

# **The Determinants of Employee Performance in Education Sector: The Case of EMU**

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## **ABSTRACT**

Due to the significant role played by the higher education sector in North Cyprus over the last two decades, the interplay between the motivation and performance dimensions among higher education sector employees has been a main concern. In this respect, employee motivation presents itself as an important area for investigation together with other factors that influence employee performance. This study analyses the determinants of employee performance in the higher education sector by empirically analyzing the significance for performance of four factors namely employee motivation, employee rewards, employee training and employee promotion.

The empirical work is carried out in the oldest and one of the largest universities in Eastern Mediterranean University-North Cyprus. Regression analysis, t-test and ANOVA analysis are conducted to examine the relationship between employee performance and its determinants. One hundred and fifty responses are collected using questionnaires from various staff members of the Eastern Mediterranean University for analysis.

The results revealed that with the exception of employee promotion, the rest of the factors, i.e. employee motivation, reward, and training are all significant and have a positive influence on the employee performance in the higher education sector. The results also suggest that the participants do not consider the concept of promotion as being influential on employee performance whereas reward, and training as well as motivation are important determinants of employee performance in the Eastern Mediterranean University.

**Keywords:** Employee performance, regression analysis, higher education sector,  
Eastern Mediterranean University, North Cyprus

## ÖZ

Son 20 yılda, Kuzey Kıbrıs ekonomisinde önemli yere sahip yüksek eğitim sektöründe, çalışanların performansları ve motivasyonları arasındaki ilişki önem arz etmiştir. Çalışanlara sunulan motivasyon faktörleri, çalışan performansı için en yüksek verimlilik kaynağı olmaktadır. Çalışanların motivasyonu, ödülü, eğitimi ve terfisi gibi eğitim sektöründeki çalışanların performansının belirleyicileri, ampirik olarak analiz edilmektedir.

Bu tez Kuzey Kıbrıs'taki Doğu Akdeniz Üniversitesi için çalışan motivasyonu, ödül, eğitim ve terfi gibi yüksek eğitim sektöründeki çalışan performansının belirleyicilerini ampirik olarak araştırmaktadır. Çalışan performansı ve belirleyicileri arasındaki ilişkiyi incelemek için regresyon analizi, t-testi ve Anova analizi yapılmıştır. Analiz için Doğu Akdeniz Üniversitesi çalışanları üzerinden anketler kullanılarak yüz elli yanıt toplanmıştır.

Sonuçlar, terfi dışındaki diğer üç faktörün yani çalışan motivasyonu, ödülü ve eğitiminin istatistiksel olarak önemli olduğunu ve eğitim sektöründeki çalışan performansı üzerinde olumlu bir etkiye sahip olduğunu ortaya koymuştur. Sonuçlar ayrıca terfilerin çalışan performansı üzerinde etkisi olduğuna katılımcıların inanmadığını göstermektedir. Doğu Akdeniz Üniversitesi'ndeki çalışan performansı için önemli faktörlerin motivasyon, ödül, ve eğitim olduğu neticesi çıkmaktadır.

**Anahtar Kelimeler:** Çalışan performansı, regresyon analizi, yüksek eğitim sektörü, Doğu Akdeniz Üniversitesi, Kuzey Kıbrıs

## **DEDICATION**

To my family who teaches me that the assurance of the future is education based on solid foundations and who are proud of me for every success I have achieved . To my relatives and loved ones who supported me in my education life all the way. To all who believed and trusted in me ...

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# Chapter 1

## INTRODUCTION

Organizations are nexus of contracts where principals direct agents to perform various tasks as part of their job responsibilities. Performance, in turn, peaks when agents, or employees, are honest, capable, and committed to the organisation they work for. In this context, motivation significantly increases positive human behaviour in an organization. Furthermore, the level of training has an impact on employees' capabilities and probably enhances employee performance as well as the rewards and promotions received. For this reason, many types of research have been researching about motivation which is the subject of continuous research on organizational behaviour.

Employee motivation is commonly seen as one of the core factors for achieving employee satisfaction and hence organizational success. It will influence their performance to be better and therefore the organization will be better in terms of productivity and profitability. Accordingly, this study first presents a review of relevant literature on the subject, outlining some of the past studies and background related to motivation and employee performance. Afterwards, the study will present the empirical data collection and analysis. Regarding data collection, a pre-empirical study interview was held in order to understand the concept of motivation in the organizational context of higher education among the Eastern Mediterranean University employees.

## **1.1 The Aim**

This thesis empirically investigates whether four potential determinants, namely employee motivation, reward, training, and promotion, indeed, have any significant effect on employee performance in higher education sector such as in the case of higher education sector in Eastern Mediterranean University-North Cyprus. Regression analysis, t-test and Anova analysis are conducted to examine the relationship between the employee performance and its determinants. One hundred and fifty responses are collected using questionnaires from staff of Eastern Mediterranean University for the analysis.

## **1.2 Research Methodology**

Convenient sample technique was used as 150 questionnaires were distributed for this study. The survey set out to answer the key question ‘Does motivation and the three other factors, training, rewards, and promotion impact on employee performance?’. Each questionnaire had 7 demographic characteristics determining questions and 22 motivational determinants questions. The research was carried out online with the employees of Eastern Mediterranean University. Analysis of these questionnaires was carried out with IBM, SPSS 2.2 program. Methods such as correlation analysis, regression analysis, one-way ANOVA, and independent t-test were used to analyse the data obtained from the questionnaires.

## **1.3 Study’s Research Questions and Hypotheses**

The four research questions of this study are listed below;

R.Q1: Is there a statistically significant relationship between employee motivation and employee performance?

R.Q 2: Is there a statistically significant relationship between the reward system and employee performance?

R.Q 3: Is there a statistically significant relationship between training and employee performance?

R.Q 4: Is there a statistically significant relationship between promotion and employee performance?

The four hypotheses of this study are listed below;

H1: There is a statistically significant difference between male and female participants based on employee performance.

H2: There is a statistically significant difference in the participant's age groups based on employee performance.

H3: There is a statistically significant difference in the Participant's employment status based on employee performance.

H4: There is a statistically significant difference in the Participant's monthly income level based on employee performance.

## **1.4 Structure of the Thesis**

Chapter one is made up of introduction to the study. Chapter two comprises the literature review related to the determinants of employee performance. Chapter three gives detailed information about the research methodology. Chapter four presents the data analysis and empirical results. Finally, chapter five provides conclusions and suggestions for future studies.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Being able to benefit from the “Labor force effectively and efficiently is closely related to the employees’ motivational status“. Aligning the business environment and employees’ work preferences, creating effective human resources strategies, and motivating the employees are among top priorities for management.

Rapid changes in competitive conditions and management paradigms require managers to increase employees' senses of motivation. For this reason, ensuring that employees are satisfied with their work and the organization they work for are critical. “Managers can be informed by such research and devise practices that result in a high level of commitment, more responsibility, more loyalty and higher efficiency” (Chow, 1994). Identifying the elements of providing motivation can contribute significantly to the efficiency of organizations. Studies in service and industrial enterprises have shown that job motivation has an impact on productivity (Örücü and Kambur, 2008). Many organizational factors affect employees' job motivation. Rewards, promotions, and training are also as important as employee motivation and have received attention in recent years.

It is necessary to know in which situations employees in an organisation feel stressed, in what situations they are more ambitious, in what situations they are sad or motivated. “ Organizational commitment is intensely studied in the field of organizational psychology the development of which accelerated after the 1950s



thanks to many scientific breakthroughs in the field of social psychology” (Ağca and Ertan, 2008). As a result of the changing conditions and world order, different theories have been produced in the field of business motivation and organizational commitment and changes have occurred depending on the way they dealt with the subject.

Job motivation is conceptualized in order to explain and analyze behaviors in organizational environments and various theories and models in this regard were developed. These theories can be examples such as Maslow's hierarchy need-based theory, “Herzberg's two-factor theory, process-based theory, goal setting theory” (Chevallier, et al. 2012). While initially job motivation was focused on the physiological needs of the employee, it was later shaped under different factors such as belongingness and love needs, esteem needs, self-actualization needs.

Commitment to the organization, which is another one of the important issues for organizations today, expresses the strength of the bond that the employee feels towards the organization he/she works with. The level of this bond varies from person to person (Meyer and Allen 2007). “While organizational commitment accepted the view that it existed only for financial reasons in the 1960s, the existence of emotional commitment was emphasized in the 1970s” (Güçlü, 2006). This expression of the concept of loyalty is an emotional expression of social instinct, and according to Balay (2000), loyalty means “to a person, an obligation that must be fulfilled against thought or an organization”(cited by Çöl and Gül, 2005).

Mowday et al. (1982) “determined that increasing employee loyalty increases productivity and this also affects organizational performance”.

In the following section, various theories of motivation will be presented and more detailed descriptions and summaries will be given of the previous definitions

on how motivation affects employees' performance, the relationship between motivation and employees' performance, and factors that increase performance in the organization.

## **2.2 Definition of Motivation**

Motivation comes from Latin "motivate". "Motivation motivates people and determines the directions of their movements, their thoughts, hopes, beliefs, brief desire; needs and fears "(Findıkçı, 2000). Motivation can be defined as being active, determining behavior, and managing behavior (Barutçugil, 2004).

According to Robbins (1996), motivation depends on meeting the individual needs of the employee and consequently his/her willingness to make a high level of effort to achieve organizational goals. According to Luthans (1992), motivation is a physiological or psychological deficiency or need that initiates a purposeful behaviour or motive. According to Lussier (1996), motivation is a process that guides people to meet their needs. Motivation helps the person to realize the needs that he/she is not aware of. These needs may be such as love needs, commitment needs, and friendship needs. As we can understand from here, we can understand that motivation reveals the various needs of the person.

Pinder (1998) defines motivation as a set of energetic powers that initiate work-oriented behavior, originating both from inside and outside of man, and determines the direction, intensity, and sustainability of this behavior. The first dimension, the direction, argues that the effort spent by employee should be in the direction of benefiting the organisation, i.e. for achieving the purposes of the organization. The second dimension, the density, shows how much effort a person makes at any given time. The third and final dimension, the sustainability, indicates how long a person can continue his efforts in time (Robbins, 2003).

Kanfer (1990), emphasizes that according to the cognitive approach developed by Tolman and Lewin (1932), motivation is the key process that affects one's choice between different behaviour alternatives. According to another definition, motivation is the process of individuals acting with their own desires to reach a specific goal (Koçel, 1999). Can (1991) defines motivation as the process of influencing and inspiring the individual to act, by creating a work environment that satisfies the needs of the organization and the individual. Smither (1998) defines motivation as the power that enables people to do their jobs. When we look at the definitions related to motivation above, we can understand that motivation is a requirement that a person may need due to internal or external factors.

Motivation was represented as the physiological procedure that helps a person to behave and act in a certain way to overfill the needs that encourage employees to accomplish their tasks according to Latham (2011). So, by having an overlook and recognizing the behaviors, it will be easier for managers to find many ways and mechanisms to motivate their employees in a more effective way because managers who have good communication skills with their employees will have an influence on their performance and on their results, as the closer manager is to the employees the more motivated, for better and more regular communication between them will be thus creating a friendly environment, as they will have a greater understanding of each others' needs.

### **2.2.1 Needs and Motives**

Having information about the needs and motives that play an important role in the emergence of behavior will help us understand the motivation process. We can define needs as problems that must be resolved as a result of the deterioration of our psychological or physiological balance. Until these problems are resolved, the person

is not motivated. We can divide needs into two. Primary needs, including basic physiological needs, and secondary needs, including social-psychological needs.

Primary needs are the basic needs people need to live. Such as food, water, sleep, sex and so on. These needs are found in all people, but their intensity varies from person to person. Secondary needs, on the other hand, can be defined as the emerging needs as they mature. It includes the needs of respect, security, the need for competition, the need to belong, the need to love and be loved.

Individuals are constantly acting to achieve what they want to achieve. Undoubtedly one of the factors that motivate individuals is their needs. Needs differ in different situations and events (Dizen et al., 2005). The need can also be defined as any physiological and subsequently acquired deficiency or failure of the individual (Morgan, 1984).

In another aspect, according to Eysenck et al. (1972), the true nature of basic needs and their impact on behavior may lead us to think of the need as a theoretical concept (Cutter et al., 2003). According to Horney, the need for trust is the main factor in human behaviour (Çelikkaleli and Gündoğdu, 2005).

According to Maslow, these needs can be considered as deficiencies that should be saturated in the most appropriate way by organizations. Maslow puts human needs gradually on top of each other like a pyramid. There are physiological needs at the bottom layer of the pyramid and psychological needs at the top layer. As the needs at the lower level are satisfied, the individual passes to the higher-level needs and is ready to be motivated (Poston, 2009). The motive is the drive or impulse that explains the reasons for certain behaviours of individuals (Can, 1991).

According to another definition, motivation is a kind of need or passion that takes the person to act in line with his will and comes from within the person (Adair, 2003).

The biggest challenge with motives is that motives are invisible, and guesses can only be made by looking at behaviour. Motives can be classified similarly to needs. According to Luthans (1992), there are three kinds of motives; primary motives, general motives and secondary motives.

Primary motives are those that have not been learned and have a physiological basis. As an example of these motives that are the same in all people; Hunger, thirst, sleep, sex, and maternal motives are examples. General motives are those that have not been learned but are not physiologically based. Curiosity, activity and commitment motives are examples of general motives. Secondary motives are learned motives. Such motives are power, achievement, commitment, security and status motives. As we understand, needs and motives are essential factors for employees to take action and be productive. In order for people to reach their goals and strive, their requirements must be satisfied.

### **2.3 Motivation Theories**

Motivation depends on meeting the basic and other needs of employees (Maslow, 1943). Social, self-esteem and self-actualization needs and love, belonging, friendship, respect, recognition and promotion needs should be areas of focus for managers.

Herzberg's two-factor theory, which is another motivation theory, argues that needs are at the basis of motivation. According to the theory, "For employees to be successful, protective factors (hygiene) and motivating factors are important. " When the needs of the employees are met, the employees will be satisfied, so they will

work harder and their skills will improve (Herzberg, Mausner, and Snyderman, 1959). The productivity and efficiency of the employees will increase. Employees will also feel themselves a part of the organization. Because as they perform successfully, they will be loved within the organization and will feel more valuable.

Another theory than need-based theory is process-based theory. This theory focuses on how employees can meet their needs and how they can choose the appropriate motivation style for each employee (Bruce, 2006).

Another motivation theory is the cognitive evaluation theory, which considers emotions to be very powerful on human behavior. Strong emotions motivate us to do things that we normally think we cannot achieve and avoid. Motivation also stimulates emotions and thus strong emotions increase employees' success, productivity and performance (Freezer , 2006).

According to Latham, he thinks that only providing financial rewards to employees will negatively affect employees since such external motivation factors as financial rewards do not fully motivate employees. In order for the employees to be fully motivated, it is necessary to make them feel as if they are an essential part of the organization. Therefore, those who work attach importance to intrinsic motivation factors rather than external motivational factors (Latham, 2011). On the other hand, internal motivation factors such as admiration, respect, freedom of opinion and rewarding the success of the employees have an increasing effect on the performance of the employees. Therefore, cognitive evaluation theory can be an effective theory to attract the best employees into the organization.

According to the Goal Setting Theory put forward by Edwin Locke in 1968, the goals individuals set for themselves in turn determine their motivation levels. Individuals who set high goals that are difficult to reach will show higher

performance and be more motivated than those who set easy goals (Koçel, 2005). The goals that a person sets for himself mostly guide his behavior. One of the most important motivational factors affecting job performance is the individual's goals and intentions. Moreover, the incentives given by the organization also further affect the employees' goals and intentions and have an effect on job performance (Onaran, 1981).

## **2.4 Definition of Employee Motivation**

Employee motivation is a factor that causes an employee to follow work tasks or goals more willingly thereby facilitating their work and performance. In general, employee motivation allows the energetic power generated within the employee to be exported. It provides the necessary driving force for the employee to start working (Donovan, 2009).

Grant (2008) conducted a study to investigate the impact of motivation on employees. The results showed that the positive effects of the motivation factor on the employees included higher productivity, performance, and efficiency. Furthermore, satisfied employees liked challenges more and exhibited higher performance than the unsatisfied employees. Deci and Ryan (2000) argue that motivated employees have more autonomy than non-motivated employees. Other studies also show that when employees are offered more opportunities for development, they will be more responsible (Shahzadi, 2014). A strong positive correlation has been found between employees' motivation and satisfaction (Chen et al., 2004). In summary, when the effect of the motivation factor on performance is examined, it has been proved that the most motivated employee has the highest performance (Asım, 2013).

## **2.5 Definition of Employee Performance**

Performance in the working life, briefly, refers to the goods or services that the employee obtains as a result of achieving the goals and objectives required by the workplace and his job. We can say that an employee's performance mainly depends on three variables; capacity, possibility, and request. Capacity refers to the skills, knowledge, and experience that an employee needs to do a job. Possibility refers to physical conditions, equipment required for the work to be performed. Finally, request refers to the effort, labour, and desire expected from the employee to achieve the job. If even one of these three variables are not fully met, employee success becomes difficult to achieve. In other words, the employee cannot be expected to show good performance. All of these variables (capacity, possibility, and request) are positively associated with motivation sources and can be raised with appropriate motivational initiatives by management.

A similar understanding can actually be seen in what Adam Smith said about the division of labour in the 18th century. According to Smith, the success of a job within a system of division of labour basically depends on 3 reasons. The first is the development of the manual skills of the employees and the knowledge and experience of the employees for a job. Second is the correct and efficient use of time by the employees. The last one is the machinery and equipment that make the job easier. ( Smith, A.1987). Although today's work-life has a very different structure than that of the early years of the Industrial Revolution, it would not be wrong to say that the success and performance of the employee still depend on the same parameters. Going back to the topic of employee performance, we can say that uncovering the determinants of contemporary employee performance is perhaps the most vital factor in carrying companies to success (Armstrong, 1996).



Bishop (1987) investigated the performance of employees and found that promoting, recognizing, and rewarding have a significant relationship between employee performance. The existence of a reward system, promotion system, and recognition system in an organization greatly affects the productivity and performance of employees (Yazıcı, 2008).

Employee performance is influenced by motivation because employees will do more work if motivated, which eventually increases performance (Azar and Shafighi, 2013). It is difficult to motivate each and every employee using the same factor on all of them, so it is necessary to understand which factors are most effective in motivating which type of employee. Some employees are satisfied with internal factors and some employees are satisfied with external factors.

