

**THE ROLE OF MOTIVATION ON EMPLOYEE PERFORMANCE IN THE PUBLIC  
SECTOR: A CASE STUDY OF THE UNIVERSITY FOR DEVELOPMENT  
STUDIES- WA CAMPUS**

**BY**

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## Declaration

I hereby declare that this submission is my own work towards the CEMPA, and that, to the best of my knowledge, it contains no materials previously published by another person nor materials which have been accepted for the award of any degree of the University, except where due acknowledgement has been made.

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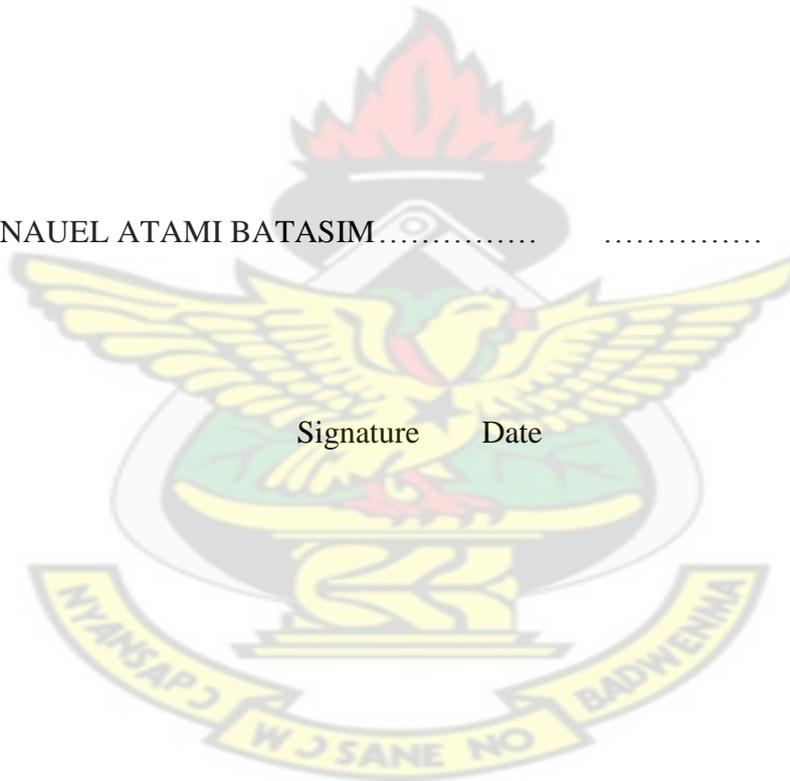
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## Abstract

Motivation is crucial for organizations to function; without motivation employees will not put up their best and the company's performance would be less efficient. The situation is even more serious in developing countries where working conditions are unattractive. It is in view of this that this study was conducted to assess the role of motivation on employee performance in the public sector: a case study of the University for Development Studies-WA Campus. The case-study approach was adopted for the study with both qualitative and quantitative techniques such as stratified sampling and accidental sampling techniques were employed. Key informant interviews and questionnaires were the methods of data collection for the study and SPSS software was used to analyse data collected from the field. The study found that, motivation packages for the staff of UDS Wa Campus were inadequate. This was evident in the non-availability of residential accommodation and transport for staff. Though senior members enjoy professional allowance, book and research allowance, off-campus allowance and entertainment allowance they complain they were insufficient. Free medical care was the only motivation for senior and junior staff. Monetary rewards and a conducive-working environment were the preferred form of motivation for workers. The effects of poor motivation on work performance on the campus were absenteeism, low output and high labour turnover. The study therefore, recommends that management should liaise with GETFUND to build residential accommodation for staff and end of year awards to motivate staffs.

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## Acronyms

|         |   |
|---------|---|
| CEMPA   | Commonwealth Executive Masters in Public Administration |
| CIPD    | Chartered Institute of Personnel and Development        |
| DBS     | Diploma in Business Studies                             |
| GETFUND | Ghana Education Trust Fund                              |
| HODS    | Heads of Departments                                    |
| HR      | Human resource  |
| IDL     | Institute of Distance Learning                          |
| NAGRAT  | National Association of Graduate Teachers               |
| NVTI    | National Vocational Training Institute                  |
| PNDC    | Provisional National Defence Council                    |
| POTAG   | Polytechnic Teachers Association of Ghana               |
| PRA     | Participatory Rural Appraisal                           |
| PSM     | Public Service Motivation                               |
| SPSS    | Statistical Packaged for Social Scientist               |
| SRNAG   | State Register Nurse Association of Ghana               |
| TEWU    | Teachers and Education workers Union                    |
| UDS     | University for Development Studies                      |
| UN      | Unit Nation   |

USA United State of America

UTAG University Teachers Association of Ghana

VOA Voice of America

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## Dedication

I dedicate this work to the memory of my late father Mr. Nchorbuno Atiaya Akakuli who was called to his maker on 30th March 1993 and my son Nchorbuno Atiwine Manasseh

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

The role of the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management must play a strategic role in the success of an organization. Organizations that do not place emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources.

With the increase in competition, locally and globally, organizations must become more adaptable, resilient, agile, and customer-focused to succeed. In addition, within this change in environment, the HR professional has to evolve to become a strategic partner, an employee sponsor or advocate, and a change mentor within the organization. In order to succeed, HR must be a business driven function with a thorough understanding of the organization's big picture and be able to influence key decisions and policies. In general, the focus of today's HR Manager is on strategic personnel retention and talents development. Motivation is an effective instrument in the hands of managers for inspiring the work force and creating confidence in it. By motivating the work force, management creates 'will to work' which is necessary for the achievement of organizational goals (Chhabra, 2010; Cole, 2004).

