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Analyzing the Impact of Promotions on Employee Performance

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Abstract

This study examines the impact of promotions on employee performance at Takoradi Technical University in Ghana. Promotions are a critical human resource strategy aimed at enhancing motivation, job satisfaction, and productivity. The research employs a quantitative approach with an explanatory design, utilizing a stratified random sampling technique to survey 273 employees. Data were collected through structured questionnaires and analyzed using regression analysis. The findings reveal a strong positive relationship between promotions and employee performance ($R = 0.830$), with promotions accounting for 68.7% of the variation in performance. Statistical analysis confirms that promotions significantly improve employee performance ($p < 0.05$). The study highlights the importance of transparent, merit-based promotion systems to maximize positive outcomes. Recommendations include establishing clear promotion criteria and ensuring organizational support to sustain employee motivation and performance. These insights contribute to the broader discourse on effective human resource management practices in educational institutions.

Keywords: *Promotions, Employee Performance, Motivation, Job Satisfaction, Human Resource Management, Takoradi Technical University.*

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1.0 INTRODUCTION

Employee performance is a crucial determinant of organizational success, influencing productivity, innovation, and overall business competitiveness. To enhance employee motivation and retention, organizations implement various human resource strategies, one of the most significant being promotions. A promotion refers to the advancement of an employee to a higher position within an organization, typically accompanied by increased responsibilities, status, and financial benefits (Dessler, 2020).

Promotions serve as a key incentive mechanism, reinforcing positive work behaviors, enhancing job satisfaction, and fostering loyalty among employees. Employees often perceive promotions as a recognition of their hard work, competence, and commitment, which can lead to increased motivation and better performance (Lazear, 2018). However, the impact of promotions on employee performance can vary based on several factors, including organizational policies, fairness in the promotion process, and employee expectations.

Despite the widely acknowledged benefits of promotions, challenges such as favoritism, unclear criteria, and limited growth opportunities can lead to dissatisfaction and decreased motivation among employees (Robbins & Judge, 2019). Therefore, understanding the relationship between promotions and employee performance is crucial for designing effective human resource policies that balance organizational goals with employee aspirations. This study aims to analyze how promotions influence employee performance, the factors that affect this relationship, and the potential challenges organizations face in implementing fair and effective promotion policies.

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2.0 MATERIALS & METHODS

2.1 The Concept of Promotion in Employee Performance

Promotions are an essential tool for career growth and employee motivation. According to Armstrong and Taylor (2020), promotions provide employees with a sense of accomplishment and professional advancement, leading to improved work performance. Promotions typically involve an increase in job responsibilities, salary, and authority, making them a strong motivator for employees seeking career growth (Gibbons & Waldman, 1999). The expectancy theory proposed by Vroom (1964) suggests that employees are motivated to perform better when they believe that their efforts will lead to desirable rewards, such as promotions. Similarly, Herzberg's Two-Factor Theory (1959) classifies promotions as a motivating factor that enhances job satisfaction and performance.

2.2 The Relationship Between Promotions and Employee Motivation

Motivation plays a critical role in employee performance, and promotions act as a major extrinsic motivator. A study by Lazear and Rosen (1981) on tournament theory suggests that employees are more likely to exert higher levels of effort when they compete for promotions. Employees perceive promotions as a reward for past performance and an opportunity for future career growth, leading to increased motivation and productivity (Baker et al., 1994). However, studies also indicate that promotions may not always have a positive impact on performance. If promotions are perceived as unfair or biased, they can lead to workplace dissatisfaction and reduced morale (Colquitt et al., 2013). The fairness of the promotion process is critical in determining its effectiveness as a motivator. Employees who believe that promotions are based on merit are more likely to be motivated to improve their performance (Greenberg, 1990).

2.3 The Impact of Promotions on Job Satisfaction and Productivity

Job satisfaction is a crucial factor in employee performance, and promotions significantly contribute to employee contentment in the workplace. Research by Judge et al. (2010) suggests that employees who receive promotions report higher job satisfaction, which in turn leads to greater organizational commitment and reduced turnover. Promotions signal recognition and appreciation of employee efforts, reinforcing positive work behavior and commitment (Ng et al., 2005). On the other hand, not all promotions lead to increased job satisfaction. In some cases, employees may experience increased work pressure, role ambiguity, and stress due to new responsibilities (Maslach & Leiter, 2016). A study by Spector (1997) found that employees promoted without adequate training or preparation often struggle with role adaptation, which can negatively impact their performance and well-being.