## **2.6 Performance Measurement**

In a study by “Chen and Silverthorne, they concluded that performance measurement can be done in three ways”. The first measurement method is to measure the amount of production amount obtained as a result of the work performed. The higher the performance, the higher the amount, or the lower the performance, the lower the amount of production.

The second form of measurement is the results obtained from people who are in positions of evaluation of that employee other than himself e.g. by his boss or by his colleagues. The third form of measurement is self-assessment and rating e.g. an academic employee comparing himself to other academics employees (Chen and Silverthorne 2008). It is important for the person to be able to rate and evaluate himself/herself, to be able to be motivated as the person is aware of himself and knows what motivates him and what increases his performance. Thus, the employee

has the ability to measure the degree of achievement towards his goals and responsibilities (Hersey and Blanchard, 1993).

## **2.7 Techniques to Motive Employees towards Peak Performance**

Managers need to consider employees' interests in order to motivate them and maximize their performance. (Webb, 2007). There are 5 ways for managers to motivate employees.

First of all, employees are motivated to do what is in their best interests. Your aim as a manager is to help employees identify their welfare with that of the organization. If we can do this, employees will feel motivated to work hard, because it is in their best interest to do so (Jacobson, (2011). All this is another way of saying that motivation is internal. This is what orients employees towards goals they seek in order to achieve the goals that managers want. Whatever managers do, it's always because they believe it will fulfill for employees some present or future personal goals or desires (Jacobson, 2011).

Secondly, managers have to make the workplace environment an arena where employees feel good about themselves and where as they carry out their work they feel good inside as well (Hau, et al., 2016). Employees' needs don't change when they walk through the workplace door. To get employees to perform at high levels, you should appeal to their human nature and help them meet their own needs (Rad, A. and Yarmohammadian, 2006).

Thirdly, the best managers make every employee feel like a business partner because when people feel ownership of something, they look out for it, protect it, adopt it as the'r own and commit themselves to it (Rad, and Yarmohammadian, 2006).

Fourthly, to succeed in today's business environment, employees need to know far more about the business than just how to do their jobs. Influential managers should take the responsibility to help employees better understand the entire organization, gain a clearer perspective on just how the organization operates, what the competitors do, what risks to take and not to take, and inspire innovative thinking (Heriyati, and Ramadhan, 2012). When employees learn how the organization runs and how it spends and brings in the money, they become more motivated to help make a difference. Managers should start by arranging for a business basics training program for all employees (Jehanzeb, and Bashir, 2013).

Finally, employees are afraid to take risks (Kumar, and Raghavendran, 2015). In more recent years, however, management has sent out a different message to their employees: We advise you to feel authorized and take risks, just don't any mistake. Managers know that developing a risk-taking mentality is part of helping employees develop an entrepreneurial approach in their work and that is motivating. That's why it is important for as a manager and leader to advise, encourage, and reward intelligent risk-taking behaviours (Bontis, and Kline, 2009).

## **2.8 Determinants of Employee Performance**

### **2.8.1 Employee Motivation**

Employee performance depends on many events that occur inside and outside the organization. Increasing employee motivation is one of the means to increase employee performance (Shadare et al. 2009). The motivated employee will strive harder to reach his and organisation's goals (Rutherford 1990). Employee performance is closely related to motivational factors. Wage, recognition, promotion, training, and many other motivational factors affect employee performance, so most companies focus on employee motivation (Manzoor, 2012). It is important for

organizations to satisfy their employees (Kalimullah et al, 2010). In a study conducted in Pakistan, the relationship between organizational activity and employee performance and satisfaction was observed to be strong. According to the samples, motivation and performance were found to be positively related (Muhammad et al. 2011).

A satisfied and motivated employee is a productive employee who helps maximize profit and contributes to progress in his organization (Matthew et al, 2009). Organizations should create working environments that will motivate the employees and give support to increasing the performance of their employees. According to Matthew et al. (2005), the most important criterion for turning inputs effectively into useful data is undoubtedly motivation. According to Abioro's (2013) research, employee motivation relates with the employee and the organization's performance. The well-balanced employee will be an employee with high performance in the organization he/she works for.

Lawler (2005) stated that organizations should establish a good motivation system in order to increase the motivation of the employees. In another study, it was emphasized that the performance of the employees would increase by increasing the quality of the working environment, and the efficiency of the employees (Doğan, 2003).

Furthermore, success and failure of employees play an important role within the organization. Especially in the higher education sector, the performance of the employee increases the level of success. The high performance of educators paves the way for more successful students. Since this is a life cycle, if motivation increases, performance increases, and if performance increases, the performance of the people educated by the trainers increase, and in turn employee satisfaction

increases since the level of organisational performance is high (Qurat-ul-Ann Manzor et al., 2012).

Anthony Afful-Broni et al (2012) examined whether there was a significant relationship between motivation factors and performance levels of educators in the higher education sector. They examined the relationship between the income level of the organization and employee performance and observed that the high-performance levels of the employees positively affected the income level of the organization. It was also important that the relationship between the organization and the employees was observed to have been carried out in an environment of respect and love and higher financial rewards. If the organization is satisfied with the employee, it can pay for this satisfaction by paying higher salaries.

Organizations offer incentive programs such as summer holiday programs and winter holiday programs to increase the performance of their employees. With the development of globalization within the developing world, the standards of the organizations have changed. Thus, the incentive systems implemented in the organizations have been improved (Qurat-ul-Ann manzor et' al 2012). In recently years employees have been motivated by higher level initiatives such as flexible working hours and a comfortable working environment (Reizer, 2019).

The “carrot-and-stick” motivation method is based on the idea that employees have a second drive to “seek reward and avoid punishment,” and that we can channel this drive to help us reach aims. This method gained a lot of momentum over recent years (Zimmermann et al., 2018).

Taylor says that motivation needs to keep evolving in order to keep up with today's employees and today's work. For example, one motivation method tells employees to be part of a human drive “to learn, to create, and to better the world.”

This way effectively motivates employees by focusing on internal drivers, rather than short-lived external rewards (Taylor, 2018). Since by nature, employees want to be; “autonomous and self-directed,”(Parker, 2015). Parker advises managers to empower employees to explore new ideas, allowing them to work flexible schedules, giving them a say in hiring new talent, and letting them decide how they want to solve a problem (Parker, 2015). Morsiani et.al state that; “making progress in one’s work turns out to be the single most motivating aspect of many jobs.”(Morsiani, et al., 2017). Managers can create opportunities for employees to achieve a sense of progress by working closely with them to assign tasks that match their skill levels, so that employees are neither worried of failure nor bored with routine work (Morsiani, et al., 2017).

“Humans, by their nature, seek purpose—to make a contribution and be a part of a cause greater and more enduring than themselves,” says Smith and Bititci (2017). Managers can fulfill employees’ sense of purpose by making employee service part of the organization's culture. Managers should try organizing in-office food drives, or inviting the team to spend a day volunteering (Smith, and Bititci, 2017). Today’s employees are motivated by something deeper than previous generations. When managers think about motivation strategies, they should be on the lookout for what they can change, upgrade, and evolve (Ristic, et al., 2017).

According to Saifullah (2012), there are some small statements that can affect people's motivation levels. It is possible to use these statements in different ways to motivate people. Organizations have started to give more weight to human resources in recent years because they think that human resources will bring more competitive advantage to the organization they work in. With the globalizing world, it is important for organization to develop organizational policies in line with developing

technology and global standards. For example, educators often prefer organizations with many promotion opportunities, rewards, and training programs because they want to increase their performance and experience. Working in developed organizations is more advantageous for them (Saifullah, 2012). In order for organizations to survive in the changing world and keep up with the changing technological development, managers need to know both the external and internal motivation and performance factors. Therefore, human resources management should be very strong and competitive (Nupur Chaudhary et al, 2012). In brief, this raises our first research question,

RQ1: Is there a statistically relationship between employee motivation and employee performance ?

### **2.8.2 Reward**

The reward system is a very important tool for organizations to motivate their employees. The concept of reward and piece rewarding have existed since the 19th century in the shape of traditional merit programs. When the concept of rewarding based on performance began to appear in both the private and public sectors in the 90s, the belief in the traditional merit system decreased. The main purpose of corporate rewards and recognition programs is to explain the planned program to the staff in a positive way and to ensure that the staff understands the relationship between reward and performance (Ranjan and Mishra, 2017).

Employee performance and reward distribution are assessed annually or monthly by the organization (Moon, 2017). Employees with good overall performance will receive rewards. Effective performance is demonstrated in employees' work and in their attitude. Planning a rewarding work environment affects employees' performance with performance goals and principles (Rudman, 2020). The employees'

performances are developed with rewards. If we will give an example, a salesperson whose target is to sell 10 cars per day but he/she sold more than their target then their manager give them reward for their performance result and this will make employees productive employee and, also it creates a passion to achieve more (Rabah, 2016). Employee performance is affected by effective salary, compensation, incentives, verbal appreciation, bonuses, and other types of internal and external rewards (Jean and Robert, 2017). When employees receive a reward for their efforts, they are more satisfied, motivated, and more dedicated to their work (Dewhurst, 2010). Employee productivity, growth, and profit are related to employee performance (Irshad, 2016).

Most studies have observed that rewards directly affect employee performance. Macaulay et al (2001) tried to prove whether the reward system used in an organization is an effective factor in reaching the targets of the organization. Within the scope of the research, a monthly reward system was first applied in the organization and then this system was removed. Employees' performance was proven to be higher during the reward system. During the reward system, the target sales amount given to the employees was exceeded. It was concluded that the reward system had a significant effect on employee performance and the presence of the reward system had an impact on the achievement of the organization's goals.

Ranjan and Mishra (2017) conducted a study on employees at the central bank in Abuja, Nigeria where they observed that the internal rewards were enjoyed more than external rewards, and external rewards did not have a significant impact on performance. Azasu (2009) revealed that humans are opportunistic and motivated by financial rewards every time. According to the socio-economic theorist rewards only help employees to be satisfied and increase their commitment to the organization they work in.



Barber and Bretz (2000) revealed that reward management systems had a great impact on the ability to catch, retain and motivate employees. According to Schuler and Jackson (1996), relationship between employee rewards, motivations, and job satisfaction are strategically important for the success of public and private sectors. Rewards, incentives, and appreciation are the main motivational factors that affect employee motivation. Nowadays, employees prefer activities for their own benefit. Because their activities are enjoyable and satisfying, participating in working activities that feel intrinsic motivation in their behavior makes employees more inclined and therefore their performances will be higher (Vansteenkiste, 2005). As a result of a research in the higher education sector, the effect of variables such as exogenous reward (wage) and intrinsic reward (appreciation) was examined and it was concluded that the combination of exogenous and intrinsic motivation was much more effective.

According to Ganta's (2014) study, most of the problems about personnel motivation were proved to be related to employers' management style. The author called on employers to learn different motivation techniques according to the internal and external needs of the employees in order to understand their employees. Sturman and Ford (2011) organized a study under the heading 'motivating staff to perform superiorly' so that successful employees in an organization know how to motivate them to perform their best in the workplace. It observed that non-financial rewards such as recognition and feedback were effective as well as financial rewards. Arguing that financial rewards have an important place on employee motivation, Ali and Akram (2012) conducted a research on employee motivation and satisfaction in a pharmaceutical company in Pakistan. They found that financial rewards were an indispensable factor for staff motivation and satisfaction.

Mensah and Tawiah (2015) tried to empirically compare the impact of a motivated employee in the company with other employees in a study in the mining industry. The mining sector is a high-risk sector. Due to the great support of the mining sector to GDP, employees in this sector were given financial bonuses in Ghana. And the premiums rewarded were proven to affect employee's motivation positively. However, according to Joseph (2015), employees may also show higher performance in a working environment that supports their productivity.

RQ2: Is there a statistically significant relationship between reward and employee performance?

### **2.8.3 Training**

Many managers interpreted training under different definitions. According to Betcherman (1992), it can be defined as a way to positively change the performance of the person through seminars, training programs and contribute to the employee so that he can carry out the job activities efficiently and effectively (Betcherman, 1992). Training can be called an effort to change the behaviour of the employee through the information and activities given to the workers through instructional expressions (Kennedy et al., 2013). Training is a tool for improving employees' knowledge and skills. The level of development of employees in an organization affects the performance and the competitiveness of the organization.

According to Motlokoa (2018), training in human resource management is the blood flow of an organization since the biggest factor for an organization to achieve its purpose and to be successful is its workforce. Weil and Woodall (2005) also stated that training is the most important function of human resources management. Training helps to improve many personal characteristics of employees. For example, the person's knowledge, ideas, beliefs affect individual's behavior in the work

environment. Therefore, managers allocate more of their budgets to training and development (Beardwell et al., 2004).

The main goal of employee training is to develop and improve skills, attitudes, and knowledge for higher performance and productivity (Jaworski, C., and Singh, S. 2018). According to Ibarra the cornerstone of human resource management is training because it can provide great benefits to the organization and individuals in the short and long term ( Ibarra, et al., 2019). Training is an initiative to provide benefits that will help employees develop their skills, knowledge, behavior, and competencies in the workplace to achieve organizational goals (Rono and Kiptum, 2017).

According to Gardon (1992), training is a systematic and planned activity. Training is an opportunity offered to employees in reaching the best level of work, the best knowledge and skills required, and training helps to improve performance. The training helps to understand the difference between the employees' current performances and their future performance and to close this gap (Weil and Woodall 2005). Some of the benefits of employee training are as follows. First, it improves and enhances the quality and skills of employees for work-related tasks, and eventually realizes change management, for example, it helps introduce new skills and knowledge that leads to better understanding among employees (Vaganova, et al., 2019). Secondly, the training program provides employees with the opportunity to increase their compensation, including increased job security and safety at the workplace that can lead to reduced turnover ( Riley, and Mahoney, 2017). Third, one of the advantages of training is the reduction in cost and time, because a well-trained employee can perform tasks in less time and with minimal cost. Finally, training helps employees increase their morale and motivate them to perform tasks easily

(Riley and Mahoney, 2017). Therefore, employees that continually develop their skills, knowledge, and abilities will lead to effective organization performance (Dalimunthe and Muda, 2017).

Karlan and Valdivia (2011) argued that effective training programs are important for enhancing employee competencies, while at the same time contributing to the development of knowledge, skills, and necessary knowledge for future jobs, thereby ensuring the desired organizational performance. Early training planned by managers for employees will help to achieve the desired benefits more easily (Nassazi, 2013). For this reason, Blattman and Ralston (2015) stated that the purpose of training is to increase job performance and that planned training contributes to the increase of effective performance for employees.

Recruitment programs are an indispensable element of the education concept that enables the formation of organizational culture. (Topaloğlu et al., 2000). Informing the new recruits about the business and the organization is the provision of the need for love and belonging, which is the third stage, as Maslow said in the hierarchy of needs (Topaloğlu and Koş, 2002). Loraine says (1999) that when employees start a new job, they often start with excitement and motivation. It takes a lot of effort to meet the expectations of their managers and to do things as they are shown. It is the responsibility of the managers to increase this desire and make it permanent. An effective recruitment exercise helps establishing correct relationships between the employee and colleagues, the employee and the manager, the employee, and the organization.

The purpose of recruitment training is to facilitate an employee to adopt and assimilate business activities and practices, the characteristics of the job, the working days and hours, the rules and policies. These activities should start from the first day

the employee starts work. Recruitment practice aims to provide communication skills and develop positive attitudes and behaviors to the employee (Miller et al., 1992). If the employees are not accustomed to the job, the expectations cannot be explained and the desired efficiency cannot be obtained from the employees (Davis et al., 1989). When viewed from this point of view, job training applied to new employees is very important in terms of increasing employee productivity.

RQ3: Is there a statistically significant relationship between training and employee performance?

#### **2.8.4 Promotion**

Employees without incentives may not achieve their goals. Therefore, the performance of employees can be increased with material or moral rewards and promotion opportunities (Raj, 2017). If organizations want to accelerate their performance, fair promotion opportunities should be given to employees (Park et al., 2003).

Promotion can be defined as the assignment of the employee to a position higher than their current position in the organization (Bingöl, 2003). Promotion means literally increasing reputation, position, rank, and status within an organization (İşcan and Timuroğlu, 2007). The promotion advantages of an organization mean that the needs of the employee are met by the organization and hence the talented employee remains within the organization (Byars and Rue, 2000). Increasing the opportunities for promotion of the employees within the organization makes employees more satisfied and motivated (Dunn and Stephens, 1972).

In order for the organization to develop and reach its goals, it is necessary to provide the employees with the benefits and rewards they need to be timely and on-site in order to encourage them to do their best (Syed Umer Farroque et al, 2010).

These benefits can be provided as money, praise, or promotion. According to Abioro (2013) these benefits can motivate an employee to work with enthusiasm. Policies that satisfy employees such as salaries, interpersonal relations, comfortable working environment, job security, status, and authority can increase the performance of employees Bowman and Mehay (1999).

Mustpha and Zakaria (2013) observe that providing managers with promotion opportunities positively affects performance and keep intelligent employees in the organization for longer periods. İmamoğlu et al. (2004) also confirmed that lack of promotion opportunities at certain career stage of employees may negatively affect their satisfaction and performance.

Promotion opportunities may be viewed as psychological rewards (Luthans, 1992). The promoted employee feels proud because of the new job status, and this situation makes him emotionally satisfied (Dhanasarnslip et al., 2006). For this reason, employees want to have a chance to rise in the organization they work for. If each employee is successful in his/her job, providing promotion opportunities will increase performance (Erdoğan, 1996).

As it is seen, the chance of promotion is a reward for the employee's success and is a motivational factor. The aim of promotion is to give incentives to the employee and to push the employee to work more efficiently. When the employee gets promoted in the organization where he works, he will be more respected by his colleagues and will be more admired individual in his society. Because when the person is promoted, his / her social status changes and the person starts to be at higher standards. Thus, the employee will work more vigorously and begin to show his maximum efficiency (Oral and Kuşlivan, 1997). As evidenced in the research conducted by Oral, et al. (2007), the chance of promotion given to the employee is a

good incentive to satisfy the employees. The employees indicated that they are happier and more productive in organizations where there have more promotion opportunities (Khalid et al, 2011).

In recent years, many studies have been conducted to show that career opportunities affect employee performance. We know that employee performance is very important for an organization because the success of an organization is an output of its employees' performance (Fiaz and Saqib, 2017).