The issue of employee dissatisfaction and related attitude towards work is assuming alarming rate worldwide. The situation is even more serious in developing countries where working conditions are unattractive.

This research will highlight on how motivation can meet the challenges of workplace diversity, how to motivate employees through gain sharing and executive information system through proper planning, organizing, leading and controlling their human resources.

Guest and Conway, (2005) established their suggestions on the basis of a CIPD survey on employee welfare and emotional convention that managers who fail to motivate and improve the performance of people whom they manage are the root causes of motivational problems in public organizations in Ghana. The familiar notion that people leave managers, not organizations, suggests that the organizations concerned, failed in holding managers responsible to understand their role in motivating people and to manage performance effectively. The biggest challenge for HR is to push line managers to manage and develop people.

In order to increase work effectiveness and performance, it is important to address a number of issues, including increasing motivation among employees, making them feel satisfied with their job, and increasing their job-related well-being in general.

## **1.2 Problem Statement**

In the view of Halepota (2005), motivation is crucial for organizations to function; without motivation employees will not put up their best and the company's performance would be less efficient. This is evident in Ghana where in recent times the labour front has been plagued with a plethora of industrial unrests.

The University for Development Studies (UDS), which was established in 1992, has a challenge of getting substantive officers for some of the principal positions. According to the Vice Chancellor's annual report 2008/2009, the position of the Vice Chancellor, Registrar and Finance officers were "acting" positions. This situation of "acting positions" is not

different at the various Faculty levels. The big question one can ask therefore is what accounts for this unfortunate situation in UDS? This however, is not case of Public Universities in the southern sector of Ghana.

Various factors account for such situations; it has been argued in some circles that issues of motivation, incentives, political interferences and conflicts play a crucial role. Others also hold the view that transportation, the multi campus system and lack of accommodation facilities for all categories of the institutions' staff may be responsible for this situation. Transportation for officials to facilitate work is another big challenge in most of the campuses. Vehicles and other means of transport are inadequate. The situation is even appalling when it comes to Senior and Junior Staffs who are not entitled to rent subsidy. These assertions are largely hypothetical, not supported by empirical evidence. It for this reason the research is carried out to find the causal factors.

The main question that this research seeks to address is how employee performance can be enhanced against the backdrop of motivational challenges in the public sector especially in UDS, as workers are always agitating for better conditions of services.

### **1.3 Objectives of the Study**

The study seeks to assess the role of motivation in the performance of UDS-WA Campus staff. In line with this, the study seeks to answer the following questions:

The specific objectives of the study include the following:

1. To examine ways of motivating employees to put up their best.
2. To assess which factors motivate UDS workers most
3. To evaluate the role that motivation plays on workers performance.
4. To establish a relationship between motivation and performance.

## **1.4 Research Questions**

The overall objective is to assess the roles that motivation plays on the employees' job performance and to assess why / how work is done without adequate motivational factors.

1. What forms of motivation are available to employees of the University for Development Studies at Wa campus?
2. What factors motivate workers most in the University for Development Studies at Wa campus?
3. What role(s) does motivation play on workers' performance on the job in the University for Development Studies at Wa campus?
4. What is the relationship between motivation and performance in the University for Development Studies at Wa campus?

## **1.5 Scope of the Study**

The study covers the University for Development Studies, which is located in the northern part of Ghana. The University has four main campuses (Tamale, Nyankpala, Wa and Navrongo) with Tamale serving as the central administrative headquarters. The Wa-Campus is selected because of large number of lectures and administrative staff. Motivational issues are relevant due high concentration of the university staff. The finding of the research will be applicable to the other campuses. It is in view of this that the study seeks to assess the role that motivation plays in attracting and retaining competent staff. The study is focus on only Wa-Campus.

## **1.6 Justification / Relevance of the Study**

The labour front in Ghana over the past decade has witnessed a number of industrial unrests particularly among public sector workers. For instance, in 2007, all health workers excluding

medical doctors went on an indefinite strike despite government threats to withhold their salaries (VOA, May 2 2007). In the same year, National Association of Graduate Teachers (NAGRAT) supported by some Ghana National Association of Teachers (GNAT) members went on an indefinite strike, which brought public schools to a close. Since then, the situation has remained volatile. In 2010, Polytechnic Teachers Association of Ghana (POTAG) and University Teachers Association of Ghana (UTAG)) also embarked on a strike action due to poor conditions of service and insufficient motivation. All these are manifestations of a poorly motivated and disgruntled labour force. This research draws its relevance from these turbulent situations as solutions are sought to build a strong and highly motivated labour force that is willing and able to champion the development drive of the country.

The University for Development Studies (UDS) was established in 1992 by PNDC Law 127 to bridge the developmental gap between Northern Ghana and Southern Ghana. Located in the deprived part of Ghana, the university provides a good ground for the discussion of motivational issues.

The research work will serve as a policy shaping document for the institution and other public sectors set up to improve its human resource related problems, since organizations are battling over appropriate ways of encouraging workers to improve work output.

This research will also bring to light factors or untoward conditions that demotivate workers from putting up their best in the fulfilment of the institution's objectives.

The study will also extend the literature on human resource management and thus, contribute to the growth of management as a discipline.

Finally, the study intends to investigate the importance of factors that motivate employees in the University for Development Studies.

