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Assessing the Impact of Rewards on Employee Performance

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Abstract

The study sought to assess the effects of organizational support on the employee performance of Takoradi Technical University in Takoradi, Ghana. 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 whole personnel of the Takoradi Technical University, including senior members (both academic and non-academic, senior staff, and junior staff), served as the target group for this study.

A sample size of two hundred and seventy-three (273) permanent employees of Takoradi Technical University in Takoradi, Ghana was used for the study. This consisted of senior members, senior staff, and junior staff. The sample was surveyed through self-administration of the questionnaire. Analyses on how promotion, supervisor support, job recognition and reward influences employee performance were done using regression of IBM SPSS Statistic version 27. The study's findings revealed that promotion, supervisor support, job recognition and reward have a positive relationship with employee performance and was statistically significant. It is recommended that the university should establish clear and fair promotion criteria and procedures. It is also recommended that the university should focus on training and developing its supervisors to provide effective support to their teams.

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

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1.0 INTRODUCTION

Employee performance is a critical factor in the success and growth of any organization. Companies continuously seek strategies to enhance productivity, efficiency, and job satisfaction among their workforce. One of the most widely used strategies is the implementation of reward systems, which serve as a means of motivation and recognition for employees. Rewards, both financial and non-financial, play a significant role in shaping employee behavior, commitment, and overall performance.

This study explores the impact of rewards on employee performance, examining how various reward mechanisms influence motivation, job satisfaction, and productivity. Organizations often use monetary incentives, promotions, recognition programs, and other benefits to encourage employees to meet or exceed performance expectations. However, the effectiveness of these rewards can vary depending on factors such as organizational culture, individual employee preferences, and job roles.

Understanding the relationship between rewards and employee performance is crucial for organizations aiming to optimize human resource strategies. By evaluating how different reward structures affect motivation and work output, businesses can design more effective

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compensation and recognition programs. This research aims to provide insights into the best practices for rewarding employees to enhance performance, foster engagement, and ultimately contribute to organizational success.

2.0 MATERIALS & METHODS

2.1 The Concept of Rewards and Employee Performance

Rewards play a crucial role in shaping employee behavior and enhancing organizational performance. According to Armstrong (2010), rewards can be classified into two main categories: intrinsic and extrinsic rewards. Intrinsic rewards refer to non-monetary benefits such as job satisfaction, recognition, and career development, whereas extrinsic rewards include financial incentives such as salaries, bonuses, and promotions. Both types of rewards influence employee motivation, which in turn affects job performance (Deci & Ryan, 2000). Several researchers have examined the impact of rewards on employee performance. Herzberg's Two-Factor Theory (1959) suggests that motivation is influenced by hygiene factors (such as salary and working conditions) and motivators (such as recognition and achievement). Employees are more likely to perform well when they receive rewards that align with their personal and professional goals (Robbins & Judge, 2019).

2.2 The Relationship Between Rewards and Employee Motivation

Motivation is a key driver of employee performance, and rewards serve as a primary tool for enhancing motivation. Vroom's Expectancy Theory (1964) argues that employees are motivated to perform better when they believe their efforts will lead to desirable rewards. This theory emphasizes the importance of clear performance-reward linkages in organizations (Latham, 2007). A study by Deci et al. (1999) found that financial incentives can significantly improve task performance, but excessive reliance on extrinsic rewards may reduce intrinsic motivation. Similarly, Ryan and Deci (2017) highlighted that while monetary rewards can enhance short-term performance, intrinsic motivators such as job autonomy and meaningful work contribute to long-term engagement and productivity.

2.3 The Impact of Financial and Non-Financial Rewards on Performance

Organizations use a combination of financial and non-financial rewards to influence employee performance. According to Gupta and Shaw (2014), financial rewards such as bonuses and performance-based pay improve productivity by reinforcing positive behavior. However, excessive focus on financial rewards can sometimes lead to unintended consequences, such as unhealthy competition and unethical behavior (Pfeffer, 1998). On the other hand, non-financial rewards, including career development opportunities, recognition programs, and a supportive work environment, have been found to enhance employee commitment and job satisfaction (Gagne & Deci, 2005). A study by Kohn (1993) suggests that employees who feel valued and recognized for their efforts are more likely to remain engaged and perform better in their roles.

2.4 Challenges in Implementing Effective Reward Systems

Despite the benefits of reward systems, organizations face challenges in designing effective reward structures that align with employee expectations and organizational goals. One major challenge is ensuring fairness and equity in reward distribution (Adams, 1965). The Equity Theory posits that employees compare their rewards with those of their peers, and perceived inequities can lead to dissatisfaction and reduced performance (Colquitt et al., 2013). Another challenge is the dynamic nature of employee preferences. What motivates employees today may not be as effective in the future. Organizations must continuously assess and adjust their reward strategies to remain competitive and meet the evolving needs of their workforce (Schaufeli & Bakker, 2004).

2.5 Summary

The literature suggests that rewards have a significant impact on employee performance, but the effectiveness of rewards depends on various factors, including their type, implementation, and alignment with employee needs. While financial incentives can drive short-term performance, non-financial rewards contribute to long-term motivation and engagement.

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Organizations must adopt a balanced reward system that considers both intrinsic and extrinsic factors to maximize employee productivity and organizational success.

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.

These collaborations frequently result in internship opportunities and career chances for students. The institution demonstrates a strong commitment to community engagement through

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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 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

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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 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.