(Cho, et al., 2018) points out that a employees' performance is not only influenced by his own motivational factors such as motivation, reward, and training programs but also by his opportunity to develop his career because promotion system will trigger him to improve his capability which will eventually have an effect on his performance and his career success (Sharf, 2016). Bibi and Ahmad (2017) also observe that the activity of developing a promotion opportunity in certain organizations will have an influence on employee performance.

Guidance and direction from superiors – monitoring and coaching – for promotion opportunities will provide employees with the clarity of direction and lane of career and will meet their expectations and aspiration which will become an effective means of motivating them to show their best performance. Dewi and Utama (2016) point out that promotion opportunities have a positive and significant influence on performance.

Sianturi and Tampubolon, (2017) also point out that career development will influence organizational performance which will eventually have an effect on the effectiveness of the organization itself. Charity (2015) points out that career development has a significant influence on employee performance. For example, the researcher pointed out that it was important for a university that operates in the

public sector to focus on career development in the University so that its employees' performance could increase and could curb high employee turnover (Akmal and Azami, 2015). Charity's research (2015) also gives support to such studies adding that a career opportunity has a significant influence on the increase in employee performance because a promotion system that is managed well by an organization will provide encouragement and high morale for its employees.

Promotion opportunities are an important determinant in increasing employee performance in the higher education sector. For instance, taking into account the university administration, there are promotional steps going from assistant professorship to full professor rank. Starting as a teaching assistant, the lecturer can then become an assistant professor and later become an associate professor and professor. In addition, there are many promotion options within the organization such as working in an academic administration position as the head of a department or as a dean or at a position in the Rectorate. Promotion is a very important criterion for employees working within the university and creates a positive effect on job performance (Morris et al., 2004).

RQ4: Is there a statistically significant relationships between promotion and employee performance?



## **Chapter 3**

### **RESEARCH METHODOLOGY**

In this chapter, the research design, universe and sample, data collection tools and techniques, data collection process, and data analysis techniques are presented.

#### **3.1 Research Design**

In order to answer the research, hypotheses and research questions were developed to understand the variables and the correlations between them that has been examined in the theoretic part. Also, the research model was created. Yin (2003) supports case studies research because it is suitable for studies that focus on examining an occurrence in a context. According to the research design, dependent variable is employee performance. The independent variables are employee motivation, reward, training, and promotion.

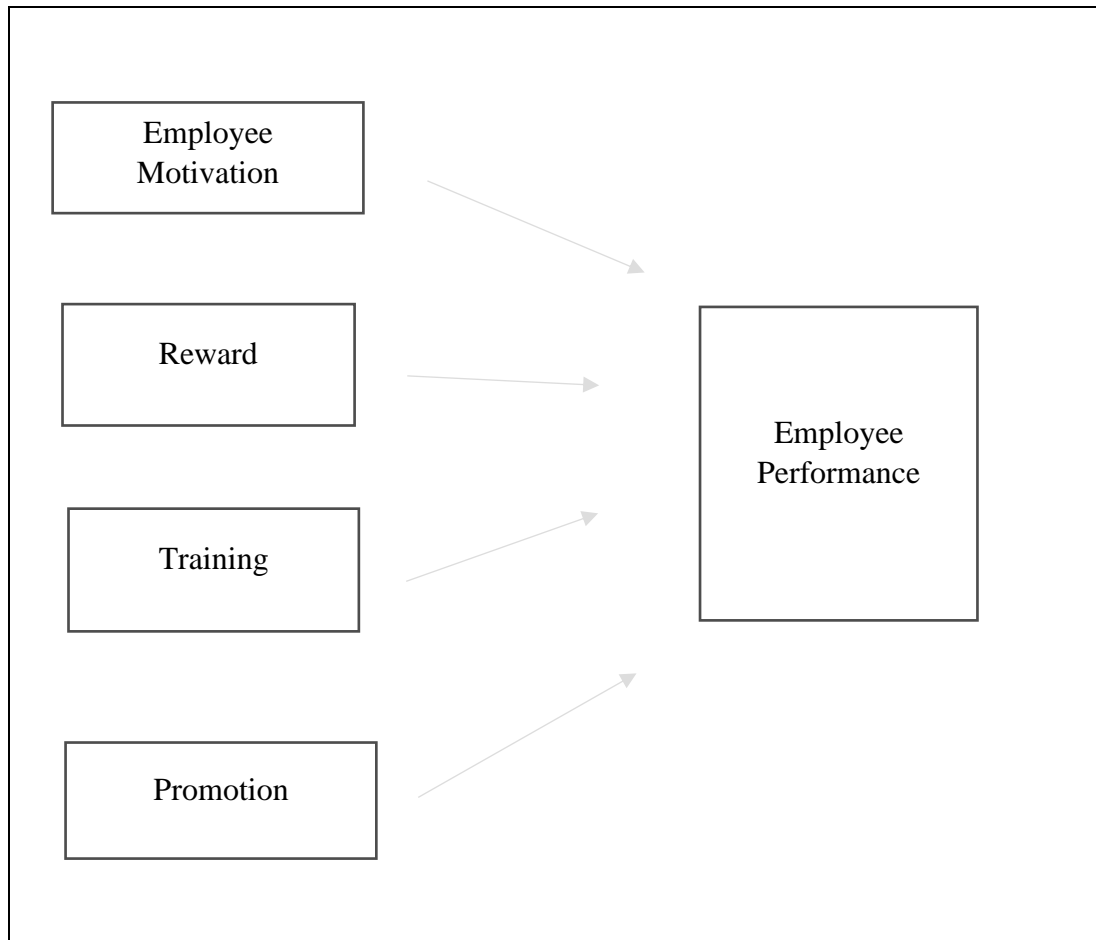


Figure 1: Research Model

“The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005) .” These sources were used to construct my model.

### 3.2 Research Questions

The four research questions of this study are listed below;

R.Q 1: Is there a statistically significant relationship between employee motivation and employee performance?

R.Q 2: Is there a statistically significant relationship between the reward system and employee performance?

R.Q 3: Is there a statistically significant relationship between training and employee performance?

R.Q 4: Is there a statistically significant relationship between promotion and employee performance?

Source:“The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005)”. These sources were used to construct my research questions.

### **3.3 Sample and Data Collection**

The study was carried out at the Eastern Mediterranean University in the city of Famagusta in Northern Cyprus. The questionnaires were directed to professors, associate professors and assistant professors, Ph.D. students, master students, administrators, and other personnel in the Eastern Mediterranean University. The questions were directed to the employees in order to determine the main factors that affect employee performance. It is important to understand to what extent the employees of each status at Eastern Mediterranean University are satisfied with the reward, training system offered, motivation criteria, and promotion system and whether these factors affect their performance. In order to collect these data, face-to-face and online survey methods were used. 150 participants were selected to participate in the research. All selected participants responded to the questionnaire. It was ensured that the participants' answers were anonymous.

Therefore, a convenience sampling technique was used as a sampling approach (Altınay and Paraskevas, 2008). The questionnaire consisted of 29 questions and six parts. In the first part, the demographic characteristics of the participants were tried to be learned. In the second part, the expectations of the participants from their own performances were tried to be understood. In the third part, there were questions to understand the determinants of employees' motivations. In the fourth part, questions were asked from the reward system provided at the university to understand the satisfaction levels of the employees. In the fifth part, we tried to understand whether

they are satisfied with the training programs given at the university and finally, we tried to understand whether the promotion factor is important on performance. The questions were created using the Likert scale with answer options in the strongly disagree and very strongly agree with range.

The data obtained at the end of the survey application were evaluated with SPSS 22 program by subjecting them to the reliability, Anova, T-test, Regression, and Correlation Analysis.

### **3.4 Data Collection Process**

The main mass of the application consists of the personnel serving within Eastern Mediterranean University. The survey was applied to 150 employees between 1 June - 2 July 2020. The filled questionnaires were examined for suitability for the analysis. 150 participants returned to the survey. As a result, data collected with 150 questionnaires were analyzed.

### **3.5 Data Analysis**

SPSS 22 program was used in statistical analysis to determine the factors affecting employee performance in the higher education sector. The software of this program was first released in 1968 as the Statistical Package for Social Sciences (SPSS) (Nie et al., 1975). This program is an important program for analyzing the collected data. Reliability Alpha, T-test, ANOVA, Correlation and regression analysis were used to analyze the data obtained from the questionnaires. These analysis methods have been used to understand the interaction between dependent and independent variables and to see whether the factors affecting the dependent variable affect the positive or negative direction.

## **Chapter 4**

# **ANALYSIS AND DISCUSSION OF EMPIRICAL RESULTS**

### **4.1 Findings of Demographic Variables**

Descriptive and other statistical methods were used to analyze the factors that reveal the determinants that help increase employee performance in the higher education sector in Northern Cyprus. Descriptive statistics help us to summarize the data in a significant way in consolidating our interpretations from empirical work and act as a tool to reach conclusions easily and more accurately (Sekaran, 2006).

This section presents the analysis of the variables of gender, age, education level, nationality, employment status, marital status, and monthly income level regarding 150 personnel who participated in the survey.

#### 4.1.1 Gender

Table 1: Frequency Distribution and Percentage Table by Participants' Gender

|       |        | <b>Gender</b> |         |               |                    |
|-------|--------|---------------|---------|---------------|--------------------|
|       |        | Frequency     | Percent | Valid Percent | Cumulative Percent |
| Valid | male   | 87            | 57,3    | 57,3          | 57,3               |
|       | female | 63            | 40,7    | 40,7          | 98,0               |
|       | Total  | 150           | 100,0   | 100,0         |                    |

Table 1 shows that 87 of the 150 participants who participated in the survey are male and 63 are female. Percentwise, males are 57 percent, and females are 43 percent.

#### 4.1.2 Age

Table 2: Participants' Age Range Variables

|       |         | <b>Age</b> |         |               |                    |
|-------|---------|------------|---------|---------------|--------------------|
|       |         | Frequency  | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-30   | 32         | 21,3    | 21,3          | 21,3               |
|       | 31-40   | 49         | 32,7    | 32,7          | 54,0               |
|       | 41-50   | 37         | 24,7    | 24,7          | 78,7               |
|       | Over 50 | 32         | 21,3    | 21,3          | 100,0              |
|       | Total   | 150        | 100,0   | 100,0         |                    |

Table 2 indicates that the age level of participants starts at 20-30. 32 of the 150 participants (32.7%) are 20-30 years old, 49 (32.7%) are 31-40 years old, 37 (24.27%) 41-50 years old, and 32 (21.3%) are 50 and over years old.

### 4.1.3 Education Level

Table 3: Education Levels of Participants

|       |                    | <b>Education</b> |         |               |                    |
|-------|--------------------|------------------|---------|---------------|--------------------|
| Valid |                    | Frequency        | Percent | Valid Percent | Cumulative Percent |
|       | High school degree | 27               | 18,0    | 18,0          | 18,0               |
|       | Bachelor           | 24               | 16,0    | 16,0          | 34,0               |
|       | Master/Ph.D.       | 99               | 66,0    | 66,0          | 100,0              |
|       | Total              | 150              | 100,0   | 100,0         |                    |

Table 3 indicates that 27 of the 150 participants (18%) are at high school degrees, 24 (16%) at bachelor, and 99 (66%) at Master / Ph.D. education level.

### 4.1.4 Employment Status

Table 4: Employment Status Levels of Participants'

|       |              | <b>Employment</b> |         |               |                    |
|-------|--------------|-------------------|---------|---------------|--------------------|
| Valid |              | Frequency         | Percent | Valid Percent | Cumulative Percent |
|       | Professor    | 21                | 14,0    | 14,0          | 14,0               |
|       | Assoc.Prof.  | 7                 | 4,7     | 4,7           | 18,7               |
|       | Asst.Prof.   | 20                | 13,3    | 13,3          | 32,0               |
|       | PhD          | 31                | 20,7    | 20,7          | 52,7               |
|       | Master       | 19                | 12,7    | 12,7          | 65,3               |
|       | Manager      | 8                 | 5,3     | 5,3           | 70,7               |
|       | Other Staffs | 44                | 29,3    | 29,3          | 100,0              |
|       | Total        | 150               | 100,0   | 100,0         |                    |

Table 4 indicates that 21 of the 150 participants who participated in the survey are Professors (14.0%), 7 are Assoc. prof. (4.7%), 20 are Asst.Prof. (13.3%), 31 are Ph.D. (20.7%), 19 are Master (12.7%), 8 are Manager (5.3%), and 44 are other personnel (29.3%) in the departments of our university.

#### 4.1.5 Monthly Income (TL)

Table 5: Monthly Income Variables of Participants'

| Monthly Income TL |                |           |         |               |                    |
|-------------------|----------------|-----------|---------|---------------|--------------------|
| Valid             |                | Frequency | Percent | Valid Percent | Cumulative Percent |
|                   | Less than 1000 | 5         | 3,3     | 3,3           | 3,3                |
|                   | 1000-2500      | 30        | 20,0    | 20,0          | 23,3               |
|                   | 2501-4000      | 43        | 28,7    | 28,7          | 52,0               |
|                   | more than 4000 | 72        | 48,0    | 48,0          | 100,0              |
|                   | Total          | 150       | 100,0   | 100,0         |                    |

Table 5 indicates that 5 of the total 150 participants who participated in the survey have (3.3%) 1000 TL and below, 30 have (20.0%) 1000-2500 TL, 43 have (28.7%) 2501-4000 TL, and 72 have ( 48.0%) above 4000 TL a monthly income .

#### 4.1.6 Marital Status

Table 6: Marital Status of Participants'

| Marital Status |         |           |         |               |                    |
|----------------|---------|-----------|---------|---------------|--------------------|
| Valid          |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|                | Single  | 60        | 40,0    | 40,0          | 40,0               |
|                | Married | 72        | 48,0    | 48,0          | 88,0               |
|                | Divorce | 18        | 12,0    | 12,0          | 100,0              |
|                | Total   | 150       | 100,0   | 100,0         |                    |

Table 6 indicates that 60 of the 150 participants who participated in the survey are single (40.0%), 72 are married (48.0%) and 18 are divorced (12.0%).



#### 4.1.7 Nationality

Table 7: Variables According to the Nationality of Participants'

|       |         | <b>Nationality</b> |         | Valid   | Cumulative |
|-------|---------|--------------------|---------|---------|------------|
| Valid |         | Frequency          | Percent | Percent | Percent    |
|       | Cypriot | 59                 | 38,0    | 38,0    | 38,0       |
|       | Turkish | 60                 | 38,7    | 38,7    | 76,7       |
|       | Others  | 31                 | 19,3    | 19,3    | 96,0       |
|       | Total   | 150                | 100,0   | 100,0   |            |

Table 7 indicates that 59 of the total 150 participants who participated in the survey (38.0%) are from TRNC, 60 (38.7%) are from TC, and 31 (19.3%) are from other nationalities.

#### 4.2 Reliability Analysis

Table 8: Reliability Analysis

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| ,740                          | 22         |

Based on the purpose of the study, the reliability test was calculated with the help of the SPSS 22 program to show that the answers to the questions in the survey are reliable.

Table 8 indicates that 22 items have 0,740 reliability. The analysis result is considered as reliable when Cronbach Alpha has a result higher than 0,60 (Nunnally,1978).

### **4.3 Correlation Analysis**

Correlation analysis is a statistical process used to discover whether there is a relationship between the two variables. Correlation analysis gives us linear relationships between variables.

Any score from +0.5 to +1 demonstrates an extremely solid positive connection, which implies that the two of them increment simultaneously.

Any score from - 0.5 to - 1 demonstrates a solid negative relationship, which implies that as one variable expands, different abatements relatively.

The score of 0 shows that there is no connection or relationship between the two factors.

Table 9: Correlation Analysis

|     |                     | Correlation |       |        |       |     |
|-----|---------------------|-------------|-------|--------|-------|-----|
|     |                     | EP          | EM    | RWD    | TRG   | PRM |
| EP  | Pearson Correlation | 1           |       |        |       |     |
|     | Sig.                |             |       |        |       |     |
|     | N                   | 150         |       |        |       |     |
| EM  | Pearson Correlation | ,445**      | 1     |        |       |     |
|     | Sig.                | ,000        |       |        |       |     |
|     | N                   | 150         | 150   |        |       |     |
| RWD | Pearson Correlation | ,245**      | -0,25 | 1      |       |     |
|     | Sig.                | ,003        | ,762  |        |       |     |
|     | N                   | 150         | 150   | 150    |       |     |
| TRG | Pearson Correlation | -,070       | -,055 | ,438** | 1     |     |
|     | Sig.                | ,393        | ,508  | ,000   |       |     |
|     | N                   | 150         | 150   | 150    | 150   |     |
| PRM | Pearson Correlation | ,012        | -,038 | ,227** | ,162* | 1   |
|     | Sig.                | ,887        | ,642  | ,005   | ,048  |     |
|     | N                   | 150         | 150   | 150    | 150   | 150 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

Table 9 indicates that employee motivation is positively correlated with employee performance at the level of (0.01), r-value is 445 and (P-value < .01). This means that there is a significant and positive route relationship between employee motivation and employee performance. Moreover, there is a relationship between reward and employee performance at the level of (0.01), r-value is 245 and (P-value < 0,01). This means that there is a significant and positive route relationship between reward and employee performance. However, there is no relationship between

training and employee performance, (P-value > .05). Also, there is no relationship between promotion and employee performance, (P-value > .05).

#### 4.4 Regression Analysis

R square and adjusted R square values are available in the values related to the results of the model. If there is only one independent variable in a single independent model, the R square value should be used. However, adjusted R square value is used because there is more than one variable in the model used. This value helps us understand what percentage of the variance in the dependent variable can be explained by the independent variables. R square values less than 0.2 are weak, R square values between 0.2 and 0.4 are middle, and R square values higher than 0.4 are powerful (Pallant, 2013).

Table 10: Model Summary

| <b>Model Summary</b> |          |                 |                          |
|----------------------|----------|-----------------|--------------------------|
| <b>Model</b>         | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> |
| 1                    | ,534     | ,295            | ,275                     |

a. Predictors: (Constant), PRM, EM, TRG, RWD  
 b. Dependent Variable: EP

Regression analysis is conducted to find the effect of factors such as employee motivation, reward, training, and promotion on employee performance. As shown in Table 10, the regression results show the R square value of 0.275. This means 27.5% of the variance in employee performance can be explained by the independent variables. This means that employee performance is affected by independent variables by 27.5%.