## **1.7 Limitations of the Study**

Logistical support was a challenge to the study since the research was funded solely by the researcher. However, by self-sacrifice and support from friends and family members, the researcher was able to overcome this challenge. This led to the timely completion of the research work and the researcher was able to meet the dead line.

Even though, the researcher encountered difficulties in some of the respondents' attitude towards responding to the questionnaires, this did not discourage the researcher as he was able to use his rich experience in convincing the respondents to fill in the questionnaires. Due to resource constraint, the researcher was not able to cover the entire staff of the Campus

## **1.8 Organization of the Study**

The study was organized into five chapters:

Chapter one contained the introduction of the study, consisting of the problem statement, research questions, objectives, the scope, and justification.

Chapter two examined among other things, relevant literature from works that have already been done on the topic. The literature review was structured in the following form: Introduction, concepts and nature of motivation, the early theorists of motivation, contemporary theorists of motivation, and importance of motivation.

Chapter three dealt with methodology and the limitations of the study.

The methodology looked at stratified sampling technique, where the population was structured in the form of Senior Members, Senior Staff and Junior Staff. Sampling techniques such as stratified random sampling, and accidental sampling were used for the selection of

the respondents. In terms of methods of data collection, interviews and questionnaires were used.

Chapter four was devoted to thorough presentation, interpretation and analysis of data gathered from the field. In this chapter, statistical tools and techniques were used for the analysis of data with software such as SPSS.

Chapter five comprised the summary of findings, conclusions and recommendation

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## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter examined relevant literature from works that have already been done on the topic. The literature review was structured in the following form: Introduction, concepts and nature of motivation, the early theorists of motivation, contemporary theorists of motivation, importance of motivation and how motivation influence work in the organization

Most institutions and organizations strive to improve quality service and performance of their products, service, internal or external operations. The reason for this can vary depending on the goals of the business or the organizational. Important goals could be to ensure a firm and stable work environment to promote good work performance. The competition between institutions and organizations can be a difficult task, making it difficult to reach higher goals and development (Bolman, 1997).

One strategy for reaching higher goals and development is motivation. Employees are motivated to render quality service and effectiveness which means that motivation is a key factor for progress within an institution or organization. A profound knowledge of motivation and its meaning is therefore essential for success of the institution (Paré 2001). Motivating employees is essential for the achievement of organizational goals.

It has been commonly assumed that public sector organizations are more likely to employ individuals whose values and needs are consistent with the public mission of the organization (Baldwin, 1984, Crewson, 1997). Charged with promoting general social welfare, as well as the protection of the society and every individual in it, public organizations often have

missions with broader scope and more profound impact than organizations in the private sector (Baldwin 1984).

## **2.2 The Concept of Public Employee**

The composition of the public workforce has to reflect the nature of the work in the public sector by attracting employees who desire greater opportunities to fulfil higher-order needs and altruistic motives by performing public service. It is these individual characteristics that are often touted as the key to motivating behaviour because “understanding the values and reward preferences of public managers is essential in structuring organizational environments and incentive systems to satisfy those preferences” (Wittmer, 1991, p. 369). In fact, it is believed that the importance public employees place on the opportunities thought to be more readily available in the public sector, such as performing altruistic acts or receiving intrinsic rewards, compensates for the low levels of extrinsic rewards associated with the public sector and explains why no differences have been found between public and private employee work motivation (Baldwin, 1984, 1987; Emmert & Taher, 1992; Posner & Schmidt, 1982; Rainey, 1979, 1983).

## **2.3 The Concept of Motivation**

According to Dubin (2002), “Motivation is the complex of forces starting and keeping a person at work in an organization. Motivation is something that puts the person to action, and continues him in the course of action already initiated”. Motivation refers to the way a person is enthused at work to intensify his desire and willingness to use his energy for the achievement of organization’s objectives. It is something that moves a person into action and continues him in the course of action enthusiastically.

Motivation is a complex phenomenon, which is influenced by individual, cultural, ethnic and historical factors. Motivation can be defined as “a series of energizing forces that originate both within and beyond an individual’s self”. These forces determine the person’s behaviour and therefore, influence his/her productivity (Jackson, 1995). According to De Cenzo *et al.*, (1996), people who are motivated use a greater effort to perform a job than those who are not motivated. In other words this means that all thinkable factors of physical or psychological aspects that we interact with, leads to a reaction within our self or of the entire organization.

According to Latham and Ernest (2006) motivation was in the beginning of the 1900s thought only to be monetary. However, it was discovered during the 20th century that to motivate employees, there are more factors than just money. In their view, employees’ satisfaction with their job is an important indicator for a good job performance and happy employees are productive. To them, motivation is a psychological factor and is affected by the workers’ mental attitude and health. Therefore, in order to be motivated, a person needs to have certain basic needs fulfilled. If these needs are lacking, a person’s self-esteem and self-actualization cannot develop. This could result in lack of interest to progress and develop, both professionally and personally. There are several theories of human needs, which are the foundation of motivation.

CIPD’s Reward Survey (2005a) reveals that human resource (HR) and line managers fail to develop reward strategies for their employees. Guest and Conway, (2005) established their suggestions on the basis of CIPD’s survey on employee welfare and emotional convention that managers fail to motivate and improve the performance of people whom they manage.

The familiar notion that people leave managers, not organizations, suggests that the organizations concerned, were subjected to failure for holding managers responsible to understand their role in motivating people and to manage performance as effectively as they

can. The biggest challenge for HR managers is to push line managers to manage and develop people.