2.4 Challenges in the Promotion Process

Despite its benefits, the promotion process is not without challenges. One major issue is the perception of favoritism and bias in promotion decisions. Employees who feel that promotions are based on personal relationships rather than merit may become demotivated and disengaged (Pfeffer, 1998). Additionally, limited opportunities for promotion in organizations with flat hierarchies can lead to frustration and decreased performance among employees (Guthrie, 2001). Another challenge is the Peter Principle, which suggests that employees are often promoted to positions beyond their competence level, leading to reduced performance (Peter & Hull, 1969). Organizations must ensure that promotions are accompanied by appropriate training and support to help employees transition into their new roles effectively.

2.5 Summary

The literature indicates that promotions have a significant impact on employee performance, primarily by enhancing motivation, job satisfaction, and productivity. However, the effectiveness of promotions as a performance-enhancing tool depends on factors such as fairness, employee perceptions, and organizational support. While well-structured promotion policies can drive high performance, poorly implemented promotions can lead to dissatisfaction,

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stress, and even reduced productivity. Organizations must therefore adopt transparent, merit-based promotion systems to maximize their positive impact on employee performance.

3.0 RESEARCH METHODS

The chapter presents the methods and procedures used to gather information and analyze the information. This chapter is organized into eleven subheadings including research design, research approach, population, study area, sample size, sampling procedure, data collection instrument, data collection procedure, ethical consideration, and data processing and analysis.

3.1 Research Approach

According to Saunders et al (2016), there are three broad research approaches: quantitative, qualitative, and mixed methods. While the quantitative approach enables the researcher to examine associations between variables, the qualitative approach deals with minor aspects of social reality (Sekaran & Bougie, 2016). Saunders et al. (2016) advanced that the difference between quantitative and qualitative research methods may be influenced by the nature of data used for the study. Whereas numeric data is used in quantitative analysis, non-numeric information is utilized in qualitative research. Neuman (2014) posited that the two approaches could also be differentiated regarding the data collection and analysis procedure.

For example, whereas in quantitative research studies, a questionnaire is predominantly used by researchers for data collection, however, in qualitative research studies, an interview section or guide is used by researchers for data collection. Sekaran and Bougie (2016) and Saunders et al. (2016) indicated that the third approach, a mixed method, is merely a combination of the earlier two techniques. The authors further asserted that whilst the quantitative research method permits the generalization of the sample results to the entire population; the qualitative research method is not for the generality of the sample results for the whole population.

The study utilized a quantitative research approach. This is due to the fact that the constructs were quantitatively assessed using established measurement scales, such as nominal scales. The quantitative approach is utilized to elucidate phenomena through the collection of numerical data, which is subsequently analyzed using mathematically based methods, with a particular emphasis on statistics (Miah et al; 2020; Lak & Aghamolaei, 2020; Schimanski et al; 2019). The typical procedure involves initiating data collection through the formulation of inquiries or theoretical frameworks, which is subsequently followed by the utilisation of descriptive or inferential statistical methods (Kassam et al; 2020).

Quantitative methods are often described as assuming the existence of an objective truth that is independent of human perception (Nzembayie et al; 2019; Stevenson, 2019; Schruijer, 2020). The quantitative research approach primarily relies on deductively derived questions that are based on theory. The aim is to evaluate the hypothesis through the process of observation and data collection. The results obtained will be analysed to determine whether they support or refute the concept (Phillipson, Smith, Caiels, Towers & Jenkins, 2019; Maher, Hadfield, Hutchings & de Eyto, 2018; Frew, Weston, Reynolds & Gurr, 2018). The epistemological foundation of quantitative research lies in the belief that the world, within the realm of scientific inquiry, can be effectively captured and understood through numerical data. This perspective is particularly relevant in the field of developmental science, as well as the social sciences, as evidenced by the works of Alase (2017), Mohr, Riper, Schueller (2018) and Tuffour (2017).