#### 4.4.1 Interpretation of Regression Analysis

Table 11: Coefficients

| Coefficients |       |        |      |
|--------------|-------|--------|------|
| Model        | B     | T      | P    |
| (Constant)   |       | 1,000  | ,319 |
| EM           | ,443  | 6,333  | ,000 |
| RWD          | ,345  | 4,378  | ,000 |
| TRG          | -,194 | -2,495 | ,014 |
| PRM          | -,018 | -,256  | ,799 |

a. Dependent Variable: EP

b. Predictors: (Constant), PRM, EM, TRG, RWD

Table 12: Anova

| ANOVA        |        |      |
|--------------|--------|------|
| Model        | F      | Sig  |
| 1 Regression | 15,158 | ,000 |

a. Dependent Variable: EP

b. Predictors: (Constant), PRM, EM, TRG, RWD

The Beta ( $\beta$ ) value of standard coefficients indicates that the independent variable contributes to the dependent variable.

When Table 11 is examined, it is seen that employee motivation has a positive and significant effect on employee performance at, 443 level. ( $\beta = 0.443$ , P-value  $< 0.01$ ). This means that if the employee motivation increased by 1%, the value employee performance would increase by 44.3%. It means that the motivation provided to employees in the education sector will positively affect employee

performance. Research question 1 has been supported. Eastern Mediterranean University can improve the performance of its employees and achieve the desired goals and objectives of senior management by concentrating on motivation. This result concurs with the results of another study conducted in the education sector in Pakistan, where a strong positive and significant relationship was found between employee motivation and employee performance (Asim, M. 2013).

When Table 11 is examined, it is seen that reward has a positive and significant effect on employee performance at, 345 level. ( $\beta = 0.345$ , P-value  $<0.01$ ). This means that if the reward increased by 1%, the value of employee performance would increase by 34.5%. Reward has a positive and significant impact on the employee's performance. Therefore, research question 2 has been supported.

Accordingly, by developing the Eastern Mediterranean University reward system, more rewards can be provided to employees. As a result, the performance of employees should be positively affected in future. In the face of the reward received by the employees, the increase in employee productivity leads to a positive increase in the occupational performance of the person due to the fact that they love their jobs more, get interested, increase their work desires and meet their organisations' expectations (Koç, 2007). According to Kanwal (2017)'s analysis result, there is a strong positive relationship between the reward system and employee performance in banking sector. Kanwal's results are given support by my analysis results.

When Table 11 is examined, it is seen that training significantly but negatively affects employee performance at -,194 level. ( $\beta = -0.194$ , P-value 0.014). This means that if the training increased by 1%, the value of employee performance would decrease by 19.4%. Thus it is shown that the training provided to employees in the higher education sector will negatively affect employee performance. Therefore,

research question 3 has been supported to the extent that there is a statistically significant relationship however at the same time research question 3 assumed implicitly that there would be a positive relationship however the study results brought up a negative relationship. The training is considered to have a negative and significant impact on the employee's performance. This is an interesting result that requires deliberation.

When Table 11 is examined, it is seen that promotion insignificantly and negatively affects employee performance at  $-.018$  level. ( $\beta = -0,018$ , P-value 0.799 more than 0.01). This means that if the promotion increased by 1%, the value of employee performance would decrease by 1.8%. It means that the promotion provided to employees in the education sector will negatively affect employee performance. Furthermore, the result shows there is no significant relationship. Therefore, Research question 4 has not been supported. Promotion is considered to have a negative and nonsignificant impact on the employee's performance.

Based on these results, we conclude that the magnitude of employee motivation and reward has a significant positive influence, training has a significant negative influence and promotion have an insignificant influence on employee performance. In addition, when Table 12 is examined, F-statistics results show  $F = 15.158$ ,  $p < .001$  indicating that the results of the model are statistically significant.

As a result we conclude that the magnitude of employee motivation and reward has a statistically significant positive influence, training has a statistically significant negative influence but promotion has not an influence on employee performance. Based on these findings the answer results of the research questions have been met.

## 4.5 Independent Sample T-test

The T-test is the most widely used test among hypothesis testing. Two groups of data can be variously defined and tested to see whether there is a statistically significant difference between the averages of the data. The gender variable is divided into two groups, male and female, which makes it a suitable variable for the t-test. The purpose of t-test is to understand whether there is a significant or insignificant relationship between gender and the determinants of employee performance.

Table13: T-test

| T-test |                                                                                                                                                      |        |      |    |       |      |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|----|-------|------|
| No     | Questions                                                                                                                                            | Gender | Mean | N  | T     | Sig  |
| 1.     | <b>Employee performance</b><br>My performance can be considered better than the performance of my colleagues with similar skills and qualifications. | Male   | 3.97 | 87 | -0.17 | .385 |
|        |                                                                                                                                                      | Female | 3.97 | 63 |       |      |
| 2      | In my opinion, I think my performance is satisfactory, and I am satisfied with the performance that I offer.                                         | Male   | 4.14 | 87 | .636  | .663 |
|        |                                                                                                                                                      | Female | 4.07 | 63 |       |      |
| 3      | I am satisfied with my performance compared to other employees in other jobs .                                                                       | Male   | 4.02 | 87 | -.350 | .330 |
|        |                                                                                                                                                      | Female | 4.07 | 63 |       |      |
| 4.     | <b>Employee motivation</b><br>I feel content and motivated to provide me a sense of self-satisfaction when I do this job well.                       | Male   | 4.17 | 87 | -.616 | .399 |
|        |                                                                                                                                                      | Female | 4.25 | 63 |       |      |
| 5      | I have a lower self-esteem, with less self-confidence and satisfaction when my job is not done properly.                                             | Male   | 4.03 | 87 | -.227 | .973 |
|        |                                                                                                                                                      | Female | 4.07 | 63 |       |      |
| 6      | I feel proud when I do my job effectively as much as I can.                                                                                          | Male   | 4.20 | 87 | -.485 | .779 |
|        |                                                                                                                                                      | Female | 4.15 | 63 |       |      |
| 7      | I feel unhappy when my work is not up to my usual standard.                                                                                          | Male   | 4.06 | 87 | -.200 | .708 |
|        |                                                                                                                                                      | Female | 4.08 | 63 |       |      |
| 8      | I like to look back to my daily assignments with a sense achievement.                                                                                | Male   | 4.13 | 87 | .573  | .971 |
|        |                                                                                                                                                      | Female | 4.07 | 63 |       |      |



|     |                                                                                                                                                                               |        |      |    |        |             |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|----|--------|-------------|
| 9   | I try to think of different ways to be more effective in my job .                                                                                                             | Male   | 4.05 | 87 | .111   | .337        |
|     |                                                                                                                                                                               | Female | 4.03 | 63 |        |             |
| 10  | <b>Reward</b><br><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.                        | Male   | 3.40 | 87 | -1.717 | .638        |
|     |                                                                                                                                                                               | Female | 3.62 | 63 |        |             |
| 11  | The activities in the organization match their job ethics and job morals.                                                                                                     | Male   | 3.50 | 87 | -1.858 | <b>.004</b> |
|     |                                                                                                                                                                               | Female | 3.75 | 63 |        |             |
| 12. | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | Male   | 3.49 | 87 | -1.311 | <b>.033</b> |
|     |                                                                                                                                                                               | Female | 3.69 | 63 |        |             |
| 13  | The organization is fair regarding internal management procedures.                                                                                                            | Male   | 3.62 | 87 | -1.489 | .219        |
|     |                                                                                                                                                                               | Female | 3.84 | 63 |        |             |
| 14  | A sense of belonging is felt in the organization, and they think they are a part of the organization and they are faithful to the organization.                               | Male   | 3.63 | 87 | -1.089 | <b>.016</b> |
|     |                                                                                                                                                                               | Female | 3.79 | 63 |        |             |
| 15  | <b>Training</b><br><br>My company/organization provides me with the tools and opportunities to enhance my skills and qualifications.                                          | Male   | 3.35 | 87 | .136   | .059        |
|     |                                                                                                                                                                               | Female | 3.33 | 63 |        |             |
| 16  | A lot of opportunities are provided to learn new skills in this company.                                                                                                      | Male   | 3.30 | 87 | -1.032 | .448        |
|     |                                                                                                                                                                               | Female | 3.46 | 63 |        |             |
| 17  | The organization that I work for frequently offers some training programs for the employees in the organization.                                                              | Male   | 3.26 | 87 | -1,039 | .917        |
|     |                                                                                                                                                                               | Female | 3.44 | 63 |        |             |
| 18  | Having this job in this company will be helpful for me and for my career.                                                                                                     | Male   | 3.73 | 87 | .808   | .659        |
|     |                                                                                                                                                                               | Female | 3.62 | 63 |        |             |
| 19  | <b>Promotion</b><br><br>I believe that promotion based on effective performance.                                                                                              | Male   | 4.01 | 87 | -1.774 | .342        |
|     |                                                                                                                                                                               | Female | 4.28 | 63 |        |             |
| 20  | It should be rewards and punishment system in the job.                                                                                                                        | Male   | 4.07 | 87 | -2.036 | .058        |
|     |                                                                                                                                                                               | Female | 4.38 | 63 |        |             |
| 21  | To be promoted, the system                                                                                                                                                    | Male   | 4.24 | 87 | -403   | .965        |

|    |                                                                   |        |      |    |        |      |
|----|-------------------------------------------------------------------|--------|------|----|--------|------|
|    | should be based on fairness.                                      | Female | 4.30 | 63 |        |      |
| 22 | If anyone promoted without deserving, I will resign from the job. | Male   | 3.00 | 87 | -1.474 | .407 |
|    |                                                                   | Female | 3.26 | 63 |        |      |

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 13 shows the results of the T-test. There were 3 situations in which male and female participants reacted differently. The T-test chart shows that male and female participants have different views for the question based on reward “The activities in the organization match their job ethics and job morals.” (Male mean= 3.49, Female Mean= 3.69,  $t = -1.858$   $P = .016$ ). It means that there is a significant difference between gender and “The activities in the organization match their job ethics and job morals.”

The T-test chart shows that male and female participants have different views on the question based on reward “The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees” (Male mean= 3.63, Female Mean= 3.79,  $t = -1.311$   $P = .004$ ). It means that there is a significant difference between gender and “The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there are friendship and interpersonal trust among employees”.

The T-test shows that male and female participants have different views on the question based on reward “A sense of belonging is felt in the organization, and they think they are a part of the organization and they are faithful to the organization.” (Male mean= 3.50, Female Mean= 3.75,  $t = -1.089$   $P = .004$ ). It means that there is a significant difference between gender and “A sense of belonging is felt in the

organization, and they think they are a part of the organization and they are faithful to the organization.” The response of men and women surveyed is significantly different. Table 13 shows that there is a statistical difference between the average of the female and the average of the male.

#### **4.6 ANOVA Analysis**

One-way analysis of variance (ANOVA) is used to calculate the significance of the difference between three and more independent averages in a normally distributed series. ANOVA compares cumulatively the arithmetic means of three or more groups; when at least one of these comparisons is meaningful, ANOVA result is also found significant.

The demographic part of the survey consists of 3 groups: education, marital status, and nationality. Age and monthly income consist of 4 groups. Employment status consists of 7 groups. These groups are used to find a significant difference in the responses of participants from different groups to find the determinants of employee performance. It is also an important method used by companies to develop separation, advertising, and creating product perception (Shoham et al., 1998).

Table14: One way ANOVA table for age

| Anova |                                                                                                                                                      |         |     |      |       |      |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|------|-------|------|
| No    | Question                                                                                                                                             | Age     | N   | Mean | F     | Sig. |
| 1     | <b>Employee performance</b><br>My performance can be considered better than the performance of my colleagues with similar skills and qualifications. | 20-30   | 32  | 3,78 | 1,150 | ,331 |
|       |                                                                                                                                                      | 31-40   | 49  | 3,98 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 3,97 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,13 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 3,97 |       |      |
| 2     | In my opinion, I think my performance is satisfactory, and I am satisfied with the performance that I offer.                                         | 20-30   | 32  | 3,84 | 2,954 | ,035 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,12 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 4,11 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,34 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,11 |       |      |
| 3     | I am satisfied with my performance comparing to other employees in other jobs .                                                                      | 20-30   | 32  | 3,78 | 3,270 | ,023 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,08 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 3,97 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,31 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,04 |       |      |
| 4     | <b>Employee motivation</b><br>I feel content and motivated to provide me a sense of self-satisfaction when I do this job well.                       | 20-30   | 32  | 4,09 | 1,945 | ,125 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,27 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 4,05 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,41 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,21 |       |      |
| 5     | I have a lower self-esteem, with less self-confidence and satisfaction when my job is not done properly.                                             | 20-30   | 32  | 4,19 | 1,464 | ,227 |
|       |                                                                                                                                                      | 31-40   | 49  | 3,92 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 3,95 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,22 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,05 |       |      |
| 6     | I feel proud when I do my job effectively as much as I can.                                                                                          | 20-30   | 32  | 4,28 | ,426  | ,735 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,14 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 4,14 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,16 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,17 |       |      |
| 7     | I feel unhappy when my work is not up to my usual standard.                                                                                          | 20-30   | 32  | 3,97 | ,336  | ,800 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,08 |       |      |
|       |                                                                                                                                                      | 41-50   | 37  | 4,14 |       |      |
|       |                                                                                                                                                      | Over 50 | 32  | 4,09 |       |      |
|       |                                                                                                                                                      | Total   | 150 | 4,07 |       |      |
| 8     | I like to look back to                                                                                                                               | 20-30   | 32  | 3,88 | 1,957 | ,123 |
|       |                                                                                                                                                      | 31-40   | 49  | 4,20 |       |      |

|    |                                                                                                                                                                               |         |     |      |       |             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|------|-------|-------------|
|    | my daily assignments with a sense achievement.                                                                                                                                | 41-50   | 37  | 4,19 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 4,13 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 4,11 |       |             |
| 9  | I try to think of different ways to be more effective in my job .                                                                                                             | 20-30   | 32  | 3,78 | 2,023 | ,113        |
|    |                                                                                                                                                                               | 31-40   | 49  | 4,08 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 4,19 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 4,13 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 4,05 |       |             |
| 10 | <b>Reward</b><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.                            | 20-30   | 32  | 3,50 | ,426  | ,734        |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,51 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 3,41 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 3,63 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,51 |       |             |
| 11 | The activities in the organization match their job ethics and job morals.                                                                                                     | 20-30   | 32  | 3,97 | 3,662 | <b>,014</b> |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,61 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 3,43 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 3,38 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,59 |       |             |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | 20-30   | 32  | 3,72 | 2,564 | ,057        |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,67 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 3,65 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 3,19 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,57 |       |             |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            | 20-30   | 32  | 4,06 | 2,969 | <b>,034</b> |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,53 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 3,76 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 3,53 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,70 |       |             |
| 14 | A sense of belonging is felt in the organization, and they think they are a part of the organization and they are faithful to the organization.                               | 20-30   | 32  | 3,94 | 4,091 | <b>,008</b> |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,78 |       |             |
|    |                                                                                                                                                                               | 41-50   | 37  | 3,76 |       |             |
|    |                                                                                                                                                                               | Over 50 | 32  | 3,25 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,69 |       |             |
| 15 | <b>Training</b><br>My                                                                                                                                                         | 20-30   | 32  | 3,53 | 1,952 | ,124        |
|    |                                                                                                                                                                               | 31-40   | 49  | 3,10 |       |             |

|    |                                                                                                                  |         |     |      |       |             |
|----|------------------------------------------------------------------------------------------------------------------|---------|-----|------|-------|-------------|
|    | company/organization provides me with the tools and opportunities to enhance my skills and qualifications.       | 41-50   | 37  | 3,49 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 3,31 |       |             |
|    |                                                                                                                  | Total   | 150 | 3,33 |       |             |
| 16 | A lot of opportunities are provided to learn new skills in this company.                                         | 20-30   | 32  | 3,41 | ,303  | ,824        |
|    |                                                                                                                  | 31-40   | 49  | 3,35 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 3,27 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 3,47 |       |             |
|    |                                                                                                                  | Total   | 150 | 3,37 |       |             |
| 17 | The organization that I work for frequently offers some training programs for the employees in the organization. | 20-30   | 32  | 3,34 | ,306  | ,821        |
|    |                                                                                                                  | 31-40   | 49  | 3,35 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 3,43 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 3,19 |       |             |
|    |                                                                                                                  | Total   | 150 | 3,33 |       |             |
| 18 | Having this job in this company will be helpful for me and for my career.                                        | 20-30   | 32  | 3,59 | ,583  | ,627        |
|    |                                                                                                                  | 31-40   | 49  | 3,61 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 3,81 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 3,72 |       |             |
|    |                                                                                                                  | Total   | 150 | 3,68 |       |             |
| 19 | <b>Promotion</b><br><br>I believe that promotion based on effective performance.                                 | 20-30   | 32  | 3,94 | ,866  | ,460        |
|    |                                                                                                                  | 31-40   | 49  | 4,27 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 4,11 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 4,16 |       |             |
|    |                                                                                                                  | Total   | 150 | 4,13 |       |             |
| 20 | It should be rewards and punishment system in the job.                                                           | 20-30   | 32  | 4,16 | 1,555 | ,203        |
|    |                                                                                                                  | 31-40   | 49  | 4,29 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 4,38 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 3,94 |       |             |
|    |                                                                                                                  | Total   | 150 | 4,21 |       |             |
| 21 | To be promoted, the system should be based on fairness.                                                          | 20-30   | 32  | 4,22 | ,206  | ,892        |
|    |                                                                                                                  | 31-40   | 49  | 4,22 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 4,32 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 4,31 |       |             |
|    |                                                                                                                  | Total   | 150 | 4,27 |       |             |
| 22 | If anyone promoted without deserving, I will resign from the job.                                                | 20-30   | 32  | 3,34 | 8,419 | <b>,000</b> |
|    |                                                                                                                  | 31-40   | 49  | 3,45 |       |             |
|    |                                                                                                                  | 41-50   | 37  | 3,03 |       |             |
|    |                                                                                                                  | Over 50 | 32  | 2,38 |       |             |
|    |                                                                                                                  | Total   | 150 | 3,09 |       |             |

Variables are significant at  $p < 0.05$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 14 shows the results of a one-way analysis of variance for the four age groups: 20-30, 31-40, 41-50 and over 50. According to the analysis, there are 6 significant differences between the variable questions asked to the participants and the age groups of the participants. These significant differences are as follows:

For the question, Based on Employee Performance, "In my opinion, I think my performance is satisfactory, and I am satisfied with the performance that I offer." and between age groups, a significant difference is found ( $F = 2,954$ ,  $P = .035$ , %5). For the over 50 age group, the mean value has the highest significance.