## **2.4 The Nature of Motivation in the Public Service**

Public service motivation is popular among public management and public sector literature is increasing significantly (Perry and Hondeghem, 2008:22). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Massey et al. 1998; Lyons, Duxbury et al. 2006; Buelens and Van den Broeck 2007). These were founded in the desire to promote public values in a disinterested way (Perry and Porter 1982; Perry and Wise 1990).

Public service management motives guided by an intention “to do good for others and shape the well-being of society” (Perry and Hondeghem 2008:3). As noted by Piliavin and Grube, these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, “altruism” is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of “pro-social behaviour” explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr and Fischbacher 2003; Meier 2006; Fehr and Gintis 2007; Francois and Vlassopoulos 2008).

The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and

monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. In particular, public service management construct applies to the American context, the phrase *Ethique du bien commun* (Chanlat 2003) is appropriate for French speaking countries; the *Beamtenethos* notion fits with traditional *Rechtsstaat* in Germanic countries (Egger-Peitler, Hammershschmid et al. 2007) and the term “*public service ethos*” is analysed in British context (Pritchett and Wingfield 1996; Horton 2006; John and Johnson 2008).

The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry’s definition of public service as “an individual’s predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Perry and Wise 1990: 368) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one. In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenaabeele defined public service as “the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate” (Vandenaabeele 2007: 547). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere (Brewer and Selden; Rainey 1999) and, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour (Vallerand and Thill 1993).

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory (March and Olsen 1989), the behaviour of an individual is shaped either by a logic of appropriateness that refers to “beliefs, paradigms, codes culture and knowledge” (March and Olsen 1989: 22; cited by Vandenabeele 2007) or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, “one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest” (Vandenabeele 2007:548).

Having identified several motivational factors occurring particularly in the public sector (Perry and Porter 1982), Perry and Wise first labelled the public service management concept and brought it to the academic community in their article “The Motivational Bases of Public Service” (Perry and Wise 1990). In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Despite growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of public Service Motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry and Hondeghem 2008). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do

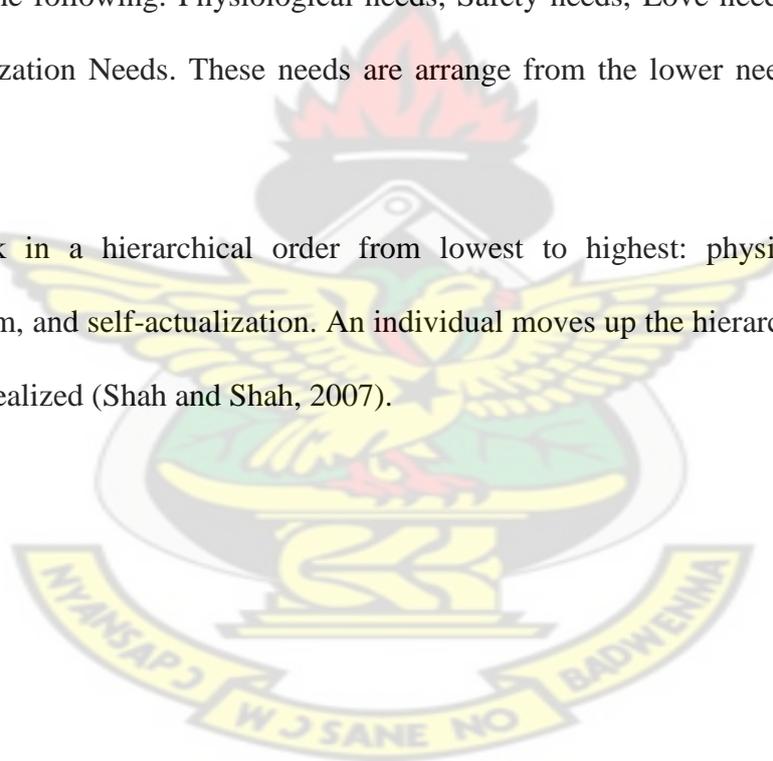
public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

## **2.6 Theories of Motivation**

### **2.6.1 Abraham Maslow: Hierarchy of Needs**

Maslow (1943) was the first to use people's needs in motivation theory. He worked with individuals having neurotic ailments and assessed their hierarchy of needs in 1943. Maslow's theory on motivation has attracted management theorists. The hierarchies of needs according to Maslow are the following: Physiological needs, Safety needs, Love needs, Esteem needs and Self-Actualization Needs. These needs are arranged from the lower needs to the higher needs.

Five needs rank in a hierarchical order from lowest to highest: physiological, safety, belonging, esteem, and self-actualization. An individual moves up the hierarchy, when a need is substantially realized (Shah and Shah, 2007).



**Figure 1** Maslow's Need Hierarchy



**Source:** Adopted from Shah and Shah, 2007

- 1. Physiological Needs:** The basic physical needs for sustaining the human life. For example food, water, sleep, medicine, education etc.
- 2. Safety Needs:** To be free of physical danger and of the fear of losing a job, property, food or shelter and to protect against any emotional harm. To have a safe home, secure income, sufficient salary, benefits and medical insurance.
- 3. Social Needs:** Because people are social beings, they need to belong and be accepted by others. They like to have family and friends. People try to satisfy their need for affection, acceptance and friendship. Interaction and cooperation with co-workers and leaders
- 4. Esteem Needs:** To be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy, achievements and external esteem factors such as status, recognition and attention.

