed a moderate positive correlation ($r = 0.567$), but the negative regression coefficient ($\beta = -0.100$) along with a high standard deviation ($SD = 0.85$) highlighted inconsistencies in their application, which could diminish their effectiveness.

The overall model of the study explained 79.8% of the variance in staff motivation ($R^2 = 0.798$), illustrating the collective influence of these elements. Additionally, interview responses underscored the significance of transparent communication from leadership, fair distribution of workloads, and meaningful recognition in maintaining employee motivation. According to the response of interview question from respondent (P5), (P9) and (P10) attempted to establish a connection between various forms of incentive and workers' productivity inside the company. However, public relation does not serve to increase motivation at Dilla University. Employee performance is consequently not improved as anticipated. This demonstrates that improving employee and organizational performance depends heavily on motivation of employee/staff/.

The basis for interview responses is "How can you explain (to what extent) you are motivated in your organization?" (P7). (P7) replied that insufficient motivation is caused by the absence of a culture of additional incentives within his/her organization, such as bonuses, awards, or at the very least, yearly pay increases. P8 added in the same interview that "employees cannot be motivated solely by pay." My employer only pays me a wage each month. No additional benefits or compensation are available. Respondents (P7 and P8) claim that Dilla University employees lack motivation. By focusing on these aspects, Dilla University has the opportunity to utilize internal public relations strategies to boost staff motivation, which in turn can lead to enhanced institutional and employee performance. This study adds to the wider comprehension of the strategic importance of public relations in higher education, especially within the Ethiopian context, and provides practical recommendations for comparable institutions.

This research conclusively demonstrates that strategic Public Relations, particularly focused on internal communication, staff recognition, and reputation management, plays a significant and positive role in motivating staff at Dilla University. Staff who perceive communication as clear, consistent, transparent, and two-way report higher levels of job satisfaction and commitment. Recognition, when perceived as fair and meaningful, is a powerful motivator. Furthermore, the university's external reputation, shaped partly by PR efforts, directly influences staff pride and intrinsic motivation. However, significant gaps exist in the current application of PR for internal motivation at Dilla University.

5.4 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance staff motivation at Dilla University through strategic public relations (PR) practices:

- ✚ Implement workshops and coaching sessions for university leaders to enhance their communication skills, focusing on transparency, active listening, and empathetic engagement.
- ✚ Establish regular feedback mechanisms (e.g., town halls, anonymous surveys) to ensure staff voices are heard and integrated into decision-making.
- ✚ Encourage senior leaders to engage more frequently with staff through informal interactions, open-door policies, and digital updates to foster trust and alignment with institutional goals.
- ✚ Develop structured promotion criteria and communicate them transparently to staff through PR channels (e.g., newsletters, intranet).
- ✚ Offer subsidized training, certifications, and mentorship programs tailored to staff needs, and highlight success stories to motivate participation.
- ✚ Clearly define roles, responsibilities, and deadlines to prevent perceptions of unfairness or burnout.
- ✚ Introduce workload-sharing initiatives, automation tools, or additional hiring in overburdened units.
- ✚ Design fair, consistent reward criteria (e.g., performance-based bonuses, "Employee of the Month" programs) and communicate them widely.
- ✚ Showcase staff achievements in internal communications (e.g., newsletters, bulletin boards) to inspire others.

5.5 Suggestions for Future Study

Future research should consider a comparative analysis across multiple Ethiopian universities both public and private to enhance the generalizability of findings and understand institutional differences in PR-driven motivation. It also should assess the effectiveness of formal internal PR policies and strategic communication plans in driving staff morale, especially in public sector institutions with bureaucratic constraints.

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APPENDIX



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



Addis Ababa University

School of journalism and communication

Dear, sir/Madam:

Dear respondent, I am conducting a study on “The role of public relations in staff motivation: In the case of Dilla University.” As one of the respondent, your involvement is very important to this study. The information you deliver will only be used for academic purpose, and will be preserved with highest privacy. Please spend few minutes of your time and respond to the questionnaires below as honestly as you can.

Thank you in advance.

Barnabas Bekele

General instruction

1. No need of writing your name.
2. In all cases where answer options are available please tick ☒ in the appropriate box.

Part I Demographic information

1. Sex: Male ☐ Female ☐
2. Age in year: Under 30 ☐ 30 - 39 ☐ 40-49 ☐ 50-59 ☐ above 60 ☐
3. Work experience:
< 1 year ☐ 2-5 years ☐ 6-10 ☐ >= 11 ☐

4. Educational background

- High school complete ☐ Technical school graduate ☐ College Diploma ☐
BA/BSC (degree) ☐ Master Degree above ☐

If other, please state _____

Part II. Questionnaires related the role of public relations in staff motivation.

Questionnaires Listed below are statements based on the title “The role of public relations in staff motivation: An analysis of Dilla University's PR office practices. “Please indicate your level of agreement with the statements in each parts. The agreement level designators are indicated as follows: **1=strongly disagree; 2=disagree; 3= no opinion; 4=agree; 5=strongly agree**

N	Statement	Agreement Level				
A	Leadership Support	1	2	3	4	5
1	My supervisor provides clear guidance and direction for my work Dilla University.					
2	Leadership encourages open communication and feedback DU.					
3	My manager supports my professional growth and development DU.					
4	Senior leaders are approachable and willing to assist when needed.to DU					
5	I feel valued and respected by my immediate supervisor DU.					
B	Career Development Opportunities					
1	My organization provides sufficient training programs for skill enhancement.at DU.					
2	I have clear opportunities for career advancement in this organization.					
3	My manager discusses career growth with me regularly.					
4	I am satisfied with the learning and development opportunities available.					
5	The organization supports employees in pursuing further education or certifications.					
C	Work Load					
1	My current workload is manageable and reasonable.					
2	I often feel overwhelmed by the amount of work I have to complete.					
3	I have sufficient time to complete my tasks without excessive stress.					
4	My job responsibilities are clearly defined, preventing unnecessary overload.					
5	I am able to maintain a good work-life balance due to my workload.					
D	Recognition and Reward					

1	My efforts and achievements are regularly acknowledged by my superiors.					
2	The reward system in this organization is fair and motivating.					
3	I receive constructive feedback that helps me improve my performance at DU.					
4	Monetary and non-monetary rewards are given based on performance at DU.					
5	I feel appreciated for my contributions to the organization.					
E	Staff Motivation					
1	I frequently think about leaving my job at DU.					
2	My job inspires me to perform beyond expectations.					
3	I am satisfied with my current role and responsibilities.					
4	I feel a strong sense of commitment to my organization.					
5	I would recommend this organization as a great place to work.					

Interview Questions

1. What are the main factors that influence your motivation as a staff member at Dilla University?
2. Are there any organizational policies or practices that affect your motivation either positively or negatively?
3. How you can explain (to what extent) you are motivated in your organization?
4. How do you think motivation (or lack of it) affects your daily performance at work?
5. How does the communication of motivation schemes by the PR office influence how staff respond to them?
6. What role does the Public Relations office play in maintaining or boosting staff motivation?
7. Are there regular motivational programs, events, or communications from the PR department?
8. Do you feel the university leadership listens and responds to staff needs? Why or why not?
9. What improvements would you suggest to enhance staff motivation at the university?
10. How motivation Improve employees or staff performance?

Thank you for giving your time to fill the questionnaire!