For the question, Based on Employee Performance, "I am satisfied with my performance comparing to other employees in other jobs." and between the average response of age groups, a significant difference is found ( $F = 3,270$ ,  $P = .023$ , % 5). For the over 50 age group, the mean value has the highest significance.

For the question, Based on the Reward, "The activities in the organization match their job ethics and job morals." and between age groups, a statistical difference is found ( $F = 3,662$ ,  $P = .014$ , % 5). For the 20-30 age group, the mean value has the highest significance.

For the question, Based on Reward "The organization is fair regarding internal management procedures." and between age groups, a significant difference is found ( $F = 2,969$ ,  $P = .034$ , %5). For the 20-30 age group, the mean value has the highest significance.

For the question, Based on Reward "A sense of belonging is felt in the organization, and they think they are a part of the organization and they are faithful to the organization." and between age groups, a statistical difference is found ( $F$

=4,091, P =.008, %5). For the over 20-30 age group, the mean value has the highest significance.

For the question, Based on Training “If anyone promoted without deserving, I will resign from the job,” and between age groups, a statistical difference is found (F =8,419, P =.000, %10). For the 31-40 age group, the mean value has the highest significance.

Table15: One way ANOVA table for Education Level

| Anova |                                                                                                                                                      |                    |     |      |       |             |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|------|-------|-------------|
| No    | Question                                                                                                                                             | Education Level    | N   | Mean | F     | Sig.        |
| 1     | <b>Employee performance</b><br>My performance can be considered better than the performance of my colleagues with similar skills and qualifications. | High school degree | 27  | 3,74 | 2,151 | <b>,120</b> |
|       |                                                                                                                                                      | Bachelor           | 24  | 4,17 |       |             |
|       |                                                                                                                                                      | Master/ Ph.D.      | 99  | 3,98 |       |             |
|       |                                                                                                                                                      | Total              | 150 | 3,97 |       |             |
| 2     | In my opinion, I think my performance is satisfactory, and I am satisfied with the performance that I offer.                                         | High school degree | 27  | 4,07 | ,620  | ,539        |
|       |                                                                                                                                                      | Bachelor           | 24  | 4,25 |       |             |
|       |                                                                                                                                                      | Master/ Ph.D.      | 99  | 4,08 |       |             |
|       |                                                                                                                                                      | Total              | 150 | 4,11 |       |             |
| 3     | I am satisfied with my performance comparing to other employees in other jobs .                                                                      | High school degree | 27  | 3,89 | 1,280 | ,281        |
|       |                                                                                                                                                      | Bachelor           | 24  | 4,21 |       |             |
|       |                                                                                                                                                      | Master/ Ph.D.      | 99  | 4,04 |       |             |
|       |                                                                                                                                                      | Total              | 150 | 4,04 |       |             |
| 4     | <b>Employee motivation</b><br>I feel content and motivated to provide me a sense of self-satisfaction when I do this job well.                       | High school degree | 27  | 4,15 | ,523  | ,594        |
|       |                                                                                                                                                      | Bachelor           | 24  | 4,33 |       |             |
|       |                                                                                                                                                      | Master/ Ph.D.      | 99  | 4,19 |       |             |
|       |                                                                                                                                                      | Total              | 150 | 4,21 |       |             |



|    |                                                                                                                                             |                    |     |      |       |      |
|----|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|------|-------|------|
| 5  | I have a lower self-esteem, with less self-confidence and satisfaction when my job is not done properly.                                    | High school degree | 27  | 4,00 | ,072  | ,931 |
|    |                                                                                                                                             | Bachelor           | 24  | 4,08 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 4,05 |       |      |
|    |                                                                                                                                             | Total              | 150 | 4,05 |       |      |
| 6  | I feel proud when I do my job effectively as much as I can.                                                                                 | High school degree | 27  | 4,30 | 1,100 | ,336 |
|    |                                                                                                                                             | Bachelor           | 24  | 4,25 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 4,12 |       |      |
|    |                                                                                                                                             | Total              | 150 | 4,17 |       |      |
| 7  | I feel unhappy when my work is not up to my usual standard.                                                                                 | High school degree | 27  | 4,04 | ,239  | ,788 |
|    |                                                                                                                                             | Bachelor           | 24  | 4,00 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 4,10 |       |      |
|    |                                                                                                                                             | Total              | 150 | 4,07 |       |      |
| 8  | I like to look back to my daily assignments with a sense achievement.                                                                       | High school degree | 27  | 4,00 | 1,654 | ,195 |
|    |                                                                                                                                             | Bachelor           | 24  | 3,96 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 4,18 |       |      |
|    |                                                                                                                                             | Total              | 150 | 4,11 |       |      |
| 9  | I try to think of different ways to be more effective in my job .                                                                           | High school degree | 27  | 4,00 | ,099  | ,906 |
|    |                                                                                                                                             | Bachelor           | 24  | 4,04 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 4,07 |       |      |
|    |                                                                                                                                             | Total              | 150 | 4,05 |       |      |
| 10 | <b>Reward</b><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self- | High school degree | 27  | 3,48 | ,036  | ,965 |
|    |                                                                                                                                             | Bachelor           | 24  | 3,54 |       |      |
|    |                                                                                                                                             | Master/Ph.D.       | 99  | 3,51 |       |      |
|    |                                                                                                                                             | Total              | 150 | 3,51 |       |      |

|    |                                                                                                                                                                               |                    |     |      |       |             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|------|-------|-------------|
|    | esteem.                                                                                                                                                                       |                    |     |      |       |             |
| 11 | The activities in the organization match their job ethics and job morals.                                                                                                     | High school degree | 27  | 3,67 | 1,599 | ,206        |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,83 |       |             |
|    |                                                                                                                                                                               | Master/ Ph.D.      | 99  | 3,52 |       |             |
|    |                                                                                                                                                                               | Total              | 150 | 3,59 |       |             |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | High school degree | 27  | 3,44 | 1,701 | ,186        |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,88 |       |             |
|    |                                                                                                                                                                               | Master/ Ph.D.      | 99  | 3,54 |       |             |
|    |                                                                                                                                                                               | Total              | 150 | 3,57 |       |             |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            | High school degree | 27  | 3,52 | 1,306 | ,274        |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,92 |       |             |
|    |                                                                                                                                                                               | Master/ Ph.D.      | 99  | 3,70 |       |             |
|    |                                                                                                                                                                               | Total              | 150 | 3,70 |       |             |
| 14 | A sense of belonging is felt in the organization, and they think they are a part of the organization and they are faithful to the organization.                               | High school degree | 27  | 3,52 | 1,356 | ,261        |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,92 |       |             |
|    |                                                                                                                                                                               | Master/ Ph.D.      | 99  | 3,69 |       |             |
|    |                                                                                                                                                                               | Total              | 150 | 3,69 |       |             |
| 15 | <b>Training</b><br><br>My company/organization provides me with the tools and opportunities to enhance my skills and qualifications.                                          | High school degree | 27  | 3,04 | 1,770 | ,174        |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,42 |       |             |
|    |                                                                                                                                                                               | Master/ Ph.D.      | 99  | 3,39 |       |             |
|    |                                                                                                                                                                               | Total              | 150 | 3,33 |       |             |
| 16 | A lot of opportunities are provided to learn new skills in this company.                                                                                                      | High school degree | 27  | 3,04 | 2,322 | <b>,102</b> |
|    |                                                                                                                                                                               | Bachelor           | 24  | 3,38 |       |             |

|    |                                                                                                                  |                    |     |      |       |             |
|----|------------------------------------------------------------------------------------------------------------------|--------------------|-----|------|-------|-------------|
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 3,45 |       |             |
|    |                                                                                                                  | Total              | 150 | 3,37 |       |             |
| 17 | The organization that I work for frequently offers some training programs for the employees in the organization. | High school degree | 27  | 3,19 | ,329  | ,720        |
|    |                                                                                                                  | Bachelor           | 24  | 3,33 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 3,37 |       |             |
|    |                                                                                                                  | Total              | 150 | 3,33 |       |             |
| 18 | Having this job in this company will be helpful for me and for my career.                                        | High school degree | 27  | 3,44 | 2,277 | ,106        |
|    |                                                                                                                  | Bachelor           | 24  | 3,54 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 3,78 |       |             |
|    |                                                                                                                  | Total              | 150 | 3,68 |       |             |
| 19 | <b>Promotion</b><br><br>I believe that promotion based on effective performance.                                 | High school degree | 27  | 4,44 | 2,974 | <b>,054</b> |
|    |                                                                                                                  | Bachelor           | 24  | 4,29 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 4,01 |       |             |
|    |                                                                                                                  | Total              | 150 | 4,13 |       |             |
| 20 | It should be rewards and punishment system in the job.                                                           | High school degree | 27  | 4,33 | 1,018 | ,364        |
|    |                                                                                                                  | Bachelor           | 24  | 4,38 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 4,13 |       |             |
|    |                                                                                                                  | Total              | 150 | 4,21 |       |             |
| 21 | To be promoted, system should be based on fairness.                                                              | High school degree | 27  | 4,33 | ,171  | ,843        |
|    |                                                                                                                  | Bachelor           | 24  | 4,29 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 4,24 |       |             |
|    |                                                                                                                  | Total              | 150 | 4,27 |       |             |
| 22 | If anyone promoted without deserve, I will resign from the job.                                                  | High school degree | 27  | 3,41 | 2,420 | ,092        |
|    |                                                                                                                  | Bachelor           | 24  | 3,29 |       |             |
|    |                                                                                                                  | Master/<br>Ph.D.   | 99  | 2,96 |       |             |

|  |  |       |     |      |  |  |
|--|--|-------|-----|------|--|--|
|  |  | Ph.D. |     |      |  |  |
|  |  | Total | 150 | 3,09 |  |  |

Variables are significant at  $p < 0.05$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 15 indicates that, for the three education level groups, i.e. High school degree, Bachelor, and Master/Ph.D, there are 3 significant differences between the variable questions asked to the participants and the education level of the participants. These significant differences are as follows:

For the question, Based on Employee Performance “My performance can be considered better than the performance of my colleagues with similar skills and qualifications.” and between education levels, a significant difference is found ( $F = 2,151, P = .120, \%5$ ). For the Bachelor group, the mean value has the highest significance.

For the question, Based on Training “A lot of opportunities are provided to learn new skills in this company.” and between education levels, a significant difference is found ( $F = 2,322, P = .102, \%5$ ). For the Bachelor group, the mean value has the highest significance.

For the question, Based on Promotion “I believe that promotion based on effective performance.” and between education levels, a significant difference is found ( $F = 2,974, P = .054, \%5$ ). For the High school degree group, the mean value has the highest significance.

Table16: One way ANOVA table for Employment

| Anova |                                                                                                                     |                   |     |      |       |             |
|-------|---------------------------------------------------------------------------------------------------------------------|-------------------|-----|------|-------|-------------|
| No    | Question                                                                                                            | Employment Status | N   | Mean | F     | Sig.        |
| 1     | <b>Employee performance</b><br><br>My performance is better than that of my colleagues with similar qualifications. | Professor         | 21  | 4,29 | 2,192 | <b>,047</b> |
|       |                                                                                                                     | Assoc.Prof.       | 7   | 4,43 |       |             |
|       |                                                                                                                     | Asst.Prof.        | 20  | 4,10 |       |             |
|       |                                                                                                                     | PhD               | 31  | 3,81 |       |             |
|       |                                                                                                                     | Master            | 19  | 3,63 |       |             |
|       |                                                                                                                     | Manager           | 8   | 4,00 |       |             |
|       |                                                                                                                     | Other Staffs      | 44  | 3,93 |       |             |
|       |                                                                                                                     | Total             | 150 | 3,97 |       |             |
| 2     | I am satisfied with my performance because it's mostly good.                                                        | Professor         | 21  | 4,38 | 1,782 | ,107        |
|       |                                                                                                                     | Assoc.Prof.       | 7   | 4,29 |       |             |
|       |                                                                                                                     | Asst.Prof.        | 20  | 4,05 |       |             |
|       |                                                                                                                     | PhD               | 31  | 4,03 |       |             |
|       |                                                                                                                     | Master            | 19  | 3,74 |       |             |
|       |                                                                                                                     | Manager           | 8   | 4,13 |       |             |
|       |                                                                                                                     | Other Staffs      | 44  | 4,18 |       |             |
|       |                                                                                                                     | Total             | 150 | 4,11 |       |             |
| 3     | My performance is better than that of other jobs with similar qualifications in other jobs Area.                    | Professor         | 21  | 4,14 | 1,615 | ,147        |
|       |                                                                                                                     | Assoc.Prof.       | 7   | 4,57 |       |             |
|       |                                                                                                                     | Asst.Prof.        | 20  | 4,00 |       |             |
|       |                                                                                                                     | PhD               | 31  | 3,97 |       |             |
|       |                                                                                                                     | Master            | 19  | 3,89 |       |             |
|       |                                                                                                                     | Manager           | 8   | 4,50 |       |             |
|       |                                                                                                                     | Other Staffs      | 44  | 3,95 |       |             |
|       |                                                                                                                     | Total             | 150 | 4,04 |       |             |
| 4     | <b>Employee motivation</b><br><br>I feel a sense of personal satisfaction when I do this job well.                  | Professor         | 21  | 4,38 | 2,913 | <b>,010</b> |
|       |                                                                                                                     | Assoc.Prof.       | 7   | 3,43 |       |             |
|       |                                                                                                                     | Asst.Prof.        | 20  | 4,30 |       |             |
|       |                                                                                                                     | PhD               | 31  | 3,97 |       |             |
|       |                                                                                                                     | Master            | 19  | 4,26 |       |             |
|       |                                                                                                                     | Manager           | 8   | 4,25 |       |             |
|       |                                                                                                                     | Other Staffs      | 44  | 4,34 |       |             |
|       |                                                                                                                     | Total             | 150 | 4,21 |       |             |
| 5     | My opinion of myself goes down when I do the job badly.                                                             | Professor         | 21  | 4,33 | 1,030 | ,408        |
|       |                                                                                                                     | Assoc.Prof.       | 7   | 4,00 |       |             |
|       |                                                                                                                     | Asst.Prof.        | 20  | 4,05 |       |             |
|       |                                                                                                                     | PhD               | 31  | 3,81 |       |             |
|       |                                                                                                                     | Master            | 19  | 4,00 |       |             |
|       |                                                                                                                     | Manager           | 8   | 4,25 |       |             |
|       |                                                                                                                     | Other Staffs      | 44  | 4,07 |       |             |

|    |                                                                                                                                                 |              |         |      |       |             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|------|-------|-------------|
|    |                                                                                                                                                 | Total        | 15<br>0 | 4,05 |       |             |
| 6  | I take pride in doing my job as well as I can.                                                                                                  | Professor    | 21      | 4,24 | ,860  | ,526        |
|    |                                                                                                                                                 | Assoc.Prof.  | 7       | 3,86 |       |             |
|    |                                                                                                                                                 | Asst.Prof.   | 20      | 4,10 |       |             |
|    |                                                                                                                                                 | PhD          | 31      | 4,23 |       |             |
|    |                                                                                                                                                 | Master       | 19      | 4,05 |       |             |
|    |                                                                                                                                                 | Manager      | 8       | 4,00 |       |             |
|    |                                                                                                                                                 | Other Staffs | 44      | 4,27 |       |             |
|    |                                                                                                                                                 | Total        | 15<br>0 | 4,17 |       |             |
| 7  | I feel unhappy when my work is not up to my usual standard.                                                                                     | Professor    | 21      | 4,33 | 1,131 | ,347        |
|    |                                                                                                                                                 | Assoc.Prof.  | 7       | 4,29 |       |             |
|    |                                                                                                                                                 | Asst.Prof.   | 20      | 4,00 |       |             |
|    |                                                                                                                                                 | PhD          | 31      | 4,10 |       |             |
|    |                                                                                                                                                 | Master       | 19      | 3,84 |       |             |
|    |                                                                                                                                                 | Manager      | 8       | 4,25 |       |             |
|    |                                                                                                                                                 | Other Staffs | 44      | 4,00 |       |             |
|    |                                                                                                                                                 | Total        | 15<br>0 | 4,07 |       |             |
| 8  | I like to look back at a day's work with a sense of a job well done.                                                                            | Professor    | 21      | 4,00 | 1,398 | ,220        |
|    |                                                                                                                                                 | Assoc.Prof.  | 7       | 3,86 |       |             |
|    |                                                                                                                                                 | Asst.Prof.   | 20      | 4,30 |       |             |
|    |                                                                                                                                                 | PhD          | 31      | 4,29 |       |             |
|    |                                                                                                                                                 | Master       | 19      | 4,21 |       |             |
|    |                                                                                                                                                 | Manager      | 8       | 4,00 |       |             |
|    |                                                                                                                                                 | Other Staffs | 44      | 3,98 |       |             |
|    |                                                                                                                                                 | Total        | 15<br>0 | 4,11 |       |             |
| 9  | I try to think if ways of doing my job effectively.                                                                                             | Professor    | 21      | 4,33 | 1,325 | ,250        |
|    |                                                                                                                                                 | Assoc.Prof.  | 7       | 3,86 |       |             |
|    |                                                                                                                                                 | Asst.Prof.   | 20      | 4,10 |       |             |
|    |                                                                                                                                                 | PhD          | 31      | 4,13 |       |             |
|    |                                                                                                                                                 | Master       | 19      | 3,74 |       |             |
|    |                                                                                                                                                 | Manager      | 8       | 3,88 |       |             |
|    |                                                                                                                                                 | Other Staffs | 44      | 4,05 |       |             |
|    |                                                                                                                                                 | Total        | 15<br>0 | 4,05 |       |             |
| 10 | <b>Reward</b><br><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self- | Professor    | 21      | 3,52 | 2,301 | <b>,038</b> |
|    |                                                                                                                                                 | Assoc.Prof.  | 7       | 3,57 |       |             |
|    |                                                                                                                                                 | Asst.Prof.   | 20      | 3,80 |       |             |
|    |                                                                                                                                                 | PhD          | 31      | 3,16 |       |             |
|    |                                                                                                                                                 | Master       | 19      | 3,26 |       |             |
|    |                                                                                                                                                 | Manager      | 8       | 3,88 |       |             |
|    |                                                                                                                                                 | Other Staffs | 44      | 3,64 |       |             |
|    |                                                                                                                                                 | Total        | 15<br>0 | 3,51 |       |             |