5. **Self-actualization:** This is the highest need in Maslow's hierarchy. This need is to fulfil one's potential and self-fulfilment and maximize one's potential and to accomplish something. Employees in this rank try to maximize their knowledge, skills and performance to do a good job.

In principle the human being's desire is to satisfy his basic needs first and as he or she is always encouraged, seeking for higher needs. Maslow's message is simply this; people always have needs, and when one need is relatively fulfilled, others emerge in the predictable sequence to take its place. According to Maslow's theory, most individuals are not consciously aware of these needs yet we all supposedly proceed up the hierarchy of needs, one level at a time (Kreitner, 1995).

The relevance of Maslow's Theory for Manager's; behavioural Scientists who have attempted to test Maslow's Theory in real life claim it has some deficiencies. Even Maslow's hierarchical arrangement has been questioned. Practical evidence points toward a two level rather than a five-level hierarchy (Kreitner, 1995)

Although, Maslow's theory is still useful in certain areas, the main strength of this theory is the recognition and identification of individual needs for the purpose of motivating behaviour (Bowditch *et al.*, 1997). Although Maslow's theory has not stood up well under actual testing, it teaches managers one important lesson: a fulfilled need does not motivate an individual. For example, the promise of unemployment benefits may partially fulfil an employee's need for economic security (the safety need).

In competing view, physiological and safety needs are arranged in hierarchical fashion, as Maslow contends. The contrary view is that, any one of the needs may emerge as the single most important need, depending on an individual. Edward Lawler, a leading motivation researcher, observed, "Which higher-order needs come into play after the lower ones are

satisfied and in which order they come into play cannot be predicted. If anything, it seems that most people are simultaneously motivated by several of the same-level need” Lawler (1966: P 64)

The “motivation to work” published by Maslow (Maslow 1943: 370) probably provided the field of organizational behaviour and management with a new way of looking at employees job attitudes or behaviours in understanding how humans are motivated. Probably the best-known conceptualisation of human needs in organisations has been proposed by this theory. Abraham Maslow was a clinical psychologist who introduced his theory based on personal judgment, which was generally known as the need hierarchy theory. According to him if people grew in an environment in which their needs are not met, they will be unlikely to function as healthy individuals or well-adjusted individuals. This idea was later applied to organizations to emphasize the idea that unless employees get their needs met on the job, they will not function as effectively as possible.

Specifically Maslow theorized that people have five types of needs and that these are activated in a hierarchical manner. This means that these needs are aroused in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues.

If you look at this from a motivational point of view, Maslow’s theory says that a need can never be fully met, but a need that is almost fulfilled does not longer motivate. According to Maslow, you need to know where a person is on the hierarchical pyramid in order to motivate him/her. Then you need to focus on meeting that person’s needs at that level (Robbins 2001). The fundamental flaws of Maslow’s Needs Theory, stems from his claim that, human needs patterned systematically from one stage to another. In reality, human needs, though revolve around the stages identified by him, but in some situations do not necessarily move

progressively from one stage to another as he would have us believe. For instance, a person in some circumstances might compromise his physiological or safety needs in order to achieve some social goals. This research will examine relevance of the needs theory as a strategy for motivation by managers.

Bassett-Jones and Lloyd (2005) suggests that the content theorists led by Herzberg, assumed a more complex interaction between both internal and external factors, and explored the circumstances in which individuals respond to different internal and external stimuli. On the other hand, process theory, where victor Vroom was the first exponent considers how factors internal to the person result in different behaviours. From the focus point of these two groups, one could observe that the process theories attempt or try to understand the thinking processes an individual might go through in determining how to behave in a workplace. The primary focus was on how and why questions of motivation, how certain behaviour starts, developed and sustained over time. It is true that human behaviour in general is dynamic and could affect the individual's personal altitude as well as factors surrounding that individual. These exogenous factors emanate from the environment in which the individual operates generate stimuli to employees.

It is my belief that employees in general are goal seeking and look for challenges and expect positive re-enforcement at all times. Hence, it could only be of benefit if organisations could provide these rewards and factors. As noted earlier, albeit employees are financially motivated, motivation could be seen as a moving target. What motivates differs among different people and may even change for the same person over a given period of time, developments within the modern organisation has probably made motivating employees even more difficult due to the nature of every individual, behaviour increasing the complexity of what can really motivate employees.

According to Bassette-Jones and Lloyd (2005) expectancy, equity, goal setting and reinforcement theories have resulted in the development of a simple model of motivational alignment. The models suggest that once needs of employees are identified and organizational objectives and also satisfy employee needs. If poorly aligned, then low motivation will be the outcome.

### **2.6.2 Douglas McGregor: Theory X/Theory Y**

McGregor's theory, which is built on Maslow's theory, adds a central idea: that managers' assumptions about their employees can affect their motivation. This theory proposes two alternative and extreme views to see the human being: Theory X and Theory Y. According to Theory X the employee is viewed as mainly negative, lazy, resist change and unable to motivate. This produces a controlled environment with strict rules, threats and punishments. Employees in an organization like this tends to perform less effectively, give low productivity, produces aggressions and conflicts (Bolman *et al.*, 1997). Theory Y on the other hand strives to maximize the employee's individual goals and efforts by giving workers greater job involvement and autonomy.

This means that employees are given the possibility to grow and achieve their own goals within the organization. Employees are viewed as positive and open to development.

Management's goal is to make the employee happy and satisfied with their work and performance (Bolman *et al.*, 1997; Matteson 1999).