3.2 Research Design

Based on the works of Sekaran and Bougie (2016) and Saunders, Lewis, and Thornhill (2007), it has been established that research design can be categorized into three distinct types, namely exploratory, descriptive, and explanatory, depending on the specific objectives of the study. As stated by Creswell (2014), research designs are analytical techniques utilized in qualitative, quantitative, and mixed methodologies research, providing specific guidelines for conducting various processes. Saunders and Tosey (2013) emphasize the importance and relevance of three main types of research designs: exploratory, descriptive, and widely employed explanatory. It was emphasized that each study design possesses a distinct application.

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As per the research conducted by Sekaran and Bougie (2016), exploratory research designs are specifically developed for studies aimed at uncovering new information and outcomes through an inquiry into the nature of a subject. This exploratory strategy is frequently utilized in qualitative research to gather information regarding unfamiliar aspects. In a similar vein, Nassaji (2015) provided further support for the assertions made by Dulock (1993), Lans and Van der Voordt (2002), and Sekaran and Bougie (2016) regarding the suitability of the descriptive research method for effectively organizing and summarising data in investigations. The use of descriptive language is frequently beneficial for researchers when it comes to identifying, describing, and evaluating the characteristics of a community of individuals in any given context (Simon, 2011). The explanatory design is well-suited for investigations that aim to establish causal relationships between study concepts or variables (Subedi, 2016).

The study employed the explanatory research design due to the specific objectives the study sought to achieve which included examine the effect of promotion on employee performance, assess the influence of supervisor support on employee performance, assess the influence of job recognition on employee performance and assess the effect of reward on employee performance at the Tarkoradi Technical University (Andrade, 2019; Avella, 2016; Ishtiaq, 2019; Windsong, 2018; Zhang, 2019). Rahi (2017), arguing for causal studies, provided that things and events have causal capacities. Due to the properties, they possess, they have the power to bring about other events or situations. Thus, assessing the influence of organizational support on employee performance at the Tarkoradi Technical University in the Western region of Ghana.

The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences (D'Alimonte, De Sio & Franklin, 2020; Doyle, McCabe, Keogh, Brady & McCann, 2020; Reay, van Schaik & Wilson, 2019). Also informing the decision to approach the study quantitatively is the assertion that the data are quantitative and almost always require a statistical test to establish the validity of the relationships (Cresswell, 2014; Cardano, 2020; Durdella, 2017; Yan, 2020).

3.3 Study Unit

Takoradi Technical University, previously recognised as Takoradi Polytechnic, is an esteemed school of higher learning situated in the Western Region of Ghana, specifically in the city of Takoradi. The institution in question is recognised as a notable technical university within the country, and it holds a significant responsibility in offering technical and vocational education, alongside academic programmes, to students originating from Ghana and other regions. The origins of the university may be traced back to the establishment of the Takoradi Technical Institute in 1954. Over the course of its existence, the institution underwent a process of development and growth, leading to the attainment of polytechnic status in the year 1992.

In the year 2016, Takoradi Technical University was officially designated as a full-fledged technical university, resulting in its present designation as Takoradi Technical University. Takoradi Technical University provides a diverse array of academic offerings, encompassing undergraduate and postgraduate degrees, as well as diploma and certificate programmes. These programmes encompass a wide range of academic disciplines, such as engineering, applied sciences, business, and the arts. The university places significant emphasis on technical and vocational education and training (TVET). The educational institution offers students a comprehensive curriculum that equips them with practical skills and knowledge in several fields, including engineering, applied arts, and other relevant disciplines, with the aim of adequately preparing them for the demands of the professional sphere.

The university actively engages in research and innovation endeavours. The organization engages in collaborative efforts with business partners and government organizations to undertake research initiatives that are specifically designed to tackle both local and national concerns. Takoradi Technical University has made substantial investments in state-of-the-art buildings and labs in order to enhance its technical and scientific programmes. These educational resources provide students with opportunities to acquire practical skills and engage in experiential learning. The university engages in partnerships with both local and international universities, industrial partners, and government organizations in order to augment the caliber of teaching and research.

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These collaborations frequently result in internship opportunities and career chances for students. The institution demonstrates a strong commitment to community engagement through the provision of outreach programmes, skill development training, and support for community development initiatives. Takoradi Technical University offers students a dynamic campus experience, encompassing several organizations, groups, and sports activities. This enhances the comprehensive university experience and fosters the cultivation of leadership abilities and the pursuit of individual interests among students. The institution is located in Takoradi, a prominent urban centre and economic nucleus within the Western Region of Ghana. The geographical proximity of the city to the coastline and the presence of the Takoradi Harbour are factors that enhance its regional importance.