|    |                                                                                                                                                                               |              |     |      |       |      |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|------|-------|------|
|    | esteem.                                                                                                                                                                       |              |     |      |       |      |
| 11 | Their activity in the organization matches/it's their ethics and moral values.                                                                                                | Professor    | 21  | 3,38 | ,678  | ,668 |
|    |                                                                                                                                                                               | Assoc.Prof.  | 7   | 3,71 |       |      |
|    |                                                                                                                                                                               | Asst.Prof.   | 20  | 3,50 |       |      |
|    |                                                                                                                                                                               | PhD          | 31  | 3,68 |       |      |
|    |                                                                                                                                                                               | Master       | 19  | 3,58 |       |      |
|    |                                                                                                                                                                               | Manager      | 8   | 4,00 |       |      |
|    |                                                                                                                                                                               | Other Staffs | 44  | 3,59 |       |      |
|    |                                                                                                                                                                               | Total        | 150 | 3,59 |       |      |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | Professor    | 21  | 3,52 | 1,857 | ,092 |
|    |                                                                                                                                                                               | Assoc.Prof.  | 7   | 3,86 |       |      |
|    |                                                                                                                                                                               | Asst.Prof.   | 20  | 3,65 |       |      |
|    |                                                                                                                                                                               | PhD          | 31  | 3,19 |       |      |
|    |                                                                                                                                                                               | Master       | 19  | 3,47 |       |      |
|    |                                                                                                                                                                               | Manager      | 8   | 4,13 |       |      |
|    |                                                                                                                                                                               | Other Staffs | 44  | 3,73 |       |      |
|    |                                                                                                                                                                               | Total        | 150 | 3,57 |       |      |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            | Professor    | 21  | 3,76 | 2,502 | ,025 |
|    |                                                                                                                                                                               | Assoc.Prof.  | 7   | 4,00 |       |      |
|    |                                                                                                                                                                               | Asst.Prof.   | 20  | 3,60 |       |      |
|    |                                                                                                                                                                               | PhD          | 31  | 3,55 |       |      |
|    |                                                                                                                                                                               | Master       | 19  | 3,68 |       |      |
|    |                                                                                                                                                                               | Manager      | 8   | 4,75 |       |      |
|    |                                                                                                                                                                               | Other Staffs | 44  | 3,59 |       |      |
|    |                                                                                                                                                                               | Total        | 150 | 3,70 |       |      |
| 14 | They have sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.                                               | Professor    | 21  | 3,29 | 2,027 | ,066 |
|    |                                                                                                                                                                               | Assoc.Prof.  | 7   | 3,71 |       |      |
|    |                                                                                                                                                                               | Asst.Prof.   | 20  | 3,90 |       |      |
|    |                                                                                                                                                                               | PhD          | 31  | 3,68 |       |      |
|    |                                                                                                                                                                               | Master       | 19  | 3,84 |       |      |
|    |                                                                                                                                                                               | Manager      | 8   | 4,38 |       |      |
|    |                                                                                                                                                                               | Other Staffs | 44  | 3,61 |       |      |
|    |                                                                                                                                                                               | Total        | 150 | 3,69 |       |      |
| 15 | <b>Training</b><br><br>My company/organization provides me the opportunity to improve my skills.                                                                              | Professor    | 21  | 3,48 | 1,111 | ,359 |
|    |                                                                                                                                                                               | Assoc.Prof.  | 7   | 2,86 |       |      |
|    |                                                                                                                                                                               | Asst.Prof.   | 20  | 3,50 |       |      |
|    |                                                                                                                                                                               | PhD          | 31  | 3,26 |       |      |
|    |                                                                                                                                                                               | Master       | 19  | 3,26 |       |      |
|    |                                                                                                                                                                               | Manager      | 8   | 3,88 |       |      |
|    |                                                                                                                                                                               | Other Staffs | 44  | 3,25 |       |      |
|    |                                                                                                                                                                               | Total        | 150 | 3,33 |       |      |

|    |                                                                                  |              |     |      |       |      |
|----|----------------------------------------------------------------------------------|--------------|-----|------|-------|------|
|    |                                                                                  |              | 0   |      |       |      |
| 16 | There is lot of chance to learn new things in this company.                      | Professor    | 21  | 3,52 | 1,062 | ,388 |
|    |                                                                                  | Assoc.Prof.  | 7   | 3,43 |       |      |
|    |                                                                                  | Asst.Prof.   | 20  | 3,60 |       |      |
|    |                                                                                  | PhD          | 31  | 3,39 |       |      |
|    |                                                                                  | Master       | 19  | 3,16 |       |      |
|    |                                                                                  | Manager      | 8   | 3,75 |       |      |
|    |                                                                                  | Other Staffs | 44  | 3,18 |       |      |
|    |                                                                                  | Total        | 150 | 3,37 |       |      |
| 17 | My company frequently arranges training programs for the employees.              | Professor    | 21  | 3,71 | 1,080 | ,377 |
|    |                                                                                  | Assoc.Prof.  | 7   | 3,14 |       |      |
|    |                                                                                  | Asst.Prof.   | 20  | 3,50 |       |      |
|    |                                                                                  | PhD          | 31  | 3,26 |       |      |
|    |                                                                                  | Master       | 19  | 3,16 |       |      |
|    |                                                                                  | Manager      | 8   | 3,75 |       |      |
|    |                                                                                  | Other Staffs | 44  | 3,16 |       |      |
|    |                                                                                  | Total        | 150 | 3,33 |       |      |
| 18 | Doing job in this company will benefit to me.                                    | Professor    | 21  | 3,86 | 2,510 | ,024 |
|    |                                                                                  | Assoc.Prof.  | 7   | 3,29 |       |      |
|    |                                                                                  | Asst.Prof.   | 20  | 3,65 |       |      |
|    |                                                                                  | PhD          | 31  | 3,61 |       |      |
|    |                                                                                  | Master       | 19  | 3,84 |       |      |
|    |                                                                                  | Manager      | 8   | 4,50 |       |      |
|    |                                                                                  | Other Staffs | 44  | 3,50 |       |      |
|    |                                                                                  | Total        | 150 | 3,68 |       |      |
| 19 | <b>Promotion</b><br><br>I believe that promotion based on effective performance. | Professor    | 21  | 3,71 | 4,841 | ,000 |
|    |                                                                                  | Assoc.Prof.  | 7   | 4,43 |       |      |
|    |                                                                                  | Asst.Prof.   | 20  | 4,45 |       |      |
|    |                                                                                  | PhD          | 31  | 4,13 |       |      |
|    |                                                                                  | Master       | 19  | 3,42 |       |      |
|    |                                                                                  | Manager      | 8   | 4,13 |       |      |
|    |                                                                                  | Other Staffs | 44  | 4,45 |       |      |
|    |                                                                                  | Total        | 150 | 4,13 |       |      |
| 20 | It should be rewards and punishment system in the job.                           | Professor    | 21  | 3,95 | 1,228 | ,295 |
|    |                                                                                  | Assoc.Prof.  | 7   | 4,29 |       |      |
|    |                                                                                  | Asst.Prof.   | 20  | 4,40 |       |      |
|    |                                                                                  | PhD          | 31  | 4,16 |       |      |
|    |                                                                                  | Master       | 19  | 3,89 |       |      |
|    |                                                                                  | Manager      | 8   | 4,63 |       |      |
|    |                                                                                  | Other Staffs | 44  | 4,32 |       |      |
|    |                                                                                  | Total        | 150 | 4,21 |       |      |
| 21 | To be promoted,                                                                  | Professor    | 21  | 4,57 | 5,810 | ,000 |



|    |                                                                 |              |     |      |       |      |
|----|-----------------------------------------------------------------|--------------|-----|------|-------|------|
|    | system should be based on fairness.                             | Assoc.Prof.  | 7   | 3,43 |       |      |
|    |                                                                 | Asst.Prof.   | 20  | 4,35 |       |      |
|    |                                                                 | PhD          | 31  | 4,29 |       |      |
|    |                                                                 | Master       | 19  | 3,63 |       |      |
|    |                                                                 | Manager      | 8   | 4,38 |       |      |
|    |                                                                 | Other Staffs | 44  | 4,45 |       |      |
|    |                                                                 | Total        | 150 | 4,27 |       |      |
| 22 | If anyone promoted without deserve, I will resign from the job. | Professor    | 21  | 2,67 | 1,279 | ,271 |
|    |                                                                 | Assoc.Prof.  | 7   | 2,86 |       |      |
|    |                                                                 | Asst.Prof.   | 20  | 3,00 |       |      |
|    |                                                                 | PhD          | 31  | 3,13 |       |      |
|    |                                                                 | Master       | 19  | 3,11 |       |      |
|    |                                                                 | Manager      | 8   | 2,88 |       |      |
|    |                                                                 | Other Staffs | 44  | 3,39 |       |      |
|    |                                                                 | Total        | 150 | 3,09 |       |      |

Variables are significant at  $p < 0.05$  level Variables are significant at  $p < 0.10$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 16 indicates that, for the seven employment status groups, i.e. Professor, Assoc. Prof., Asst.Prof., Ph.D., Master, Manager, Other Staffs, there are 7 significant differences between the variable questions asked to the participants and the employment status of the participants. These significant differences are as follows:

For the question, Based on Employee Performance “My performance is better than that of my colleagues with similar qualifications.” and between employment status, a significant difference is found ( $F = 2,192$ ,  $P = .047$ , %5). For the Assoc. Prof group, the mean value has the highest significance.

For the question, Based on Employee Motivation “I feel a sense of personal satisfaction when I do this job well.” and between employment status, a significant difference is found ( $F = 2,913$ ,  $P = .010$ , %5). For the Professor group, the mean value has the highest significance.

For the question, Based on Employee Motivation “I feel a sense of personal satisfaction when I do this job well.” and between employment status, a significant difference is found ( $F = 2,913$ ,  $P = .010$ , %5). For the Professor group, the mean value has the highest significance.

For the question, Based on Reward “The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.” and between employment status, a significant difference is found ( $F = 2,301$ ,  $P = .038$ , %5). For the Manager group, the mean value has the highest significance.

For the question, Based on Reward “The organization is fair regarding internal management procedures.” and between employment status, a significant difference is found ( $F = 2,502$ ,  $P = .025$ , %5). For the manager group, the mean value has the highest significance.

For the question, Based on Training “Doing the job in this company will benefit to me.” and between employment status, a significant difference is found ( $F = 2,510$ ,  $P = .024$ , %5). For the Manager group, the mean value has the highest significance.

For the question, Based on Promotion “I believe that promotion based on effective performance.” and between employment status, a significant difference is found ( $F = 4,841$ ,  $P = .000$ , %10). For the Assoc. Prof and other staff groups, the mean value have the highest significance.

For the question, Based on Promotion “To be promoted, the system should be based on fairness.” and between employment status, a significant difference is found ( $F = 5,810$ ,  $P = .000$ , %10). For the Professor group, the mean value has the highest significance.

Table17: One way ANOVA table for Income

| Anova |                                                                                                                     |                |     |      |       |             |
|-------|---------------------------------------------------------------------------------------------------------------------|----------------|-----|------|-------|-------------|
| No    | Question                                                                                                            | Income         | N   | Mean | F     | Sig.        |
| 1     | <b>Employee performance</b><br><br>My performance is better than that of my colleagues with similar qualifications. | Less than 1000 | 5   | 4,00 | 2,588 | ,055        |
|       |                                                                                                                     | 1000-2500      | 30  | 3,63 |       |             |
|       |                                                                                                                     | 2501-4000      | 43  | 4,05 |       |             |
|       |                                                                                                                     | more than 4000 | 72  | 4,06 |       |             |
|       |                                                                                                                     | Total          | 150 | 3,97 |       |             |
| 2     | I am satisfied with my performance because it's mostly good.                                                        | Less than 1000 | 5   | 4,00 | 3,425 | <b>,019</b> |
|       |                                                                                                                     | 1000-2500      | 30  | 3,77 |       |             |
|       |                                                                                                                     | 2501-4000      | 43  | 4,16 |       |             |
|       |                                                                                                                     | more than 4000 | 72  | 4,22 |       |             |
|       |                                                                                                                     | Total          | 150 | 4,11 |       |             |
| 3     | My performance is better than that of other jobs with similar qualifications in other jobs Area.                    | Less than 1000 | 5   | 4,00 | ,278  | ,841        |
|       |                                                                                                                     | 1000-2500      | 30  | 3,97 |       |             |
|       |                                                                                                                     | 2501-4000      | 43  | 4,12 |       |             |
|       |                                                                                                                     | more than 4000 | 72  | 4,03 |       |             |
|       |                                                                                                                     | Total          | 150 | 4,04 |       |             |
| 4     | <b>Employee motivation</b><br><br>I feel a sense of personal satisfaction when I do this job well.                  | Less than 1000 | 5   | 3,80 | 3,636 | <b>,014</b> |
|       |                                                                                                                     | 1000-2500      | 30  | 3,90 |       |             |
|       |                                                                                                                     | 2501-4000      | 43  | 4,26 |       |             |
|       |                                                                                                                     | more than 4000 | 72  | 4,33 |       |             |
|       |                                                                                                                     | Total          | 150 | 4,21 |       |             |
| 5     | My opinion of myself goes down                                                                                      | Less than      | 5   | 3,80 | 1,631 | ,185        |

|   |                                                                      |                |     |      |       |      |
|---|----------------------------------------------------------------------|----------------|-----|------|-------|------|
|   | when I do the job badly.                                             | 1000           |     |      |       |      |
|   |                                                                      | 1000-2500      | 30  | 4,30 |       |      |
|   |                                                                      | 2501-4000      | 43  | 3,91 |       |      |
|   |                                                                      | more than 4000 | 72  | 4,04 |       |      |
|   |                                                                      | Total          | 150 | 4,05 |       |      |
| 6 | I take pride in doing my job as well as I can.                       | Less than 1000 | 5   | 4,20 | ,097  | ,962 |
|   |                                                                      | 1000-2500      | 30  | 4,13 |       |      |
|   |                                                                      | 2501-4000      | 43  | 4,21 |       |      |
|   |                                                                      | more than 4000 | 72  | 4,17 |       |      |
|   |                                                                      | Total          | 150 | 4,17 |       |      |
| 7 | I feel unhappy when my work is not up to my usual standard.          | Less than 1000 | 5   | 4,20 | ,088  | ,967 |
|   |                                                                      | 1000-2500      | 30  | 4,10 |       |      |
|   |                                                                      | 2501-4000      | 43  | 4,05 |       |      |
|   |                                                                      | more than 4000 | 72  | 4,07 |       |      |
|   |                                                                      | Total          | 150 | 4,07 |       |      |
| 8 | I like to look back at a day's work with a sense of a job well done. | Less than 1000 | 5   | 4,00 | ,469  | ,705 |
|   |                                                                      | 1000-2500      | 30  | 4,00 |       |      |
|   |                                                                      | 2501-4000      | 43  | 4,16 |       |      |
|   |                                                                      | more than 4000 | 72  | 4,14 |       |      |
|   |                                                                      | Total          | 150 | 4,11 |       |      |
| 9 | I try to think if ways of doing my job effectively.                  | Less than 1000 | 5   | 4,00 | 1,290 | ,280 |
|   |                                                                      | 1000-2500      | 30  | 3,87 |       |      |
|   |                                                                      | 2501-4000      | 43  | 4,00 |       |      |

|    |                                                                                                                                                                               |                |     |      |       |             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|------|-------|-------------|
|    |                                                                                                                                                                               | more than 4000 | 72  | 4,17 |       |             |
|    |                                                                                                                                                                               | Total          | 150 | 4,05 |       |             |
| 10 | <b>Reward</b><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.                            | Less than 1000 | 5   | 3,20 | ,855  | ,466        |
|    |                                                                                                                                                                               | 1000-2500      | 30  | 3,50 |       |             |
|    |                                                                                                                                                                               | 2501-4000      | 43  | 3,65 |       |             |
|    |                                                                                                                                                                               | more than 4000 | 72  | 3,44 |       |             |
|    |                                                                                                                                                                               | Total          | 150 | 3,51 |       |             |
| 11 | Their activity in the organization matches/it's their ethics and moral values.                                                                                                | Less than 1000 | 5   | 4,20 | 5,389 | <b>,002</b> |
|    |                                                                                                                                                                               | 1000-2500      | 30  | 3,67 |       |             |
|    |                                                                                                                                                                               | 2501-4000      | 43  | 3,88 |       |             |
|    |                                                                                                                                                                               | more than 4000 | 72  | 3,35 |       |             |
|    |                                                                                                                                                                               | Total          | 150 | 3,59 |       |             |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | Less than 1000 | 5   | 3,80 | 3,634 | <b>,014</b> |
|    |                                                                                                                                                                               | 1000-2500      | 30  | 3,47 |       |             |
|    |                                                                                                                                                                               | 2501-4000      | 43  | 3,93 |       |             |
|    |                                                                                                                                                                               | more than 4000 | 72  | 3,39 |       |             |
|    |                                                                                                                                                                               | Total          | 150 | 3,57 |       |             |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            | Less than 1000 | 5   | 3,60 | 3,586 | <b>,015</b> |
|    |                                                                                                                                                                               | 1000-2500      | 30  | 4,10 |       |             |
|    |                                                                                                                                                                               | 2501-4000      | 43  | 3,77 |       |             |
|    |                                                                                                                                                                               | more than 4000 | 72  | 3,50 |       |             |
|    |                                                                                                                                                                               | Total          | 150 | 3,70 |       |             |
| 14 | They have sense of                                                                                                                                                            | Less           | 5   | 4,20 | 5,299 | <b>,002</b> |