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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 & Ilïc, 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

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

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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 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

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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 DATA ANALYSIS

Simple regression was carried out to evaluate how reward influence the employee performance of Takoradi Technical University in Takoradi, Ghana. A composite variable was formed for employee performance (dependent variable) and reward (independent variable) through data transformation process in SPSS so as to provide the basis for a holistic approach to analyzing the data in respect of this research objective. The key results interested in this instance included the Model Summary, the ANOVA and the Co-efficient.

Table 18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791[a]	.626	.624	.36414
a. Predictors: (Constant), Reward				

Source: Field Survey (2023)

The study shows there is a strong and positive joint correlation between reward and employee performance of Takoradi Technical University in Takoradi, Ghana after controlling for

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the effect of other factors in the configured model (r=0.791). Co-efficient of determination is the measure for assessing how change in the independent variable cause changes in the dependent variable (Kassem, Khoiry & Hamzah, 2020). It is measured by the r-square score in regression models. R-square above 0.67 are classified as substantial, 0.33 are labelled moderate and those less than 0.19 are termed weak (Kassem, Khoiry & Hamzah, 2020).

The study shows changes in reward accounts for 62.6% positive change in Takoradi Technical University employee performance in Takoradi, Ghana (r^2=0.626). Other factors affecting changes in employee performance aside reward could account for 37.4% positive change in employee performance of Takoradi Technical University in Takoradi, Ghana. This result does not however show the degree of significance of the impact hence the need to examine the p-value in the ANOVA of Table 19.

Table 19: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.733	1	52.733	397.690	.000[b]
	Residual	31.558	271	.133		
	Total	84.291	272			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Reward

Source: Field Survey (2023)

The ANOVA results show reward significantly accounts for a moderate positive change in employee performance after controlling for the effect of other factors having influence employee performance but were excluded has been statistically controlled for (p=0.0001: p<0.05). Thus, the change in employee performance as occasioned by changes in reward is not by chance but by the scientific interaction among the factors in the configured model. This result therefore shows that the support given to employees in the form of reward at Takoradi Technical University causes a statistically significant positive and moderate change in employee performance.

Table 11: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.375	.088		4.249	.000
	Reward	.805	.040	.791	19.942	.000

a. Dependent Variable: Employee performance

Source: Field Survey (2023)

The contribution of the predictor (reward) to predicting the 62.6% change in employee performance of Takoradi Technical University in Takoradi, Ghana was measured with the beta co-efficient. In a standardized term, the study proves reward is a significance positive predictor of the performance of employees at Takoradi Technical University in Takoradi, Ghana (Beta=.791; p=0.0001: p<0.050. Therefore, it is established that a unit significant increase in reward causes a statistically significant 0.791 increase in employee performance and a unit significant decrease in reward causes a statistically significant 0.791 fall in scores for employee performance. This change in employee performance is not attributed to chance but rather the scientific interaction among the factors measuring reward in the formulated model.

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4.1 Result Discussions

Finally, the fourth objective of the study sought to analyze how reward influences employee performance of Takoradi Technical University in Takoradi, Ghana. Findings revealed that reward significantly influenced employee performance. The co-efficient of determination results indicate that reward made a moderate statistically significant positive contribution to the variance in employee performance. Thus, it can be expressed that a unit increase in scores for reward causes significant improvements in the employee performance of Takoradi Technical University in Takoradi, Ghana. On the other hand, it can be inferred that a unit fall in scores for reward causes a significant reduction in the employee performance of Takoradi Technical University in Takoradi, Ghana.

The findings contradict the initial claim that reward initiatives fail to produce desired organizational outcome (Ibrar & Khan, 2015) but rather supports the idea that reward has significant bearing on individual work performance in the work context (Sukanta, Yuesti, & Kepramareni, 2018; Osibanjo, Adenniji, Falola & Heirsmac, 2014; Lodhi, Saeed & Nayyab, 2013). The fourth hypothesis which stated that reward had no significant effect on employee performance was therefore rejected based on the findings of the study. The study found out that, reward significantly predicts employee performance. The study further sought to assess how much and the kind of variance in employee performance is attributed to changes in the predictor (reward). Findings revealed shows that reward accounted for a moderate positive variance in employee performance. Thus, a positive variance in employee performance is attributed to changes in the reward.

This supports some previous empirical studies which say that reward has a positive impact on employee performance (Sukanta, Yuesti, & Kepramareni, 2018; Osibanjo, Adenniji, Falola & Heirsmac, 2014; Lodhi, Saeed & Nayyab, 2013). The study, therefore, rejected the null hypothesis that says, reward does not have a significant effect on employee performance.

5.0 CONCLUSIONS

The study assessed how rewards impact employee performance through regression analysis. A strong positive correlation was found between rewards and employee performance ($R = 0.791$). Rewards accounted for 62.6% of the positive variance in employee performance. The statistical analysis confirmed that rewards significantly influence employee performance. The study indicated that promotion, supervisor support, job recognition, and rewards all have significant positive effects on employee performance at Takoradi Technical University.

The study assessed how rewards impact employee performance. The results show a strong and positive correlation ($R = 0.791$) between rewards and employee performance, explaining 62.6% of the variance in employee performance. The findings are statistically significant ($p < 0.05$), indicating that rewards significantly and positively influence employee performance. A unit increase in rewards results in a statistically significant 0.791 increase in employee performance. Therefore, rewards have a substantial and positive influence on employee performance. These findings suggest that organizations, including Takoradi Technical University, should consider these factors when seeking to enhance employee performance and productivity. Implementing effective promotion, supervisor support, job recognition, and reward systems can lead to significant improvements in employee performance.

The study demonstrates that rewards significantly influence employee performance. The university should consider developing a structured rewards system, such as bonuses, incentives, or other forms of recognition, to motivate employees to perform at their best.

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