Takoradi Technical University assumes a significant role in facilitating the educational and skill enhancement of students, with a special emphasis on technical and vocational disciplines. The aforementioned contribution serves to enhance both the labour force and the overall economic growth of the Western Region, as well as Ghana as a whole. The university's dedication to technical and vocational education is in accordance with Ghana's endeavours to advance skills acquisition and bolster its industrialization strategy.

3.4 Population

Kothari (2004) describes the population as a whole society with similar measurable features of individuals, events, or artifacts. The population is the entire aggregation of causes that fulfill a designed set of criteria (Graneheim & Lundman, 2004). The whole personnel of the Tarkoradi Technical University, including senior members (both academic and non-academic, senior staff, and junior staff), served as the target group for this study. According to information available from the university Personnel and Welfare Section, there are 860 employees (TTU, 2023). There were 134 junior employees, 496 senior members, and 230 senior employees.

3.5 Sample Size and Sampling Procedure

Sampling has also been referred to as the act, method, or technique of selecting an appropriate sample or a representative part of the population in order to determine the parameters or characteristics of the entire population (Strouse, Donovan & Fatima, 2019; Malhotra & Birks, 2007; Bassey, 1995). Sampling was described by Vølstad, et al. (2019) as the method by which a researcher chooses a representative few or sample of participants from the population of interest for a study. In another development, Wagenaar, et al. (2018) noticed that sampling is a step-by-step approach of choosing a few respondents from a larger population to be used as a basis for estimating the prevalence of information of interest to one. According to Yong, et al. (2019) sampling is very essential because, in almost all cases, it is not possible to study all the members of a population.

Until sampling, it is important that the sample size is first calculated. Via Yamane's formula (1967), a total of two hundred and seventy-three (273) employees were selected as part of the survey, and they were convinced to participate. This consisted of senior members, senior staff, and junior staff. The sample size was chosen on the basis of Yamane's sample determination formula (1967).

The equation is given as; $$n = \frac{N}{[1+N\,(e)^2]}$$

Where n = sample size; N = sample frame (860); and e = margin of error. Yamane (1967) proposed a 5-percentage-point margin of error.

The decision of this sampling equation was required by the fact that it gives the researcher the opportunity to fulfill the sampling requirement proposed for regression analysis in social science research [(n> 50 + 8 (Number of independent variables)] (Bensah, 2018; Pallat, 2005). For selecting the number of respondents from the sampling frame, a stratified random sampling technique was used. Stratified sampling is a probability sampling procedure in which the target population is first separated into mutually exclusive, homogeneous segments (strata), and then a simple random sample is selected from each segment (stratum) (Burnam & Koegel, 1988; Hagan & Collier, 1983). The samples selected from the various strata are then combined into a

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single sample. This sampling procedure is sometimes referred to as quota random sampling (Binson, Canchola & Catania, 2000; Bryant, 1975).

For all elements of the population, the target population was defined to start the stratified sampling procedure, the stratification variables were identified to determine the number of strata to be used for the study. The stratification variables were related to the purposes of the study. The study made subgroup estimates based on the stratification variables which were related to the subgroups. The availability of auxiliary information often determines the stratification variables that are used. More than one stratification variable was used for the study. However, in order for the study to provide expected benefits, it must be related to the variables of interest and be independent of each other. The existing sampling frame was identified and developed which included information on the stratification variable(s) for each element in the target population. The sampling frame included all information on the stratification variables.

The sampling frame was evaluated for under coverage, over coverage, multiple coverage, and clustering to make adjustments where necessary. The sampling frame was divided into strata, categories of the stratification variable(s), to create a sampling frame for each stratum. Within-stratum differences were minimized, and between-strata differences were maximized. The strata constituted the entire population. The strata were independent and mutually exclusive subsets of the population. Every element of the population was in one and only one stratum. A unique number was assigned to each element in the strata. A sample size was determined for each stratum.

