

Determinants of job performance of administrative staff of selected district education offices in the Northern Region of Ghana

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Abstract

Effective job performance of administrative staff of educational institutions is critical for effective education delivery. It is therefore crucial to unpack the antecedents of job performance among administrative staff of these organisations. This study examined determinants of job performance of administrative staff of selected district education offices in the Northern region of Ghana and their perceived job performance level using descriptive survey research design. Findings revealed a significant positive relationship between extrinsic motivation (EM) and (overall) job performance ($r = .33, P < .001$), and intrinsic motivation (IM) and (overall) job performance ($r = .44, p < .001$), with IM significantly predicting Job performance ($\beta = .359, P < .001$) while EM failed to do so. Training significantly positively related with job performance ($r = .38, p < .001$). There was also a significant relationship between perceived organizational support (POS) and job performance ($r = .30, P < .001$). Motivation and training predicted Job Performance while POS failed to do so. Participants generally reported high task performance (Mean = 5.22, SD = 1.77), contextual performance (Mean = 4.75, SD = 1.77) and low counterproductive work behaviour (mean = 2.36, SD = 1.80) and a high overall job performance (Mean = 4.23, SD = 1.01). It was recommended that the Ghana Education Service implement recognition programmes to acknowledge and reinforce high-task performance. It was also recommended that GES should improve on staff motivation, develop tailored training programmes for staff to enhance their skills, as well as provide consistent support to administrative staff of the district education offices.

Keywords: Determinants, Job Performance, administrative staff, district education office, Ghana

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1. Introduction

Job performance has been defined in various ways. Some scholars (e.g., Ferris, Brown, Pang, & Keeping, 2010), described job performance as a measurable concept that includes the actions, behaviors, and outcomes of employees, all directed towards contributing to and achieving the objectives of an organization. Job Performance is commonly divided into task and contextual performance. Task performance refers to the proficiency in activities crucial to an organization's "technical core," while contextual performance includes activities supporting the organizational, social, and psychological environment in which organizational goals are pursued (Borman & Motowidlo, 1993). Johari and Yahya (2009) highlight the significance of job performance as a key indicator for managing organizational performance. They stress that effective employee job performance is vital for gaining a competitive edge, enhancing responsiveness, and improving overall organizational effectiveness.

The shared values, beliefs and ideology within an organization, can significantly impact the job performance of its personnel including administrative staff. Employee well-being and organizational success hinge significantly on job performance (Vuong, Tung, Tushar, Quan, & Giao, 2021). This holds true for administrative staff, who are integral to the seamless operation of any organization. It is thus imperative for employers to grasp the determinants of job performance among administrative staff as this has the potential to foster conducive work environment and retain talent (Mesfin, Woldie, Adamu, & Bekele, 2020). According to the Society for Human Resource Management (SHRM), job performance assessment may involve both quantitative and qualitative measures, such as output, timeliness, customer satisfaction, and collaboration (Davidescu, Apostu, Paul, & Casuneanu, 2020). The success of any organisation hinges on the performance of its members and employers are continually focused on improving employee job performance.

Effective job performance is crucial for organizational prosperity, impacting productivity, profitability, customer contentment, and employee morale. Consequently, many organizations invest in performance

management systems and tools to evaluate, track, and improve employee performance (do Carmo Lameque et al., 2023). Attaining high performance levels necessitates overcoming various hurdles and challenges, which may stem from individual factors, situational contexts, or a combination of both (Cervone Mercurio, & Lilley, 2020).

The performance of educational administrators in pre-tertiary institutions is a crucial determinant of the general effectiveness and success of the education system. Understanding the predictors of job performance among these administrators is essential for improving educational outcomes. While there is a significant body of research on this topic, it is important to consider the context of both developed and sub-Saharan African countries, as the factors influencing job performance may vary between these regions (Bayona, Caballer, & Peiró, 2020, Inayat, & Jahanzeb Khan, 2021). In the Northern region of Ghana, the district education offices are responsible for monitoring policy implementation, allocating funding, and offering assistance to schools. The administrative staff in these offices are responsible for a wide range of tasks, including record-keeping, communication, financial management, and coordination of activities. Their job performance directly impacts the efficiency and effectiveness of education service delivery in the districts.