|    |                                                                                                              |                |      |      |       |             |
|----|--------------------------------------------------------------------------------------------------------------|----------------|------|------|-------|-------------|
|    | belonging regarding the organization themselves a part of the organization are faithful to the organization. | than 1000      |      |      |       |             |
|    |                                                                                                              | 1000-2500      | 30   | 3,90 |       |             |
|    |                                                                                                              | 2501-4000      | 43   | 3,95 |       |             |
|    |                                                                                                              | more than 4000 | 72   | 3,42 |       |             |
|    |                                                                                                              | Total          | 150  | 3,69 |       |             |
| 15 | <b>Training</b><br>My company/organization provides me the opportunity to improve my skills.                 | Less than 1000 | 5    | 3,60 | ,164  | ,921        |
|    | 1000-2500                                                                                                    | 30             | 3,30 |      |       |             |
|    | 2501-4000                                                                                                    | 43             | 3,35 |      |       |             |
|    | more than 4000                                                                                               | 72             | 3,32 |      |       |             |
|    | Total                                                                                                        | 150            | 3,33 |      |       |             |
| 16 | There is lot of chance to learn new things in this company.                                                  | Less than 1000 | 5    | 3,60 | ,365  | ,778        |
|    | 1000-2500                                                                                                    | 30             | 3,23 |      |       |             |
|    | 2501-4000                                                                                                    | 43             | 3,37 |      |       |             |
|    | more than 4000                                                                                               | 72             | 3,40 |      |       |             |
|    | Total                                                                                                        | 150            | 3,37 |      |       |             |
| 17 | My company frequently arranges training programs for the employees.                                          | Less than 1000 | 5    | 3,80 | ,465  | ,707        |
|    | 1000-2500                                                                                                    | 30             | 3,33 |      |       |             |
|    | 2501-4000                                                                                                    | 43             | 3,40 |      |       |             |
|    | more than 4000                                                                                               | 72             | 3,26 |      |       |             |
|    | Total                                                                                                        | 150            | 3,33 |      |       |             |
| 18 | Doing job in this company will benefit to me.                                                                | Less than 1000 | 5    | 4,00 | 3,056 | <b>,030</b> |
|    | 1000-2500                                                                                                    | 30             | 3,30 |      |       |             |
|    | 2501-                                                                                                        | 43             | 3,74 |      |       |             |

|    |                                                                                  |                |     |      |       |             |
|----|----------------------------------------------------------------------------------|----------------|-----|------|-------|-------------|
|    |                                                                                  | 4000           |     |      |       |             |
|    |                                                                                  | more than 4000 | 72  | 3,78 |       |             |
|    |                                                                                  | Total          | 150 | 3,68 |       |             |
| 19 | <b>Promotion</b><br><br>I believe that promotion based on effective performance. | Less than 1000 | 5   | 4,20 | ,029  | ,993        |
|    |                                                                                  | 1000-2500      | 30  | 4,17 |       |             |
|    |                                                                                  | 2501-4000      | 43  | 4,12 |       |             |
|    |                                                                                  | more than 4000 | 72  | 4,13 |       |             |
|    |                                                                                  | Total          | 150 | 4,13 |       |             |
| 20 | It should be rewards and punishment system in the job.                           | Less than 1000 | 5   | 4,00 | ,427  | ,734        |
|    |                                                                                  | 1000-2500      | 30  | 4,07 |       |             |
|    |                                                                                  | 2501-4000      | 43  | 4,23 |       |             |
|    |                                                                                  | more than 4000 | 72  | 4,26 |       |             |
|    |                                                                                  | Total          | 150 | 4,21 |       |             |
| 21 | To be promoted, system should be based on fairness.                              | Less than 1000 | 5   | 4,40 | ,460  | ,711        |
|    |                                                                                  | 1000-2500      | 30  | 4,13 |       |             |
|    |                                                                                  | 2501-4000      | 43  | 4,33 |       |             |
|    |                                                                                  | more than 4000 | 72  | 4,28 |       |             |
|    |                                                                                  | Total          | 150 | 4,27 |       |             |
| 22 | If anyone promoted without deserve, I will resign from the job.                  | Less than 1000 | 5   | 3,00 | 3,132 | <b>,028</b> |
|    |                                                                                  | 1000-2500      | 30  | 3,50 |       |             |
|    |                                                                                  | 2501-4000      | 43  | 3,23 |       |             |
|    |                                                                                  | more than 4000 | 72  | 2,85 |       |             |
|    |                                                                                  | Total          | 150 | 3,09 |       |             |

Variables are significant at  $p < 0.05$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 17 indicates that, for the four income groups, i.e., less than 1000 TL, 1000-2500 TL, 2501-4000 TL, and more than 4000 TL, there are 8 significant differences between the variable questions asked to the participants and the income of the participants. These significant differences are as follows:

For the question, Based on Employee Performance “I am satisfied with my performance because it’s mostly good.” and between income, a significant difference is found ( $F = 3,425$ ,  $P = .019$ , %5). For the more than 4000TL group, the mean value has the highest significance.

For the question, Based on Employee Motivation “I feel a sense of personal satisfaction when I do this job well.” and between income, a significant difference is found ( $F = 3,636$ ,  $P = .014$ , %5). For the more than 4000TL group, the mean value has the highest significance.

For the question, Based on Reward “Their activity in the organization matches/it’s their ethics and moral values.” and between income, a significant difference is found ( $F = 5,389$ ,  $P = .002$ , %10). For the less than 1000TL group, the mean value has the highest significance.

For the question, Based on Reward “The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there are friendship and interpersonal trust among employees.” and between income, a significant difference is found ( $F = 3,634$ ,  $P = .014$ , %5). For the 2501-4000TL groups, the mean value has the highest significance.



For the question, Based on Reward “The organization is fair regarding internal management procedures.” and between income, a significant difference is found ( $F = 3,586$ ,  $P = .015$ , %5). For the 1000-2500TL groups, the mean value has the highest significance.

For the question, Based on Reward “They have a sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.” and between income, a significant difference is found ( $F = 5,299$ ,  $P = .002$ , %10). For the Less than 1000 TL group, the mean value has the highest significance.

For the question, Based on Training “Doing the job in this company will benefit to me.” and between income, a significant difference is found ( $F = 3,056$ ,  $P = .030$ , %10). For the less than 1000TL group, the mean value has the highest significance.

For the question, Based on Promotion “If anyone promoted without deserving, I will resign from the job.” and between income, a significant difference is found ( $F = 3,132$ ,  $P = .028$ , %5). For the 1000-2500TL groups, the mean value has the highest significance.

Table18: One way ANOVA table for Marital Status

| Anova |                                                                                                                     |                |     |      |        |             |
|-------|---------------------------------------------------------------------------------------------------------------------|----------------|-----|------|--------|-------------|
| No    | Question                                                                                                            | Marital Status | N   | Mean | F      | Sig.        |
| 1     | <b>Employee performance</b><br><br>My performance is better than that of my colleagues with similar qualifications. | single         | 60  | 3,87 | 2,932  | ,056        |
|       |                                                                                                                     | married        | 72  | 4,11 |        |             |
|       |                                                                                                                     | divorce        | 18  | 3,72 |        |             |
|       |                                                                                                                     | Total          | 150 | 3,97 |        |             |
| 2     | I am satisfied with my performance because it's mostly good.                                                        | single         | 60  | 3,92 | 13,394 | <b>,000</b> |
|       |                                                                                                                     | married        | 72  | 4,38 |        |             |
|       |                                                                                                                     | divorce        | 18  | 3,67 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,11 |        |             |
| 3     | My performance is better than that of other jobs with similar qualifications in other jobs Area.                    | single         | 60  | 3,95 | 6,537  | <b>,002</b> |
|       |                                                                                                                     | married        | 72  | 4,22 |        |             |
|       |                                                                                                                     | divorce        | 18  | 3,61 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,04 |        |             |
| 4     | <b>Employee motivation</b><br><br>I feel a sense of personal satisfaction when I do this job well.                  | single         | 60  | 4,05 | 2,847  | ,061        |
|       |                                                                                                                     | married        | 72  | 4,33 |        |             |
|       |                                                                                                                     | divorce        | 18  | 4,22 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,21 |        |             |
| 5     | My opinion of myself goes down when I do the job badly.                                                             | single         | 60  | 4,08 | ,735   | ,481        |
|       |                                                                                                                     | married        | 72  | 4,07 |        |             |
|       |                                                                                                                     | divorce        | 18  | 3,83 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,05 |        |             |
| 6     | I take pride in doing my job as well as I can.                                                                      | single         | 60  | 4,13 | ,450   | ,638        |
|       |                                                                                                                     | married        | 72  | 4,22 |        |             |
|       |                                                                                                                     | divorce        | 18  | 4,11 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,17 |        |             |
| 7     | I feel unhappy when my work is not up to my usual standard.                                                         | single         | 60  | 4,03 | ,203   | ,816        |
|       |                                                                                                                     | married        | 72  | 4,11 |        |             |
|       |                                                                                                                     | divorce        | 18  | 4,06 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,07 |        |             |
| 8     | I like to look back at a day's work with a sense of a job well done.                                                | single         | 60  | 4,15 | ,170   | ,844        |
|       |                                                                                                                     | married        | 72  | 4,08 |        |             |
|       |                                                                                                                     | divorce        | 18  | 4,11 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,11 |        |             |
| 9     | I try to think if ways of doing my job effectively.                                                                 | single         | 60  | 3,97 | 3,051  | <b>,050</b> |
|       |                                                                                                                     | married        | 72  | 4,19 |        |             |
|       |                                                                                                                     | divorce        | 18  | 3,78 |        |             |
|       |                                                                                                                     | Total          | 150 | 4,05 |        |             |

|    |                                                                                                                                                                               |         |     |      |       |             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|------|-------|-------------|
| 10 | <b>Reward</b><br>The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.                            | single  | 60  | 3,57 | 1,883 | ,156        |
|    |                                                                                                                                                                               | married | 72  | 3,54 |       |             |
|    |                                                                                                                                                                               | divorce | 18  | 3,17 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,51 |       |             |
| 11 | Their activity in the organization matches/it's their ethics and moral values.                                                                                                | single  | 60  | 3,72 | 5,860 | <b>,004</b> |
|    |                                                                                                                                                                               | married | 72  | 3,64 |       |             |
|    |                                                                                                                                                                               | divorce | 18  | 3,00 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,59 |       |             |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | single  | 60  | 3,63 | 2,085 | ,128        |
|    |                                                                                                                                                                               | married | 72  | 3,63 |       |             |
|    |                                                                                                                                                                               | divorce | 18  | 3,17 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,57 |       |             |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            | Single  | 60  | 3,80 | 1,523 | ,222        |
|    |                                                                                                                                                                               | Married | 72  | 3,69 |       |             |
|    |                                                                                                                                                                               | Divorce | 18  | 3,39 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,70 |       |             |
| 14 | They have sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.                                               | Single  | 60  | 3,93 | 5,077 | <b>,007</b> |
|    |                                                                                                                                                                               | Married | 72  | 3,60 |       |             |
|    |                                                                                                                                                                               | Divorce | 18  | 3,28 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,69 |       |             |
| 15 | <b>Training</b><br>My company/organization provides me the opportunity to improve my skills.                                                                                  | Single  | 60  | 3,42 | ,584  | ,559        |
|    |                                                                                                                                                                               | Married | 72  | 3,31 |       |             |
|    |                                                                                                                                                                               | Divorce | 18  | 3,17 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,33 |       |             |
| 16 | There is lot of chance to learn new things in this company.                                                                                                                   | Single  | 60  | 3,48 | 3,147 | <b>,046</b> |
|    |                                                                                                                                                                               | Married | 72  | 3,39 |       |             |
|    |                                                                                                                                                                               | Divorce | 18  | 2,89 |       |             |
|    |                                                                                                                                                                               | Total   | 150 | 3,37 |       |             |
| 17 | My company frequently arranges                                                                                                                                                | Single  | 60  | 3,38 | 1,001 | ,370        |
|    |                                                                                                                                                                               | Married | 72  | 3,38 |       |             |

|    |                                                                                        |         |     |      |       |      |
|----|----------------------------------------------------------------------------------------|---------|-----|------|-------|------|
|    | training programs for the employees.                                                   | Divorce | 18  | 3,00 |       |      |
|    |                                                                                        | Total   | 150 | 3,33 |       |      |
| 18 | Doing job in this company will benefit to me.                                          | Single  | 60  | 3,68 | 2,089 | ,127 |
|    |                                                                                        | Married | 72  | 3,76 |       |      |
|    |                                                                                        | Divorce | 18  | 3,33 |       |      |
|    |                                                                                        | Total   | 150 | 3,68 |       |      |
| 19 | <b>Promotion</b><br>I believe that promotion should be based on effective performance. | Single  | 60  | 4,13 | ,015  | ,985 |
|    |                                                                                        | Married | 72  | 4,13 |       |      |
|    |                                                                                        | Divorce | 18  | 4,17 |       |      |
|    |                                                                                        | Total   | 150 | 4,13 |       |      |
| 20 | There should be rewards and punishments system in the job.                             | Single  | 60  | 4,20 | ,029  | ,971 |
|    |                                                                                        | Married | 72  | 4,22 |       |      |
|    |                                                                                        | Divorce | 18  | 4,17 |       |      |
|    |                                                                                        | Total   | 150 | 4,21 |       |      |
| 21 | To be promoted, system should be based on fairness.                                    | Single  | 60  | 4,32 | ,858  | ,426 |
|    |                                                                                        | Married | 72  | 4,28 |       |      |
|    |                                                                                        | Divorce | 18  | 4,06 |       |      |
|    |                                                                                        | Total   | 150 | 4,27 |       |      |
| 22 | If anyone is promoted without deserve, I will resign from the job.                     | Single  | 60  | 3,23 | ,864  | ,424 |
|    |                                                                                        | Married | 72  | 3,00 |       |      |
|    |                                                                                        | Divorce | 18  | 3,00 |       |      |
|    |                                                                                        | Total   | 150 | 3,09 |       |      |

Variables are significant at  $p < 0.05$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 18 indicates that the marital status groups are identified as single, married, and divorced.

According to the analysis, there are 6 significant differences between the variable questions asked to the participants and the marital status of the participants. These significant differences are as follows:

For the question, Based on Employee Performance “I am satisfied with my performance because it’s mostly good.” and between marital status, a significant difference is found ( $F = 13,394$ ,  $P = .000$ , %10). For the married group, the mean value has the highest significance.

For the question, Based on Employee Performance “My performance is better than that of other jobs with similar qualifications in other jobs Area” and between marital status, a significant difference is found ( $F = 6,537$ ,  $P = .002$ , %10). For the married group, the mean value has the highest significance.

For the question, Based on Employee Motivation “I try to think if ways of doing my job effectively.” and between marital status a significant difference is found ( $F = 3,051$ ,  $P = .050$ , %10). For the married group, the mean value has the highest significance.

For the question, Based on Reward “Their activity in the organization matches/it’s their ethics and moral values.” and between marital status a significant difference is found ( $F = 5,860$ ,  $P = .004$ , %5). For the single group, the mean value has the highest significance.

For the question, Based on Reward “They have sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.” and between marital status a significant difference is found ( $F = 5,077$ ,  $P = .007$ , %10). For the single group, the mean value has the highest significance.

For the question, Based on Training “There is lot of chance to learn new things in this company.” and between marital status a significant difference is found ( $F = 3,147$ ,  $P = .046$ , %5). For the single group, the mean value has the highest significance.

Table19: One way ANOVA table for Nationality

| <b>Anova</b> |                                                                                                                     |             |     |      |       |             |
|--------------|---------------------------------------------------------------------------------------------------------------------|-------------|-----|------|-------|-------------|
| No           | Question                                                                                                            | Nationality | N   | Mean | F     | Sig.        |
| 1            | <b>Employee performance</b><br><br>My performance is better than that of my colleagues with similar qualifications. | Cypriot     | 59  | 3.92 | .229  | .796        |
|              |                                                                                                                     | Turkish     | 60  | 4.00 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.00 |       |             |
|              |                                                                                                                     | Total       | 150 | 3.97 |       |             |
| 2            | I am satisfied with my performance because it's mostly good.                                                        | Cypriot     | 59  | 4.05 | .446  | .641        |
|              |                                                                                                                     | Turkish     | 60  | 4.12 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.19 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.11 |       |             |
| 3            | My performance is better than that of other jobs with similar qualifications in other jobs Area.                    | Cypriot     | 59  | 4.14 | 1.412 | .247        |
|              |                                                                                                                     | Turkish     | 60  | 4.03 |       |             |
|              |                                                                                                                     | Others      | 31  | 3.87 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.04 |       |             |
| 4            | <b>Employee motivation</b><br><br>I feel a sense of personal satisfaction when I do this job well.                  | Cypriot     | 59  | 4.17 | .315  | .730        |
|              |                                                                                                                     | Turkish     | 60  | 4.20 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.29 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.21 |       |             |
| 5            | My opinion of myself goes down when I do the job badly.                                                             | Cypriot     | 59  | 4.05 | .214  | .808        |
|              |                                                                                                                     | Turkish     | 60  | 4.08 |       |             |
|              |                                                                                                                     | Others      | 31  | 3.97 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.05 |       |             |
| 6            | I take pride in doing my job as well as I can.                                                                      | Cypriot     | 59  | 4.07 | 4.429 | <b>.014</b> |
|              |                                                                                                                     | Turkish     | 60  | 4.13 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.45 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.17 |       |             |
| 7            | I feel unhappy when my work is not up to my usual standard.                                                         | Cypriot     | 59  | 4.00 | 1.422 | .245        |
|              |                                                                                                                     | Turkish     | 60  | 4.05 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.26 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.07 |       |             |
| 8            | I like to look back at a day's work with a sense of a job well done.                                                | Cypriot     | 59  | 4.08 | .978  | .378        |
|              |                                                                                                                     | Turkish     | 60  | 4.07 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.26 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.11 |       |             |
| 9            | I try to think if ways of doing my job effectively.                                                                 | Cypriot     | 59  | 4.05 | .004  | .996        |
|              |                                                                                                                     | Turkish     | 60  | 4.05 |       |             |
|              |                                                                                                                     | Others      | 31  | 4.06 |       |             |
|              |                                                                                                                     | Total       | 150 | 4.05 |       |             |
| 10           | <b>Reward</b>                                                                                                       | Cypriot     | 59  | 3.49 | 2.517 | .084        |