The numerical distribution of the sampled elements across the various strata determined the type of stratified sampling that is implemented. The study used proportionate stratified sampling to select the sample size. In proportionate stratified sampling, the number of elements allocated to the various strata is proportional to the representation of the strata in the target population (Czaja, Blair & Sebestik, 1982; Kish, 1949; Levy & Lemeshow, 2008). That is, the size of the sample drawn from each stratum is proportional to the relative size of that stratum in the target population. As such, it is a self-weighting and EPSEM sampling procedure (Kish, 1965; Lavrakas, Bauman & Merkle, 1993). The same sampling fraction is applied to each stratum, giving every element in the population an equal chance to be selected (Salmon & Nichols, 1983; Scheaffer, Mendenhall & Ott, 2006).

The resulting sample is a self-weighting sample. This sampling procedure is used when the purpose of the research is to estimate a population's parameters (Sudman, 1976; Thompson, 2002; Troldahl & Carter, 1964). The study randomly selected the targeted number of elements from each stratum. At least one element was selected from each stratum for representation in the sample; and at least two elements was chosen from each stratum for the calculation of the margin of error of estimates computed from the data collected. This is also a necessary condition for predictive research (Creswell, 2014).

Table 1: Proportional Stratified Sampling for Sample Size Used

Employees	Population (N)	Sample (%)	Sample (n)
Senior Members	496	57.7	157
Senior Staffs	230	26.7	73
Junior Staffs	134	15.6	43
Total	860	100	273

Source: Author's Sample, (2023)

3.6 Data Sources

According to Malhotra (2015), primary data refers to data that is collected with a specific purpose in mind. The data is regarded as the primary source of information. Secondary data, in contrast, refers to data that have been collected for purposes unrelated to the present inquiry. In order to effectively conduct the study, it was necessary to obtain primary data pertaining to four specific issues. Initially, it was necessary to gather data pertaining to the demographic attributes of employees employed by mining companies that were involved in the research. In

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order to provide a comprehensive description of the study participants, it was necessary to collect data pertaining to their age, gender, occupational position, and educational attainment. The literature review incorporated a comprehensive range of sources, encompassing both published and unpublished materials sourced from various outlets such as the internet, academic journals, handbooks, reports, and textbooks.

3.7 Data Collection Instrument

Different types of research studies may require different data collection instruments, such as surveys, questionnaires, interviews, observations, and more (Thomas et al., 2018). The choice of instrument depends on the research goals, the type of data needed, and the target audience. survey questionnaire is a widely used data collection instrument that involves a set of structured questions presented to participants. Participants respond to these questions by selecting from predefined options (multiple-choice, Likert scale, etc.) or providing brief written answers. An interview protocol outlines a set of questions and prompts that an interviewer follows during a one-on-one or group interview (Kielhofner & Coster, 2017). Interviews allow for in-depth exploration of participants' perspectives and experiences (Cappa et al; 2015).

Observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting (Haseski & Ilic̈, 2019). Observation allows you to watch peoples' behaviours and interactions directly or watch for the results of behaviours or interactions (Moyo, 2017). For statistical analysis, the research utilised primary data. A standardised close-ended self-administered questionnaire was the data collection instrument used for the study data collection. In Social Science Research, this is very convenient (Lavrakas, 2008). The research instrument that was used for data collection was questionnaires. A questionnaire is a structured collection of questions (Malhotra, Melville & Watson, 2013) to elicit information from respondents of a study to address the research hypotheses and achieve the goals set for this study; close-ended questions were used to produce the answers needed.

Also, the questionnaire is a formalized set of questions to obtain respondents' information (Malhotra & Birks, 2007). Surveys using questionnaires are perhaps the most widely-used data-gathering technique in research. They can be used to measure issues that are crucial to the management and development of businesses (Malhotra & Birks, 2007). Explanatory studies are very structured by nature (Subramanian, Tangka, Edwards, Hoover & Cole-Beebe, 2016; Maxwell & Mittapalli, 2010), thereby demanding structured means of primary data collection. The questionnaire contained close-ended questions. The closed-ended questions require respondents to choose from among a given set of responses and require the respondents to examine each possible response independent of the other choice.