Despite the important role of effective job performance of administrative staff in ensuring successful education service delivery, there is paucity of research on the specific factors that predict their job performance in the Northern Region of Ghana. Past research focused more broadly on job performance in other sectors and the few that have been done in educational settings focused on teachers and school leaders, neglecting the administrative staff, a unique group which face unique work environment and challenges. Due to variations in organizational structure, job responsibilities, and environmental factors, findings of studies done in other sectors may not be applicable to the context of district education offices in the Northern region of Ghana (Amissah et al., 2016; Essiam et al., 2015). Moreover, previous studies did not directly examine the relation between motivational factors, access to training and perceived organizational support (POS) in relation to job performance among administrative staff of the district directorates of education. The present study thus sought to examine the aforementioned factors as potential determinants of job performance among the administrative staff in selected district education offices in the Northern region of Ghana.

1.1 Perceived job performance of administrative staff of education offices

There is limited research on the perceived job performance of administrative staff in general and particularly that of educational settings or organisations such as the Ghana Education Service (GES). Most past studies focus on the correlates of job performance in other sectors. This study is thus among the first to examine potential correlates of job performance of administrative staff of the GES district education offices in the Northern region of Ghana.

1.2 Theoretical bases for investigating predictors of job performance

There is theoretical and empirical bases to examine the predictors of job performance of administrative staff of educational institutions. Theoretically, the job characteristics model (Hackman & Oldham, 1976), Goal setting theory (Locke & Latham, 1990), Equity theory (Adams, 1963), and Herzberg's Two-Factor Theory (Nickerson, 2023) among others, provides a theoretical bases to investigate several job related, organisational and other factors predicting job performance of employees in educational settings and other organisations.

According to the Job Characteristics Model (Hackman & Oldham, 1976), some job characteristics affect employee motivation, satisfaction, and performance. These characteristics include skill variety, task identity, task relevance, autonomy, and feedback. Jobs rich in these attributes are more likely to yield favorable outcomes, including heightened motivation and performance (Fried & Ferris, 1987). When applied to administrative staff in educational offices, initiatives to redesign jobs with enriched characteristics (e.g., offering skill development opportunities, autonomy in decision-making, and meaningful feedback) may improve job performance by enhancing employee engagement and job satisfaction. According to the goal-setting theory, establishing specific, challenging goals lead to increased performance levels when accompanied by feedback and a commitment to achieving those goals. In the context of administrative staff in education offices, this theory suggests that clearly defining performance objectives related to job tasks, responsibilities, and outcomes can inspire employees to exert effort and perform at elevated levels. Additionally, providing regular feedback on goal progress and offering support and resources to aid in goal achievement can further bolster job performance among administrative staff.

Equity Theory states that workers assess their level of job satisfaction by contrasting their efforts and skills, as well as their rewards and recognition, with those of other people in comparable roles (Adams, 2015). According to this view, workers are driven to strike a balance between their own perceptions of justice and those around them. Employees will take action to restore equity if they believe there is a disparity. By taking into account the inputs and outputs of each employee, managers can apply this idea to create a more equal workplace that results in higher levels of employee performance. Herzberg's Two-Factor Theory, makes a distinction between two groups of elements that affect job performance and discontent. Aspects of the workplace, such as

working conditions and corporate policy, are included in the hygiene considerations. These elements may not always result in contentment, but their existence can cause unhappiness if they are insufficient. However, other motivators, including achievement, acknowledgment, and responsibility, are tied to the nature of the task itself.