Taken not too literally the theory can provide a useful tool for motivation and management research (Shah and Shah, 2007). In addition, these theories remain as a guiding principle of positive approaches for management, to organizational development and to improve organizational culture.

MacGregor suggested that there exist two sets of employees (lazy and ambitious employees) with lazy employees representing theory X, hard and ambitious workers representing Y. According to him, the lazy employee should be motivated to increase performance in an organization. Geogopalaus path Goal theory of motivation states that, if a worker sees high productivity as a path leading to the attainment of one or more of his personal goals, he will turn to be a high producer. But if he sees low productivity as the path leading to the attainment of his goal he will turn to be a low producer and hence needs to be motivated.

This discussion on the above motivational theories explains the fact that the concept of

Employee's motivation has been a critical factor addressed by previous authors as what determines the core competence of every organisation in achieving a competitive position.

Skinner who propounded that any behaviour that is rewarded tends to be repeated supported this view. The term motivation has been used in numerous and often contradictory ways. Presently there appears to be some agreements that the crucial thread that distinguishes employee's motivated behaviours from other behaviour is that it is goal directed behaviour (Bindra; 2000)

### **2.6.3 Frederick Herzberg: Motivation-Hygiene**

In 1959 Herzberg, Mausner and Snyderman processed a research concerning motivation to work. They chose similar companies situated in Pittsburgh Industry area. They interviewed approximately 200 engineers and accountants working for those companies. The theory developed from this research concerns hygiene factors, which are necessary for the employee to experience but do not motivate them to work. The explanation for hygiene factors could be a person's relationship with the environment in which one operates.

Herzberg argues that intrinsic job factors are motivating, whereas extrinsic factors only placate employees. In this theory, there are two group factors. The first one is motivating factors or satisfaction and the second one is hygiene factors or dissatisfaction. According to Herzberg, the workers get motivated when they are responsible for their work. He also proposed that managers can give their employees more authority to their job and offer them direct and individual feedback in order to motivate and help employees to connect to their work (Wirralmet, 2007). Furthermore, Herzberg also recommended that the job should have sufficient challenges to utilize the full ability of the employee. If the job is not sufficiently challenging enough and not used for an employee's full abilities, the company should replace the employee with the one who has a lower level of skill to do the job (Shah and Shah, 2007).

Most empirical studies have refuted predictions based on Herzberg's theory. According to Herzberg's theory, he concluded that hygiene factors are related to dissatisfaction rather than satisfaction. However, recent researchers have found contradictions and opposite to his theory (Examstutor, 2007). Another problem with Herzberg's theory is that some employees show no particular interest in such motivators as opportunity for growth and advancement (Dubrin, 2002).

In spite of criticisms, Herzberg's theory provided a new way of thinking about worker motivation and his theory remains as an influential factor in an attempt to make the motivation theory in an organizational way (Dubrin, 2002).

Herzberg's theory implication in real work life for a manager and management in the company who want to motivate their employees would include these activities: provide the employees with good compensation, flexible company policies and being connected to their own employees. In addition, the manager also recognizes the good work from their

employees and gives their employees the opportunities to grow and develop their skills, knowledge and experience.

A significant development in motivation was distinction between motivational and maintenance factors in job situation. This led to draw a distinction between what are called as 'motivators' and 'hygiene factors'. Thus, hygiene factors provide no motivation to the employees, but the absence of these factors serves as dissatisfied. Some job conditions operate primarily to dissatisfy employees when they are absent, but their presence does not motivate employees in a strong way. Many of these factors are traditionally perceived by management as motivators, but the factors are really potent as dissatisfies. They are termed as maintenance factors in job because they are necessary to maintain a reasonable level of satisfaction among the employees. The maintenance factors include, Company policy and Administration, Technical supervision, interpersonal relations with supervision, interpersonal relations with peers, salary, job security working conditions and among others. Herzberg also identifies the motivational factors to include achievement, recognition, advancement, work itself and possibility of growth.

There appears to be a great similarity between Herzberg's and Maslow's models. A careful examination of Herzberg's model indicates that what he actually says is that some employees may have achieved a level of social and economic progress in the society and for them higher level needs of Maslow (esteem and self-actualization) are the primary motivators. However, they still must satisfy the lower level needs for maintenance of their current state. Thus, we can say that money might still be a motivator for operative employees and for some managerial employees (Chhabra 2010: p11.7-11.8)

In this vein, hygiene factors are not sufficient condition in motivating employees but rather a precondition in enticing employees in promoting the organizational mission and objectives.

This further suggests that, the issue of motivation is still a challenge in modern context despite the efforts of government policy of promoting workers well-being.

#### **2.6.4 Rensis Likert**

The contribution of Rensis Likert Theory on motivation cannot be undermined in literature review and therefore seeks to address some of the issues of work place diversity especially motivation which is a serious challenge in the 21<sup>st</sup> century. Theory was developed by Likert in 1961, as a Director of the Institute of Social Research at the University of Michigan, USA. The theory was mainly about high producing and low-producing managers. The former, according to his research, were those who achieved not only the highest productivity, but also the lowest costs and the highest levels of employee motivation. The latter, by comparison, produced higher costs and lower employee motivation. His work indicated that the high-producing managers tended to build their success on interlocking and tightly knit, groups of employees, whose cooperation had been obtained by thorough attention to a range of motivational forces. These included not only economic and security motives, but also ego and creativity motives (self-actualization, in Maslow's terminology). Management can achieve high performance when employees see their membership of a work group to be 'supportive', that is to say when they experience a sense of personal worth and important from belonging to it.