The close-ended items utilized a checklist, a list of behaviour, characteristics, or other entities that the researcher is investigating, and a Likert scale that is more useful when behaviour, attitude, or other phenomena of interest needs to be evaluated in a continuum (Leedy & Ormrod, 2010). There are distinct advantages to using questionnaires rather than interview methodology (McColl, 2005). It makes data collection easy (Zhao, Liang & Dang, 2019) and facilitates data processing (Murali, Cuthbertson, Slater, Nguyen, Turner, Harris & Nagamani, 2020). However, it is time-consuming (Deshpande, Pradhan, Sikdar, Deshpande, Jain, & Shah, 2019; Chatzitheochari, Fisher, Gilbert, Calderwood, Huskinson, Cleary & Gershuny, 2018). A 7-point Likert scale was used to measure the respondents' opinions, attitudes, and behaviour regarding the questionnaire items.

The questionnaire was made up of three subdivisions. These subdivisions were in line with the specific objectives of this study. Section “A” covered the demographic data of the respondents. Section “B” measured the state of organizational support at the Tarkoradi Technical University in the Western region of Ghana. The organizational support was grouped into promotion (5 items), supervisor support (5 items), job recognition (5 items) and reward (5 items). Section “C” also measured employee performance at the Tarkoradi Technical University in the Western region of Ghana. Employee performance was grouped into task performance (6 items), adaptive performance (7 items), and contextual performance (10 items).

3.8 Pre-test of Survey Instruments

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To check glitches in the wording of questions, and clarity of instructions, and also to refine the questionnaire so that respondents would have no problem in answering the questions, a pre-test was undertaking. According to Dugard, and Todman, (1995), questionnaires do not emerge complete, they have to be developed, modified, or shaped after several tests, it should be informed by literature. According to Saunders, Lewis, and Thornhill, (2009) and de Vaus, (2001), pre-test offers several contributions to the study. These include the provision of an indication of the response rate to be expected of the final study, testing questions with a very low response rate, testing the proficiency of directions within the questionnaire, and providing a sign of the plausible cost and length of the key survey.

Pre-test permits an assessment of how respondents comprehended the questions, checks whether the variety of responses to each question is satisfactory, test if filter questions are effectively comprehended by respondents, test the coding of inquiries particularly open-ended questions and extra responses to closed questions, and assess for identical questions. A pre-test of the instrument started in February 2023. Although Saunders, Lewis, and Thornhill, (2009) make a justification for a minimum of 10 respondents as being sufficient for a pre-test. A sample of 35 employees of Cape Coast Technical University in the Central region of Ghana was used for the pre-test. Every respondent was well-versed that this was a pre-test and was urged to give feedback on any issues that they experienced while finishing the questionnaire as recommended by Baxter and Babbie, (2003).

In total, 30 of the pre-test questionnaires were retrieved. Questions relating to organizational support which comprise of relationship, reputation, decisions, communication and resources and employee performance were well answered. A reliability test was done conducted to ensure the internal consistency of the items used in measuring the variables of the study (organizational support and employee performance).

3.9 Reliability and Validity

Reliability and validity are two key components to be considered when evaluating a particular instrument. According to Bless and Higson-Smith (2000), reliability is concerned with the instrument's consistency. An instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of a constant value. A Cronbach's Alpha of 0.969 was recorded for internal consistency. Since all the Cronbach's Alpha values are beyond 0.7, the scale can be considered reliable given the selected sample size of 0.7 (Pallant, 2005). Table 2 summarizes the reliability score for the individual constructs of the study.

Table 2- Reliability Results

Construct	Cronbach's Alpha	Number of Items
Organizational support	0.900	20
Employee performance	0.881	23
Overall Scale	0.969	43

Source: Field Survey (2023)

The reliability test results for the variables as presented in Table 2 show that all the constructs are highly reliable in that the results are all greater than 0.7. Saunders, Lewis & Thornhill (2009) explained that internal consistency involves correlating the responses to each question in the questionnaire with those to other questions. An instrument's validity relates to how well and how well the instrument tests the basic definition it was intended to test (Saunders et al., 2009). They also argue that before it can be legitimate, an instrument must be accurate, meaning that an instrument must be reliably reproducible; and that after this has been done, the instrument can then be scrutinized to determine whether it is what it is supposed to be. The validity of an instrument, on the other hand, refers to how well an instrument measures the particular concept is supposed to measure (Saunders et al., 2009).

They further argue that an instrument must be reliable before it can be valid, implying that it must be consistently reproducible. Once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure the validity of questionnaires, the researcher reviewed other relevant literature and supported the instrument's

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construct. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the project supervisor for vetting, correction, and approval before distributing it to the respondents.