1.3 Empirical research on the factors associated with employee job performance

Empirically, past research have examined the links between Job performance and organizational elements such as job satisfaction, organizational culture and leadership (Judge, Heller, & Mount, 2002; Govender et al., 2020, Abbas et al. , 2024), job training (Aragón, Jiménez, & Valle, 2014; Beydoun & Saleh, 2023) and organizational support (Fadahunsi's (2022)). Other research examined job performance in relation to motivational factors such as opportunities for professional advancement, personal growth, social engagement, and feelings of belongingness (Gaihre, Khanal, & Ghimire, 2022; Moloantoa, 2014; Situma, 2015). All these researches found positive relations between these factors and job performance with some other factors playing mediating and moderation roles. However, as indicated earlier, most of these studies were not conducted among administrative staff in educational settings and in developing countries in deprived areas such as the Northern region of Ghana. Thus, conducting a comprehensive examination of these factors is crucial, hence the current research.

Motivation has been variously defined. Generally, it has been considered as encompassing the factors that heighten an employee's enthusiasm, leading them to wholeheartedly dedicate their efforts and willingness towards achieving an organization's objectives and that it is a multifaceted concept influenced by cultural, historical, ethnic, and individual components, which collectively contribute to its intricate nature (Graham et al. , 2012, Fosu , 2019). People can be motivated by a variety of things, and motivation has been divided into two categories: extrinsic and intrinsic. The internal drive that drives someone to participate in an activity is known as intrinsic motivation, and it usually comes from within. According to Deci et al. (2013), humans exhibit intrinsic motivation when they act without the need for outside incentives, such as hunger, a sense of obligation, altruism, or the need to be appreciated. Deci et al, (2013) goes on to say that when there are no outward benefits beyond the intrinsic joy of the activity, people engage in intrinsically motivated behaviors. On the other hand, extrinsic motivation is referred to as behavior motivated by the desire to receive financial or social benefits or to avoid punishment Here, the behavior itself is not the source of motivation; rather, it is the result or consequence of the behavior. Extrinsically motivated behaviors, according to Deci et al, (2013), are those in which the governing factor is clearly visible. In their research, Ryan and Deci (2020) went on to say that behaviors driven by external influences are usually extrinsically motivated and can lead to lowered self-esteem and elevated anxiety. Specifically, monetary incentives like pay, bonuses, promotions, and other comparable rewards are what drive extrinsically motivated work behavior. People join and work in organizations to achieve particular goals, regardless of whether they are motivated by internal or external factors.

Clearly, the most important factor affecting how well an organization performs is motivation. In companies, managers use employee motivation as a strategy to improve workers' ability to manage their jobs well (Hammed & Shadare, 2009). When employees are motivated, they become responsive to specific goals and objectives, directing their efforts toward achieving them. Without motivated individuals to utilize organizational resources efficiently, these facilities could go wasted. Undoubtedly, employee motivation and performance play a pivotal role in propelling a business forward. Supervisors, managers, and business owners are fully aware that increased productivity and better performance are correlated with positive motivation. Thus, in the current study it is anticipated that extrinsic and intrinsic motivational factors will be positively related with job performance of administrative staff.

Job Training is the deliberate effort of an organization to assist its employees obtain job-related skills, knowledge, abilities, and certain behaviors, with the aim of using them to enhance the fortunes of such an organization (Noe & Hollenbeck, 2019). Training can therefore be said to be the systematic modification of behaviour through the process of learning, in order to acquire specific skills, qualification and enhanced knowledge required to accomplish efficiently a particular task. Khan et al. (2011) noted that the performance of both employers and employees are enhanced through training. Training also assists the labour force to adapt to new technology thus improving their efficiency and performance (Khan et al., 2016). In the light of this, it is anticipated that in the present study, Job training will significantly positively predict job performance.