Even though Rensis Likert insists on effective work group will promote high production and efficient tools will serve as motivation to employees. There must be good working relationships between manager and workers and by that managers can be in better position to motivate their workers to do more. Most barriers of motivation may include unaware or absent managers, inadequate buildings, out-dated equipment and entrenched attitudes. When

these issues are tackled by management it will aid high employee performance of any job given to a particular worker.

## **2.7.0 Contemporary Theories of Motivation**

### **2.7.1 Equity Theory**

The basis of Equity Theory, in a work context, is that people make comparisons between themselves and others in terms of what they invest in their work (inputs) and what outcomes they receive from it. As in the case of Expectancy Theory, this theory is also founded on people's perceptions, in this case of the inputs and outcomes involved. Thus, their sense of equity (i.e. fairness) is applied to their subjective view of conditions and not necessarily to the objective situation. The theory states that when people perceive an unequal situation, they experience 'equity tension', which they attempt to reduce by appropriate behaviour. This behaviour may be to act positively to improve their performance and/or to seek improved rewards, or may be to act negatively.

Thus, part of the attractiveness (valence) of rewards in a work context is the extent to which they are seen to be comparable to those available to the peer-group. Such thinking, however, is best applied to extrinsic rewards, such as pay, promotion, pension arrangements, company car and similar benefits, since they (a) depend on others for their provision, and (b) have an objective truth about them. Equity theory cannot apply in the same way to intrinsic rewards, such as intrinsic job interest, personal achievement and exercise of responsibility, which by their very nature are personal to the individual, entirely subjective, and therefore less capable of comparison in any credible sense.

In today's turbulent, often chaotic environment, commercial success depends on employees using their full talents. Yet, in spite of the myriad of available theories and practices,

managers often view motivation as something of a mystery. In part, this is because individuals are motivated by different things and in different ways.

### **2.7.2 Attribution Theory**

Attribution Theory suggests that we judge other people's behaviour by attributing meaning to their behaviour in the light of perceived internal or external forces. Internally caused behaviour is perceived to be under the control of the individual, i.e. they have made a choice in selecting the behaviour. Externally caused behaviour results from environmental forces that are perceived to influence people's behaviour (e.g. organizational rules, machinery breakdown etc.), and over which the individual has little or no control. Kelley (1972) suggests that when people make attributions, they do so with three major criteria in mind: Distinctiveness, Consensus and Consistency. In case of the internally caused behaviour, we would be likely to draw the conclusion that this person was unmotivated individual who dislike his job, and therefore 'chose' to be late. Where the behaviour was seen as essentially caused by external factors, we would likely to conclude that this was a one-off event caused by circumstances outside his control, such as a major traffic hold-up en route to work. This attribution may be true reflection of particular person behaviour or not because human behaviour is said to be unpredictable from the on sett of creation and therefore call for appropriation ways of motivating the work force to increase productivity. That aside, the taste and preferences of the employees are not uniform and therefore differ from worker to worker.

### **2.7.3 Reinforcement Theory**

Whereas Attribution Theory has strong links with ideas about human perception, Reinforcement Theory, as applied to motivation, has major connections with learning theory, and especially the work of the behaviourist, Skinner (1974). The Reinforcement Theory of motivation suggests that a given behaviour is a function of the consequences of earlier

behaviour. Thus, it is argued, all behaviour is determined to some extent by the rewards or punishments obtained from previous behaviour, which has the effect of reinforcing current actions. In this sense, all behaviour is caused by external sources, since we can have little control over the consequences of our actions. So, if an individual's efforts to contribute new ideas to a team are consistently met with an indulgent but apathetic approach by management (i.e. negative reinforcement), then the individual is likely to be discouraged from making further suggestions, and may even seek to change his or her job. Where, by comparison, the individual is encouraged to share new ideas and help to develop them (i.e. positive reinforcement), then the person is likely to generate even more ideas.

Strict Reinforcement Theory would argue that an individual's own understandings, emotions, needs and expectations do not enter into motivation, which is purely about the consequences of behaviour. However, modifications of the theory (e.g. Social Learning Theory) do allow for the effect of individuals' perceptions of the rewards/punishments obtained by others as a contributor to motivation. Thus, an employee is not just affected by the consequences of his own actions at work, but is able to infer 'appropriate' behaviour from what he sees as the consequences for others of their behaviour. Reinforcement Theory is not basically concerned with what motivates behaviour, or how, and is not strictly a theory of motivation. It is more concerned with control of behaviour (i.e. power over others). Supporters of Reinforcement Theory (Jablonsky and De Vries, 1972) offer some important guidelines to those intending to use it as a motivating tool in the workplace.

The underlying assumption behind this approach is that people are there to be controlled, and that management's task is to provide the 'right' conditions to encourage high performance. This is not quite such a negative view of people as is suggested by McGregor's concept of human motivation (McGregor 1960).