|        |                                                                                                                                                                               |         |      |      |       |             |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------|------|-------|-------------|
|        | The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature foster their self-esteem.                                             | Turkish | 60   | 3.65 |       |             |
| Others |                                                                                                                                                                               | 31      | 3.26 |      |       |             |
| Total  |                                                                                                                                                                               | 150     | 3.51 |      |       |             |
| 11     | Their activity in the organization matches/it's their ethics and moral values.                                                                                                | Cypriot | 59   | 3.59 | .416  | .660        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.65 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.48 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.59 |       |             |
| 12     | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. | Cypriot | 59   | 3.59 | 2.139 | .121        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.70 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.29 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.57 |       |             |
| 13     | The organization is fair regarding internal management procedures.                                                                                                            | Cypriot | 59   | 3.63 | 1.979 | .142        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.87 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.52 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.70 |       |             |
| 14     | They have sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.                                               | Cypriot | 59   | 3.63 | .389  | .678        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.77 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.68 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.69 |       |             |
| 15     | <b>Training</b><br><br>My company/organization provides me the opportunity to improve my skills.                                                                              | Cypriot | 59   | 3.49 | 4.111 | <b>.018</b> |
|        |                                                                                                                                                                               | Turkish | 60   | 3.38 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 2.94 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.33 |       |             |
| 16     | There are opportunities to learn new things in this company.                                                                                                                  | Cypriot | 59   | 3.46 | 1.430 | .243        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.40 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.13 |       |             |
|        |                                                                                                                                                                               | Total   | 150  | 3.37 |       |             |
| 17     | My company frequently arranges training programs                                                                                                                              | Cypriot | 59   | 3.32 | 1.999 | .139        |
|        |                                                                                                                                                                               | Turkish | 60   | 3.50 |       |             |
|        |                                                                                                                                                                               | Others  | 31   | 3.03 |       |             |

|    |                                                                                  |         |     |      |       |             |
|----|----------------------------------------------------------------------------------|---------|-----|------|-------|-------------|
|    | for the employees.                                                               | Total   | 150 | 3.33 |       |             |
| 18 | Doing job in this company will benefit me.                                       | Cypriot | 59  | 3.78 | 2.693 | .071        |
|    |                                                                                  | Turkish | 60  | 3.73 |       |             |
|    |                                                                                  | Others  | 31  | 3.39 |       |             |
|    |                                                                                  | Total   | 150 | 3.68 |       |             |
| 19 | <b>Promotion</b><br><br>I believe that promotion based on effective performance. | Cypriot | 59  | 3.85 | 5.484 | <b>.005</b> |
|    |                                                                                  | Turkish | 60  | 4.27 |       |             |
|    |                                                                                  | Others  | 31  | 4.42 |       |             |
|    |                                                                                  | Total   | 150 | 4.13 |       |             |
| 20 | It should be rewards and punishment system in the job.                           | Cypriot | 59  | 4.03 | 1.783 | .172        |
|    |                                                                                  | Turkish | 60  | 4.32 |       |             |
|    |                                                                                  | Others  | 31  | 4.32 |       |             |
|    |                                                                                  | Total   | 150 | 4.21 |       |             |
| 21 | To be promoted, system should be based on fairness.                              | Cypriot | 59  | 4.20 | .871  | .421        |
|    |                                                                                  | Turkish | 60  | 4.25 |       |             |
|    |                                                                                  | Others  | 31  | 4.42 |       |             |
|    |                                                                                  | Total   | 150 | 4.27 |       |             |
| 22 | If anyone promoted without deserve, I will resign from the job.                  | Cypriot | 59  | 3.02 | .501  | .607        |
|    |                                                                                  | Turkish | 60  | 3.20 |       |             |
|    |                                                                                  | Others  | 31  | 3.03 |       |             |
|    |                                                                                  | Total   | 150 | 3.09 |       |             |

Variables are significant at  $p < 0.05$  level

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005).

Table 19 indicates that nationality groups are Cypriot, Turkish, and others. According to the analysis, there are 3 significant differences between the variable questions asked to the participants and the nationality of the participants. These significant differences are as follows:

For the question, Based on Employee Motivation “I take pride in doing my job as well as I can.” and between nationality, a significant difference is found ( $F = 4.429$ ,  $P = .014$ , %5). For the Others group, the mean value has the highest significance.

For the question, Based on Training “My company/organization provides me the opportunity to improve my skills.” and between nationality, a significant difference



is found ( $F = 4.111$ ,  $P = .018$ , %5). For the Cypriot group, the mean value has the highest significance.

For the question, Based on Promotion “I believe that promotion based on effective performance.” and between nationality, a significant difference is found ( $F = 5.484$ ,  $P = .005$ , %5). For the Others group, the mean value has the highest significance.

#### **4.7 Research Questions Development**

Based on the results of this studies, the following hypotheses were developed;

RQ1; There is statistically significant relationships in employee motivation and employee performance.

RQ2; There is statistically significant relationships in the reward system and employee performance.

RQ3; There is statistically significant but negative relationships in training and employee performance.

RQ4; There is no statistically relationships between in promotion and employee motivation.

## Chapter 5

# CONCLUSION, RECOMMENDATIONS, MANAGERIAL IMPLICATIONS AND LIMITATIONS

### 5.1 Conclusion

In this research, the opinions and thoughts of managers, instructors, assistants, and other staff at Eastern Mediterranean University in Northern Cyprus were examined to determine the significance of motivation and other work-related factors on employee performance. The analysis was carried out by the IBM SPSS 22 program. Correlation analysis, regression analysis, one-way ANOVA, and independent t-test were used for the estimation.

The fact that the survey study has a confidence value of 74% proves that the findings obtained in the research have a high level of confidence in determining the motivational factors that may contribute to improving the performance of the employees.

According to the demographic findings of the research 87 out of 150 participants who participated in the survey were male, and 63 were female. 32 of the participants were between 20-30 years old, 49 were between 31-40 years old, 37 were between 41-50 years old, and 32 were over 50 years old. In terms of professions, 21 participants were full professors, 7 were associate professors. 20 were assistant professors, 31 were Ph.D. holders, 19 were Master graduates, 8 were administrators, and 44 were other personnel in the university. On the other hand, in terms of monthly income levels in Turkish lira, 5 participants earned 1000TL and below, 30

participants earned in the 1000-2500 TL range, 43 participants earned around 2501-4000 TL, and 72 participants had incomes above 4000 TL a month.

The hypotheses constructed for this study are as follows:

H1: There is a statistically significant difference between male and female participants based on employee performance:

- There is a significant difference between gender and for the question based on reward “Their activity in the organization matches/it’s their ethics and moral values.”
- There is a significant difference between gender and for the question based on reward “The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there are friendship and interpersonal trust among employees.”
- There is a significant difference between gender and for the question based on reward “They have a sense of belonging, regarding the organization themselves a part of the organization are faithful to the organization.”
- The responses of male and female are significantly different. T-test showed that there was a statistical difference between the average of the female and the average of the male. The H1 hypothesis was accepted as a result of the above findings.

H2: There is a statistically significant difference in the Participant' age groups based on employee performance:

- There is a significant difference between age and for the question, Based on Employee Performance “I am satisfied with my performance because it’s mostly good.”“For the over 50 age group, the mean value has the highest significance.

- There is a significant difference between age and for the question, Based on Employee Performance “My performance is better than that of other jobs with similar qualifications in other jobs Are. “For the over 50 age group, the mean value has the highest significance.
- There is a significant difference between age and for this question, Based on the Reward “Their activity in the organization matches/it’s their ethics and moral values.“ For the 20-30 age group, the mean value has the highest significance.
- There is a significant difference between age and for the question, Based on Reward “The organization is fair regarding internal management procedures.“ For the 20-30 age group, the mean value has the highest significance.
- There is a significant difference between age and for the question, Based on Reward “They have a sense of belonging regarding the organization themselves a part of the organization are faithful to the organization.” For the over 20-30 age group, the mean value has the highest significance.
- There is a significant difference between age and For the question, Based on Training “If anyone promoted without deserving, I will resign from the job.” For the 31-40 age group, the mean value has the highest significance.

The responses of participants with different age groups surveyed differ significantly. ANOVA showed that there is a statistical difference between the average age of the participants with different age groups. H2 hypothesis is accepted as a result of the above findings.

H3: There is a statistically significant difference in the Participant's employment status based on employee performance:

- There is a significant difference between employment status and “My performance is better than that of my colleagues with similar qualifications.”
- There is a significant difference between employment status and “I feel a sense of personal satisfaction when I do this job well.”
- There is a significant difference between employment status and “The organization allows them to grow as a person, improve their self-confidence, overcome their weaknesses and to mature, and to foster their self-esteem.”
- There is a significant difference between employment status and “The organization is fair regarding internal management procedures.”
- There is a significant difference between employment status and “Working in this company will benefit me.”
- There is a significant difference between employment status and “I believe that promotions are based on effective performance.”
- There is a significant difference between employment status and “To be promoted, the system should be based on fairness.”

The responses of participants with different employment status differ significantly. ANOVA shows that there is a statistical difference between the average employment status of the participants belonging to different employment status groups. H3 hypothesis is accepted as a result of the research.

H4: There is a statistically significant difference in the Participant's monthly income level based on employee performance:

- There is a significant difference between monthly income and “I am satisfied with my performance because it’s mostly good.”
- There is a significant difference between monthly income and “I feel a sense of personal satisfaction when I do this job well.”

- There is a significant difference between monthly income and “Their activity in the organization matches it’s / their ethics and moral values.”
- There is a significant difference between monthly income and “The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there are friendships and interpersonal trust among employees.”
- There is a significant difference between monthly income and “The organization is fair regarding internal management procedures.”
- There is a significant difference between monthly income and “They have a sense of belonging regarding themselves as part of the organization and are faithful to the organization.”
- There is a significant difference between monthly income and “Doing the job in this company will benefit me.”
- There is a significant difference between monthly income and “If anyone promoted without deserving, I will resign from the job.”

Significant differences are observed among the responses of participants with different monthly incomes. As the result of ANOVA analysis, it is seen that there is a statistical difference between the average monthly income of the participants with different monthly income. H4 hypothesis is accepted as a result of the research.

According to the results obtained in the correlation analysis:

- There is a significant and positive route relationship between employee motivation and employee performance, (r-value is, 445 and p-value is 0.01 (P-value <.01).
- Moreover, there is a relationship between reward and employee performance (r-value is, 245 and p-value is 0.01 (P-value <.01).

- However, it is apparent that there is no relationship between training and employee performance, (r-value is -, 070 and p-value is, 393 (P-value <.05).
- Also, it is apparent that there is no relationship between promotion and employee performance, (r-value is ,012 and p-value is ,887 (P-value <.05).

Based on the regression analysis results:

- It is concluded that employee motivation has a positive and significant effect on employee performance at .443 level. ( $\beta = 0.443$ , P-value <0.01).

Therefore, research question 1 has been supported. The question is below;

R.Q 1: Is there a relationship between employee motivation and employee performance?

- The reward has a positive and significant effect on employee performance at .345 level. ( $\beta = 0.345$ , P-value <0.01). Therefore, research question 2 has been supported. The question is below;

R.Q 2: Is there a relationship between the reward system and employee performance?

- However, training significantly but negatively affects employee performance at -,194 level. ( $\beta = -0.194$ , P-value 0.014). Therefore, research question 3 has been supported. The question is below;

R.Q 3: Is there a relationship between Training and employee performance?

- Also, promotion insignificantly and negatively affects employee performance at -,018 level. ( $\beta = -0,018$ , P-value 0.799 more than 0.01). Therefore, research question 4 hasn't been supported. The question is below;

R.Q 4: Is there a relationship between promotion and employee performance?

## **5.2 Recommendations**

Similar studies on motivation were carried out in the higher education sector in Turkey and for the banking sector in Pakistan. Motivation factors are considered as one of the critical factors that help employees to reach the mission and vision determined by the organization. The effect of motivation factors on performance is among the most important issues in contemporary organizations which continually look for ways for effective deployment of their human resources (Nadeem, et al., 2014).

This study was carried out at the Eastern Mediterranean University which is the largest and first state university of Northern Cyprus. This study found that motivation factors were highly significant in the higher education sector and helped improving employee performance. Our advice to future studies is to examine the impact of the study on private universities by broadening the research boundaries.

Second, the data obtained due to the negativities experienced with the emergence of the coronavirus was limited to 150 participants working in the Eastern Mediterranean University in the Famagusta region of Northern Cyprus. For this reason, the data obtained in line with the responses of 150 participants could be further expanded and improved. Research analysis can be further expanded by finding participants from other state and private universities in Cyprus in order to determine the factors for increasing employee performance. The results thus obtained may be important for the future planning and development of the higher education sector of Cyprus.

Third, the study should not be limited only to the higher education sector. Another main sector, the tourism sector is a very important sector for the development of Cyprus and of the Cyprus economy. As is the case in higher



education, tourism is also a service industry and it is critical to have motivated employees and carry to peak performance to employees in such service industries.

### **5.3 Managerial Implications**

The study has focused on four determinants that increase employee performance. These are employee motivation, reward, training, and promotion. The study results show that; Employee motivation affects employee performance. Employee motivation has a statistically significant and positive impact on employee performance. As an implication, the motivation factor must be emphasized more in the Eastern Mediterranean University and the managers have to organize motivation increasing events in order to increase employee performance.

Study results also pointed out that another determinant, reward system, do increase employee performance and has a significant relationship with employee performance. The managers have to develop effective reward systems for each type of employee to boost their performance in the Eastern Mediterranean University.

It has also been observed that training opportunities that were given to employees at Eastern Mediterranean University affect the performance negatively and significantly. Possible underlying reasons for such a phenomenon may be that the particular training programs that have been provided to the employees in the education sector by EMU may have been insufficient or inappropriate and possibly may have created false expectations. In any case, it is clear that they haven't help to increase performance. Perhaps the employees perceived rightly or wrongly that training programs didn't help to develop any new useful skills or that they just wasted employee time. The development of state of the art training programs that cater to the specific needs of various types of EMU employees are of paramount importance.

When the relationship between the promotion system and employee performance is examined, no statistically significant relationship has been observed for most of the employees don't believe in the reliability and applicability of the promotion system that has been in place over the years at the EMU. EMU employees think that there are problems with the implementation of promotion policies in the university management system. This system must be revised again and the promotion system must be made more transparent, effective, and stable over time in order to provide effective benefits to the employees overall.

#### **5.4 Limitations of the Study**

This study was limited to 150 participants due to the coronavirus experienced in March 2020. By increasing the number of participants, more accurate results can be obtained and further contributions can be provided for the higher education sector. Correlation, regression, ANOVA, and T-test were used in the study. In order to further develop this research, the results can be improved by using factor analysis and exploratory factor analysis.

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## **APPENDIX**

## Questionnaire Form

The Determinants of Employee Performance in Education Sector: In The Case of Northern Cyprus

### Dear participant

Last two-decade, motivation on employee performance in education sector in the North Cyprus territory has been a main concern. You are asked to take part in the study of the determinants of employee performance in education sector in Cyprus.

Please answer all questions as incomplete questionnaires are not usable. All of information given will be confidential and will be used only for academic purpose.

**Büşra Özen**

### Demographic:

1. Age: below 20( ) 21-30 ( ) 31-40 ( ) 41-50 ( ) over 50( )
2. Gender: male ( ) female
3. Education: High school degree ( ) Bachelor ( ) Master/Ph.D.( )
4. Employment: Professor ( ) Assoc. Prof.( ) Asst. Prof.( ) PhD ( )  
Master ( ) Manager ( ) Other Staffs ( )
5. Monthly income (TL): less than 1000 ( ) 1000-2500( ) 2501-4000( )  
more than 4000( )
6. Marital status: single( ) married ( ) divorce ( )
7. Nationality: Cypriot ( ) Turkish ( ) others (...)

| Num | <b>Employee performance</b>                                                                             | Strongly disagree | disagree | neutral | Agree | Strongly agree |
|-----|---------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 1   | My performance is better than that of my colleagues with similar qualifications.                        |                   |          |         |       |                |
| 2   | I am satisfied with my performance because it's mostly good.                                            |                   |          |         |       |                |
| 3   | My performance is better than that of other jobs with similar qualifications in other jobs Area.        |                   |          |         |       |                |
|     | <b>Employee motivation</b>                                                                              |                   |          |         |       |                |
| 4   | I feel a sense of personal satisfaction when I do this job well.                                        |                   |          |         |       |                |
| 5   | My opinion of myself goes down when I do the job badly.                                                 |                   |          |         |       |                |
| 6   | I take pride in doing my job as well as I can.                                                          |                   |          |         |       |                |
| 7   | I feel unhappy when my work is not up to my usual standard.                                             |                   |          |         |       |                |
| 8   | I like to look back at a day's work with a sense of a job well done.                                    |                   |          |         |       |                |
| 9   | I try to think if ways of doing my job effectively.                                                     |                   |          |         |       |                |
|     | <b>Reward</b>                                                                                           |                   |          |         |       |                |
| 10  | The organization allows them to grow as a person, improve self-confidence overcome the weakness, mature |                   |          |         |       |                |

|    |                                                                                                                                                                               |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | foster their self-esteem.                                                                                                                                                     |  |  |  |  |  |
| 11 | Their activity in the organization matches/it's their ethics and moral values.                                                                                                |  |  |  |  |  |
| 12 | The organization environment, in which their activity is embedded is cooperative, and foster mutual respect, and there is friendship and interpersonal trust among employees. |  |  |  |  |  |
| 13 | The organization is fair regarding internal management procedures.                                                                                                            |  |  |  |  |  |
| 14 | They have sense of belonging regarding the organization themselves a part of the organization are faithful to the organization                                                |  |  |  |  |  |
|    | <b>Training</b>                                                                                                                                                               |  |  |  |  |  |
| 15 | My company/institution provides me the opportunity to improve my skills.                                                                                                      |  |  |  |  |  |
| 16 | There is lot of chance to learn new things in this company.                                                                                                                   |  |  |  |  |  |
| 17 | My company frequently arranges training programs for the employees.                                                                                                           |  |  |  |  |  |
| 18 | Doing job in this company will benefit to me.                                                                                                                                 |  |  |  |  |  |
|    | <b>Promotion</b>                                                                                                                                                              |  |  |  |  |  |
| 19 | I believe that promotion based on                                                                                                                                             |  |  |  |  |  |

|    |                                                                |  |  |  |  |  |
|----|----------------------------------------------------------------|--|--|--|--|--|
|    | effective performance                                          |  |  |  |  |  |
| 20 | It should be rewards and punishment system in the job          |  |  |  |  |  |
| 21 | To be promoted, system should be based on fairness             |  |  |  |  |  |
| 22 | If anyone promoted without deserve, I will resign from the job |  |  |  |  |  |

Source: The McKinsey Quarterly, (2006); Bishop (1987); Frey (1997); Chiaburu and Tekleab, (2005). These sources were used to modify my questionnaire.