Perceived organisational support refers to how much employees believe their organisation values their work and is concerned about their welfare (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Eisenberger & Stinglhamber, 2011; Kurtessis et al., 2017). Within the field of organizational psychology, the concept of exchange between employees and organizations has long been a part of the study of employee-organization interaction, which gave rise to the idea of POS. The benefits of organisational support for both employees and the organisation have been touted to be numerous. For example, employees that feel supported by the organisation exhibit higher levels of initiative, accountability, job satisfaction, organisational commitment, and organisational citizenship behaviors, as well as lower levels of stress, exhaustion, absenteeism, and intention to

leave the organisation (Dağlı & Kalkan, 2021). According to the research, organisational support boosts workers' productivity and dedication to the organisation (Meyer et al., 2002). Additionally, related to employees' psychological well-being and positive attitudes towards their jobs are perceptions of organisational support (Rhoades & Eisenberger, 2002; Eisenberger & Stinglhamber, 2011). According to Rhoades and Eisenberger (2002), workers are more likely to work more contentedly and positively when they believe that their employer is rooting for them. Consequently, research has shown a decrease in the prevalence of worry, tension, headaches, and burnout. Effective organizational support sets up the right environment for workers to carry out their tasks and responsibilities as efficiently as possible. Based on the foregoing, it is anticipated that in the present study, perceived organisational support will relate positively with the job performance of administrative staff.

1.4 Purpose of the Study

Effective job performance of administrative staff of educational organisations is critical for effective education delivery. It is therefore crucial to unpack the determinants of job performance among administrative staff of these organisations. Despite this, few studies in the Ghanaian context has examined specific correlates of job performance among administrative staff of the GES in the district education directorates. This study therefore examined specific correlates of job performance of administrative staff of selected district education offices in Northern Ghana. Specifically, the study sought to (1) examine the intrinsic and extrinsic motivational factors influencing job performance of the administrative staff, (2) assess the influence of training on job performance of the administrative staff, (3) assess the influence of POS on the job performance of the administrative staff of the district education offices in the Northern Region of Ghana and (4) assess the perceived job performance of administrative staff of the district education offices in the Northern Region of Ghana,

2 Methods

2.1 Research Design

Research design is a procedure that provide answers to questions such as data collection techniques, sampling strategies, tools to be used and how time and cost constraints are addressed (Saunders, Lewis, & Thornhill, 2003). The descriptive research design was employed for this study as the study sought to answer key questions about factors that influence employee job performance. According to Saunders, Lewis and Thornhill (2023), the primary goal of descriptive survey is to describe events as they occur and collect data to test hypotheses about the current state of the study's subject. Descriptive research has the advantage of eliciting a large number of responses from a diverse group of people and can also be used with greater confidence in relation to specific questions of special interest or value to a researcher

2.2 Participants

To obtain a fair and generalizable representation of the study population, the Northern region of Ghana was zoned into four (North, east, south and west). Two district education directorates (offices) were then randomly selected from each zone making a total of eight (8) district education directorates. Guided by Krejcie and Morgan (1970) sample determination guide, 283 educational administrators were chosen proportionally (from a population of 722) using simple random sampling among the eight (8) district education offices, based on their administrative staff population.

2.3 Instrumentation

Four different instruments (questionnaires) were used for the study in addition to questions on demographic information, such as age, gender, educational qualification, and number of years of work experience (work tenure). The four instruments included questionnaires on motivation, access to training, perceived organisational support, and job performance of administrative staff. Questionnaire on motivation was adapted from various scholars (e.g, Kahungya 2016; Parker-Allotey, 2020). The Individual Work Performance Questionnaire (IWPQ) (Koopmans et al., 2013; Koopmans, 2015) was modified to measure work performance. POS scale was adapted from Eisenberger and Huntington (1986) and that of Access to Job Training was adapted from various relevant literature. Pretesting was conducted to test all the instruments and they were all found suitable after minor revision such as rewording some of the items in the IWPQ to make them more understandable. As in the original, the IWPQ questionnaire was divided into three sections: task performance indicators, contextual performance, and counterproductive work behavior.