3.10 Field Work

The study relied on a face-to-face data collection procedure. This exercise was carried out at the targeted institution after official permission for the collection of the primary data from that institution had been granted by the management of the institution. This was facilitated by the submission of an introductory letter from the Business Studies Unit of the College of Distance Education, University of Cape Coast to the target institution. The study data collection instrument was officially self-administered from 19th July 2023 to 4th August 2023. Two hundred and eighty (280) structured questionnaires were issued. The respondents agreed to participate in the study, hence, no one was forced to participate in the study. The respondents willingly agreed to participate in the study. Two hundred and seventy-three (273) structured questionnaires were retrieved for the data analysis. In all a response rate of 97.50% was recorded for the study. Hence, two hundred and seventy-three (273) cases were relied on for the data analysis in respect of the formulated research objectives in the context of the study.

3.11 Data Processing and Analysis

Once the primary data had been collected, data cleansing exercise was carried out to weed out outliers and non-responses to enhance the reliability of the primary data collected. With these completed, coding and data entry were carried out using the Statistical Package for Social Sciences version 27.0. The use of these applications is long recognized as appropriate given the statistical techniques embedded in them (Jena, 2021; Anwar, Gani & Rahman, 2020; Rodrigues, et al., 2019; Jena & Pradhan, 2018; Asiamah, 2017). After checking the validity and reliability for the respective constructs, a data transformation exercise was carried out to aid a holistic analysis of the formulated research objectives. Simple regression was employed to measure research objectives one, two, three and four. Since these statistical techniques are parametric in nature, various tests were carried out to avoid violation of underlying assumptions concerning these techniques. The findings were presented in Tables and Figures.

3.12 Ethical Consideration

Since human elements were targeted for the conduct of the empirical data, it became needed for certain practical steps to be followed to avoid violation of some ethical stances in social science studies. First of all, an introductory letter was presented to the management of the university, which eventually aided in granting formal permission for the primary data to be collected. The purpose of the study was explained to the participants. Respondents were asked to seek clarification in matters they found difficult to respond to accurately. No participant was forced to participate in the study but they all willingly agreed to do so to support the course of the project. The structured questionnaire was designed in such a way that the privacy, confidentiality and anonymity of the respondents were highly protected.

No participant was harmed in the course of the primary data collection. The questions or statements in the scale were simple, straightforward and unambiguous which eventually facilitated the completion rate. Plagiarism was conducted to enhance the authenticity of the study. All cited sources were dully referenced appropriately. The results were presented as found because no data manipulation was carried out.

4.0 DTA ANALYSIS

This section of the study sought to provide findings relating to the first objective of the study which sought to analyse how promotion affect the employee performance of Takoradi Technical University in Takoradi, Ghana. A regression analysis was employed to analyse the effect of promotion on employee performance of Takoradi Technical University in Takoradi, Ghana. According to Pallant (2016), a regression analysis is used to determine the cause-and-effect nexus between two variables. Here, promotion was the independent variable whiles

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employee performance being the dependent variable. In analysing the effect, simple regression was applied, and findings were captured in Tables 11, 12, and 13.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830[a]	.689	.687	.33014

a. Predictors: (Constant), Promotion

Source: Field Survey (2023)

First, Table 11 inform the researchers about the relationship and the extent to which the independent variable accounted for variation in the dependent variable. In view of Tabachnick and Fidell (2012), the column marked R, which is also the correlation coefficient, tells the direction and strength of the relationship between the dependent and independent variable whiles, Adjusted R-squared, also, the coefficient of determination explains the extent to which changes in one variable affect the other. Per the results in Table 11, it could be concluded that, there is strong (R=.830[a]) relationship between promotion and employee performance of Takoradi Technical University in Takoradi, Ghana using Cohen's (1992) criteria ($\pm 0.1 \le R \le \pm 0.29$ = weak relationship; $\pm 0.3 \le R \le \pm 0.49$ = moderate relationship and $\pm 0.5 \le R \le \pm 1$ = strong relationship). Again, the results indicated that promotion implemented in the Takoradi Technical University in Takoradi, Ghana accounted for 68.7% (Adjusted R Square) variation in employee performance. However, to ascertain the statistical implications of the results in Table 11, Table 12 was generated to explain the statistical implications of the findings.