The questionnaire pack was divided into four sections. The first section included questions on demographic information, such as age, gender, educational qualification, and number of years of job experience. The second section consist of items on Intrinsic and extrinsic motivation for work where participants respond to the extent to which the said motivational factors motivate them to work. This scale consists of 11 items on a 7-point likert type response category ranging from 1 = strongly disagree to 7 = strongly agree. Sample items include "Fringe

benefits, promotion and security”, and “Praise for a job well done from my supervisor encourage me to perform my job better”. Items were grouped under intrinsic and extrinsic motivation. The third section had items on POS (Eisenberger, Huntington, Hutchison, Sowa, 1986). The scale contains nineteen (19) items consisting of different subscales. However, in the current study focus was on overall Perceived organisational support. The scale has a 7-point likert type response category ranging from 1 = strongly disagree to 7 = strongly agree. An example of the items is “I have the relevant tools and resources needed to do my job effectively”.

The fourth section has items on Access to Job Training received by respondents’ scale. Respondents were expected to indicate the extent to which they agreed with items on access to Job Training in their settings. This scale is a 7-item scale with response category ranging from 1 = strongly disagree to 7 = strongly agree. Sample items include “I have attended training programs organized for senior staff of my organization” The final section has items on job performance of employees which was measured using the adapted version of the Individual Work Performance Questionnaire (IWPQ) (Koopmans et al., 2014; Koopmans et al., 2015). This measure contains 18 items and has 3 subscales, that is task performance (9 items), contextual performance (8 items) and Counterproductive Work Performance (5 items). All the study’s questionnaire was in the English language and approximately 30 minutes was used by a respondent to complete them.

Pretesting of all scales of the study was done in a district which did not form part of the main study districts. The pre-testing was conducted among 40 administrative staff of the education office and it was intended to help fine tune and validate the instruments for use. The reliability of each scale was tested using the Cronbach Alpha reliability coefficient and it ranged from 0.75 to 0.93 indicating acceptable levels of reliability and thus was deemed appropriate in the study’s context. Validity of the research instruments were ensured by having them reviewed by subject experts and practitioners.

2.4 Data Collection

The second author met with representatives from the chosen education offices to outline the goal of the study prior to starting data collection. Respondents were assured of confidentiality and anonymity and that no one would be negatively impacted by the study’s results in relation to their professional responsibilities. This was done in an attempt to get them to answer without hesitation.

After obtaining the consent of the participants, the questionnaire which was in the English Language was administered to them as they could all read and write in the English language. However, the researchers were on standby either in person or on phone to explain portions of the study that seemed unclear to respondents. It took an average time of 30 minutes to complete a questionnaire pack. To avoid interrupting the busy work schedules of participants, the questionnaires were left with respondents for a maximum of up to seven days with daily follow-ups to retrieve completed questionnaires. Data collection was done district by district and lasted for a maximum of two months.

2.5 Data Analysis

Data was analysed using Descriptive statistics such as means, standard deviation, and frequencies, and inferential analysis (correlation and multiple linear regression) with the aid of the statistical Package for Social Sciences (SPSS) software.

2.6 Ethical Considerations

The University for Development Studies' ethical norms and research policies were adhered to by the study. To protect the privacy, confidentiality, and interest of the respondents, several ethical standards were taken into account in accordance with these recommendations. Prior to gathering any data, ethical approval was obtained from the Kwame Nkrumah University of Science and Technology Institutional Review Board. Approval was also received from the relevant district and regional education directorates. Respondents were given the assurance that their information would only be used for academic purposes. They were not obliged to reveal their names or any other identifiable information in order to maintain their privacy and secrecy. They were made aware of their freedom to opt out of the activity at any moment. Respondents were also given the option to ask questions about the procedures and the surveys were administered at a time that worked for them.

3. Results

This study sought to examine the intrinsic and extrinsic motivational factors influencing job performance of the administrative staff in the district education offices in the Northern Region of Ghana., assess the influence of job training on job performance of the administrative staff, assess the influence of POS on the job performance of the administrative staff and assess the perceived job performance of the administrative staff of the district education offices in the Northern Region of Ghana.

To evaluate these objectives, the results of the study are presented systematically based on the objectives of the

study as follows.

Objective 1. Examining the motivational (intrinsic and extrinsic) factors influencing job performance of the administrative staff

In order to determine the influence of motivational factors (intrinsic and extrinsic motivators) on job performance, Pearson correlation and linear regression analysis was done. As shown on Table 1 the correlation results between extrinsic motivation and overall job performance ($r = .33, P < .001$) and between intrinsic motivation and overall job performance ($r = .44, P < .001$) are significant. The results show that while job performance is favorably correlated with both categories of motivation, job performance was shown to be more significantly correlated with intrinsic motivation. Furthermore, to determine the predictive power of the motivational factors, multiple regression analysis was conducted where overall job performance was regressed on intrinsic and extrinsic motivational factors. As shown in Table 3, the results revealed that intrinsic motivation substantially predicted overall job performance ($\beta = .36, P < .001$). However, extrinsic motivation did not predict job performance ($\beta = .022, P > .05$). Additionally, overall motivation substantially predicted overall job performance ($\beta = .244, P < .001$).

Table 1. Inter-correlations of some variables of the study (n= 283)

Variable	1	2	3	4	5	6
1. OJP						
2. EM	.327**					
3. IM	.437**	.577**				
4. OM	.419**	.921**	.849**			
5. JT	.375**	.351**	.266**	.354**		
6. POS	.303**	.427**	.153*	.349**	.526**	

Note: * $P < .05$, ** $P < .01$,

OJP- Overall Job performance, EM- Extrinsic motivation, IM- Intrinsic motivation, OM- Overall Motivation, JT-Job Training, POS-Perceived organisational support

Table 2. Results of Regressing job performance on Extrinsic and intrinsic motivation of GES district office administrative staff

Predictors	B	df	R ²	F
All Variables		3	.239	27.88 ***
M-JP	.224 ***			
EM-JP	-.022			
IM-JP	.359 ***			

Note: * $P < .05$; ** $P < .01$; *** $P < .001$

Predictors: M-Overall motivation, EM-Extrinsic motivation, IM-Intrinsic Motivation

Dependent Variable: JP-Job performance

Objective 2: Assessing the influence of Job training on job performance of administrative staff of the education offices of Northern region of Ghana.

Presented on Table 1 is Pearson correlation results of the relationship between Job Training and Job Performance and its subscales. The findings and subsequent regression analysis show that training was substantially positively correlated with all three components of Job performance as well as overall job performance ($r = .38, P < .001$) and other variables of the study.

Objective 3. Assessing the influence of perceived organisational support on the job performance of the administrative staff

As displayed on Table 1, the Pearson correlation result revealed substantial link between POS and the job performance of the administrative staff ($r = .30, p < .001$). To examine the predictive power of Perceived organisational support (POS) in the presence of motivation and Job training, multiple regression analysis, was conducted as indicated in Table 3. Surprisingly, in the presence of these variables, POS failed to predict overall

job performance. Only motivation ($\beta=.224$, $P<.001$) and Job Training ($\beta=.075$, $P<.001$) significantly positively predicted overall job performance, with motivation significantly predicting job performance better than training.