Table 12: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.177	1	49.177	451.193	.000[b]
	Residual	22.235	271	.109		
	Total	71.412	272			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Promotion

Source: Field Survey (2023)

From Table 12, the regression model was statistically significant because the significant value was seen far below the threshold for statistical significance of a 95% confidence interval, 2-tailed ($F(1, 272) = 451.193$, $P < 0.05$). Prior researchers claimed that a probability level of less than or equal to 0.05 meets the condition for the significance of a regression model (Pallant, 2016; Tabachnick & Fidell, 2012), hence the nexus between promotion and employee performance is statistically significant. ANOVA results (Table 12) show therefore that promotion accounts for a statistically significant positive change in employee performance of Takoradi Technical University in Takoradi, Ghana ($p=0.0001$; $p<0.05$). The study therefore shows that promotion cause massive significant improvement in the employee performance of Takoradi Technical University in Takoradi, Ghana.

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Table 13: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.666	.074		9.033	.000
	Promotion	.696	.033	.830	21.241	.000

a. Dependent Variable: Employee Performance

Source: Field Survey (2023)

Table 13 confirmed the results of Table 11 and Table 12 that there was a significant and positive effect of promotion on employee performance of Takoradi Technical University in Takoradi, Ghana ($t = 21.241$, $P < 0.05$). As a consequence of this finding, the study infers that promotion has a statistically significant positive effect on the employee performance of Takoradi Technical University in Takoradi, Ghana. By implication, promotion serves as a positive predictor in their performance at Takoradi Technical University. Based on these results, the researcher can report the following regression equation, predicting employee performance based on the available promotion. Y (Employee performance) = .666+ .696*(Promotion).

Taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following assertion; that is from the intercept, when there are no promotion procedures to support employees, thus when promotion procedures to support their workers are non-existent, employee performance at Takoradi Technical University will be .666. However, from the same slope, when any additional support provided in terms promotion will lead to an improvement in the employee performance at Takoradi Technical University by 69.6%.

4.1 Result Discussions

The first hypothesis which stated that promotion had no significant effect on employee performance was therefore rejected based on the findings of the study. The study found out that, promotion significantly predicts employee performance. This indicates the position held in some previous studies that asserted that promotion has the capacity to predictive positive variance in employee performance (Rinny et al., 2020; Haryono et al., 2019). The study further sought to assess how much and the kind of variance in employee performance is attributed to changes in the predictor (promotion). Findings revealed showed that promotion accounted for a strong positive variance in employee performance. Thus, a positive variance in employee performance is attributed to changes in the promotion. The study, therefore, rejected the null hypothesis that says promotion does not have a significant effect on employee performance.

5.0 CONCLUSIONS

Specifically, the study sought to examine how promotion affect the employee performance, analyse how supervisor support affect the employee performance, determine how job recognition affect the employee performance and assess how reward influences the employee performance of Takoradi Technical University in Takoradi, Ghana. The study employed an explanatory research design because the approach to data analysis was quantitative. The study targeted Takoradi Technical University.

The study aimed to investigate how organisational support affect employee performance at Takoradi Technical University in Takoradi, Ghana. It focused on four primary objectives. The study used regression analysis to determine the relationship between promotion and employee performance. A strong positive relationship was found between promotion and employee performance ($R = 0.830$), indicating that as promotions increased, so did employee performance. Promotion accounted for 68.7% of the variation in employee performance. The statistical analysis confirmed that promotion has a significant positive effect on employee performance.

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The findings from the study provide valuable insights into the relationships between various factors and employee performance at Takoradi Technical University in Takoradi, Ghana. The study conducted a regression analysis to understand the impact of promotion on employee performance. The results show a strong and positive relationship (R = 0.830) between promotion and employee performance, as well as a significant level of explained variance (Adjusted R Square = 68.7%). This means that promotion significantly and positively influences employee performance at Takoradi Technical University. The results are statistically significant ($p < 0.05$), suggesting that promotion leads to a significant improvement in employee performance. Therefore, promotion significantly and positively affects employee performance.

The study has shown that promotion has a statistically significant positive effect on employee performance. To leverage this finding, the university should establish clear and fair promotion criteria and procedures. It should also ensure that employees are aware of these procedures. This transparency can boost employee motivation and performance.

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