Table 3. Results for regressing job performance on Motivation, POS and Job Training of the administrative staff

Predictors	β	df	R ²	F
All Variables		3	.239	27.88 ***
M-JP	.224 ***			
OS-JP	.314			
JT-JP	.075 ***			

Note: * $P < .05$; ** $P < .01$; *** $P < .001$

Predictors: M-Overall motivation, OS-Overall Organizational Support, JT-Job Training

Dependent Variable: JP-Job performance

Objective 4. Assessing the perceived job performance of the administrative staff

In assessing the perceived job performance of the administrative staff of the selected district education offices, participants were asked to rate their job performance on a seven-point Likert scale ranging from 1= lowest or strongly disagree, to 7= highest or strongly agree, how applicable each job performance indicator was to them, that is how much they agreed or disagreed with each indicator. The subscales included task performance (5 items), contextual performance (8 items), and counterproductive work behavior (5 items). A mean rating (score) less than 4 is classified as a disagree behavior or low rating of an indicator while a mean rating (score) greater than or equal to four is interpreted as a positive indicator or agree behavior or high rating for job performance. As shown in Table 4, the overall mean response for the five variables that constituted Task performance was 5.22 (SD =1.77). indicating a high rating for task performance. Again, for contextual performance, the mean rating for the 8 variables was 4.75 (SD = 1.77), an indication of a positive or high rating of contextual performance indicators. For counter productive work behavior, the overall mean rating was 2.36 (SD =1.80), an indication that majority of the counter-productive indicators were not applicable to participants. In general, the mean response for total or overall job performance (putting together all three categories) was 4.23, (SD =1.01). This represents a generally positive or high response for job performance. Thus, this result revealed that administrative staff in the various district education offices generally perceive their job performance to be high.

Table 4. Descriptive statistics for Job Performance

Variables	Mean	Std. Deviation
Task Performance	5.22	1.77
Contextual Performance	4.75	1.77
Counter-productive work behaviour	2.36	1.80
Overall performance	4.23	1.01

Note: A mean <4 is a low rating of performance and a mean ≥ 4 is a positive or high rating for performance.

4. Discussion and implications

This study examined perceived job performance and its determinants among administrative staff of selected district education offices in the Northern region of Ghana. The findings were generally consistent with that of previous studies. The findings indicate that participants generally reported high levels of job performance. There was also a strong correlation between overall job performance and both intrinsic and extrinsic motivation with intrinsic motivation correlating better with and predicting job performance than extrinsic motivation. In addition, there was a strong positive link between training and job performance. Lastly, POS and job performance were shown to be significantly positively correlated. These findings among the previously neglected administrative staff of educational settings in the study area have implications for theory, practice and research.

The findings of a significant relationship between motivational factors (Intrinsic and Extrinsic motivation) and overall job performance is generally consistent with previous studies (e.g., Gaihre, Khanal, & Ghimire, 2022), suggesting that intrinsic and extrinsic motivational factors constitute the most significant contributor in the performance of an organization. This corroborate the findings of Hammed and Shadare (2009) which indicated that managers use employee motivation as a strategy to improve workers' ability to manage their jobs

well. The fact that the regression results confirmed that intrinsic motivation significantly predicted job performance, whereas extrinsic motivation did not, seem to suggest the superiority of intrinsic motivation over that of external motivators in perceived job performance. These findings underscore the importance of fostering intrinsic motivation among administrative staff to enhance their job performance, highlighting it as a more influential factor compared to extrinsic motivators.

The study's findings of positive link between job training and job performance is consistent with theory and previous studies (e.g., Aragón, Jiménez, & Valle, 2014; Beydoun & Saleh, 2023) and was not surprising. This finding is consistent with the job characteristic model (Hackman and Oldham 1976) in the sense that offering staff opportunity to be trained on the job constitute initiatives to redesign their jobs with enriched characteristics by offering skill development opportunities which could also translate into autonomy in decision-making which together yield favorable outcomes, including heightened performance (Fried & Ferris, 1987). The study's result also corroborates the findings of Khan et al. (2011) who noted that the performance of both employers and employees are enhanced through training and that training assists the employees to adapt to new technology and this in tend improve their efficiency and performance on the job (Khan et al., 2016). The finding implies that administrative staff who had access to training reported better or higher job performance than their counterparts who did not. Regression analysis provided more evidence that training was a strong predictor of work performance, and this highlights the importance of training in developing employees' abilities and skills. These results imply that funding training initiatives can be a useful tactic for enhancing administrative staff work performance in educational environments.

The significant positive link between POS and job performance, corroborated by multiple regression results, revealing that work performance was highly influenced by POS, is indicative of the fact that administrative staff who felt supported by their organization typically reported performing better. This current finding is supported by a number of past research (e.g., Dağlı & Kalkan, 2021; Eisenberger & Stinglhamber, 2011). Dağlı and Kalkan(2021) noted that employees who feel supported by their organisation exhibit higher levels of initiative, accountability, job satisfaction, organisational commitment, and organisational citizenship behaviors, as well as lower levels of stress, exhaustion, absenteeism, and intention to leave the organization. The result of this study thus gives credence to the past studies and emphasize the significance of organizational policies and practices that promote employee well-being and satisfaction by indicating that fostering a supportive organizational environment can have a favorable impact on the job performance of administrative staff.

The finding that overall job performance and its subscales of task performance and contextual performance received a high rating suggest that the administrative staff generally self-reported that they effectively carried out their assigned tasks. The fact that Contextual performance received a favorable rating indicates a positive response regarding employees' engagement in activities that support the organization beyond their core tasks. Conversely, counterproductive work behavior had a notably lower mean rating indicating that these behaviors were less applicable among the participants. This finding is important as it reveals that at least from the perspective of the administrative staff, their performance is optimal and that they exhibit fewer counterproductive behavior. Positive perception of one's own performance could also lead to high self-efficacy and self-esteem which is good for the psychological wellbeing of the employees and by extension their attachment to the organisation. It would be interesting for future studies to correlate perceived job performance of administrative staff with that of their actual performance or appraisal rating from their supervisors. This would enable us accurately determine whether the administrative staff in the district education offices actually perform high or their job performance is only perceived. As indicated earlier, previous research did not examine perceived job performance from the perspective of administrative staff in educational settings. The present study is therefore among the first to examine this, thus laying a significant foundation for future studies.

4.1 Recommendations

Based on the findings, the following recommendations are made.

1. The GES should put up measures in the district education offices that are intended to improve on both the intrinsic motivation and extrinsic motivation of the administrative staff. Managers should provide employees with more autonomy in decision-making and responsibility in their roles to enhance intrinsic motivation. There should be motivational programmes aimed at encouraging skill development and mastery experiences that align with staff's intrinsic career aspirations and personal growth and the fostering of a work environment that emphasizes the meaningful impact of employees' contributions to the organization and society.
2. To capitalize on the significant relationship between training and job performance, managers should be encouraged by the GES to assist staff by developing tailored training programmes that address specific skill gaps identified through performance evaluations and employee feedback. Managers should encourage all staff to embrace a culture of continuous learning and skill enhancement through regular workshops, seminars, and online courses.

3. Managers should ensure consistent support from organizational leaders through regular communication, accessibility, and advocacy for employee needs. Managers should also allocate resources effectively to support employee initiatives and ensure they have the tools necessary to perform their roles effectively. Regional and district-level education managers should implement programs that promote work-life balance, mental health support and overall well-being to enhance employees' perception of organizational support.
4. It is recommended that the GES keep encouraging regional and district education managers to sustain the extent of positive perception of job performance among administrative staff in the various district offices. The GES should implement structured feedback mechanisms and recognition programs to acknowledge and reinforce high-task and contextual performance among administrative staff in all regional and district offices

4.2 Conclusion

The findings of this study offer insightful information on variables impacting the job performance of administrative staff in northern Ghanaian district education offices. Significant determinants of job performance included Extrinsic and intrinsic motivation., Access to training and training opportunities and POS. These results highlight the significance of investing in training and fostering supportive organizational environments in addition to addressing motivational issues in order to improve administrative staff performance. For administrative workers in educational settings to be effectively supported and empowered, these variables should be taken into consideration in future interventions targeted at increasing job performance.

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