#### 2.7.4 Expectancy Theory

Workers expectation of returns or rewards for efforts put on a job has become part and parcel of the motivation of employees in every organizational establishment and it will therefore be inappropriate to discuss motivation of the public sector motivation without taken a cursory look at the Expectancy Theory. This theory was developed by an American, V.H. Vroom in 1960s. A key point of his theory is that an individual's behaviour is formed not on objective reality but his or her subjective perception of that reality. Vroom proposes that motivation is a function of value of effort-performance and performance rewarded relationships. Expectancy theory emphasizes the role of individual perceptions and feelings (expectations of particular results) in determining motivation and behaviour. Also the expectancy theory does not specify which outcomes are relevant to individuals in any situation (Enoch, 2005). The core of this theory relates to how a person perceives the relationships between three things that is effort, performance and rewards. Vroom (1964) proposes that people are motivated by how much they want something and how likely they think they are to get it. He suggests that motivation leads to efforts and the efforts combined with employees' ability together with environmental factors interplay to determine performance. This performance in turn leads to various outcomes, such of which has an associated value called valence. The three key factors are based on the individual's perception of the situation. These are:

*Expectancy*; which is the extent of the individual's perception, or belief, that a particular act will produce a particular outcome.

*The instrumentality* is the extent to which the individual perceives that effective performance will lead to desired rewards and

*Valence* which is the strength of the belief that attractive rewards are potentially available (Gole, 2004: p43)

It is important to note that Vroom distinguishes 'valence' from 'Value'. He does so by defining the former in terms of the anticipated satisfaction the individual hopes to obtain from the outcome or reward, and by defining 'value' in terms of the actual satisfaction obtained by the individual. According to Vroom the three factors that is, Expectancy, Instrumentality and Valence combine together to create a driving force, which motivates an individual to put in an effort, achieve a level of performance, and obtain rewards at the end. Despite the criticism, Expectancy Theory is still one of the useful for predicting employee behaviour (Aamodt et al 2007)

It is prudent to note that, effort alone may not necessarily lead to effective performance. Other factors are involved, such as the individual's own characteristics (personality, knowledge and skills) and the way in which he perceives his role. For example, the prospect of promotion could be seen by a newly appointed employee as an attractive prospect (valence), but his expectancy of gaining promotion could be low, if he perceives that promotion is attained primarily on length of service. In such a situation, performance does not lead to rewards, so effort in that direction is not seen as worthwhile. These analyses clearly show that individual worker's expectancy of returns for a job performed vary and which has become a problem of management as to which is the satisfactory way of motivating workers for a good job done.

### **2.8.0 Motivation and Job Performance**

According to Butkus and Green (1999), motivation is derived from the word "motivate", means to move, push or persuade to act for satisfying a need. Baron (1983) defined motivation in his own right. He says that "motivation is a set of processes concerned with a kind of force that energizes behaviour and directs it towards achieving some specific goals. Many writers have expressed motivation as goal directed behaviour. This objective nature of

motivation is also suggested by kreitner and Kinicki (2001) put forward that motivation represents “those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed”.

A motivated person have the awareness of specific goals must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nel et al., 2001). It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore if the roles of managers are assumed to successfully guide employees towards the organizational agenda of achieving its objectives, then it is very important for them to educate and understand those psychological processes and undertakings that root cause the stimulation, direction of destination, determination and persistence of voluntary actions (Roberts, 2005).

Mo (1992) differentiates between the terms ‘movement’ and motivation’. Movement carries out the task for compensation, remuneration in humans mind to act, while the term motivation is stapled with total involvement of a person in its tasks to carry out with excitements and happiness. In simple words, movement compels a person to carry out tasks, while motivation is self-realized jubilant and pleasing act of carrying out specific tasks. The researcher emphasizes on motivation which is basis for the success because the person involved in it is very happy and voluntarily excited not for compensation. Motivation is reason for individuals’ accomplishments to carry out the project (La Motta 1995). There are many aspects of motivation in an organization; a person motivated by those aspects may not necessarily motivate another person, because there are many different factors that affect motivation for different level employees.

On reaching the understanding and believing that people (employees) are naturally motivated, an organization simply provide the environment for their motivation to be enhanced and

improved (Baron, 1983). It means that an organization is a better environment and working atmosphere provider, it only needs to believe that the people have the motivational behaviour. Lawler (2003) noted that different theories questioning why people prefer certain careers, why they seek particular rewards and why they feel satisfied or dissatisfied with their work and rewards. These are some of the resonating questions that create so many assumptions and hypotheses to be researched.

It is widely recognized in management circles, that motivation plays a role in keeping an employee performing his or her best in any task assigned. Assessing La Motta and Baron, views on the concept of motivation makes one wonder why incentives provided to workers did not yield intended purpose. This is as a result of dynamics of individual needs and humans can never be satisfy in that, when one need is catered for responded, the worker shifts to another need and this then becomes a challenge hence the call for further research on the issue of motivation.

### **2.9.0 Levels of Employee Motivation**

According to research conducted by Mosley, Megginson, and Pietri (2001) the direction of an employee's behaviour is related to those behaviours, which the Individual chooses to perform. It refers to how hard the individual is willing to work on the behaviour. (The level of persistence, it refers to the individual's willingness to behave despite obstacles. Daschler and Ninemeier (1989) conducted research and investigated what employees may seek from the work environment. Their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation. Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs can be located.

## 2.10 The Role of Motivation

Many contemporary authors have also defined the concept of motivation. Motivation has been defined as: the psychological process that gives behaviour purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, and Lindner, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993).

According to Smith, the reason why employers motivate employees is purposely for survival (Smith, 1994). Despite the fact workers always agitating for compensation for work done to keep them alive seems to have problem because, when workers are satisfied with their survival needs, they tend to fight for recognition and others. For example, some feel that, they should be sponsored to travel outside the country. They felt that, they should be part of decision making body in the organizational setup. Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen and Radhakrishna, 1991). For example, research by Kovach suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). In addition, as employees get older, interesting work becomes more of a motivator.

The achievements of individuals and organizational goals are independent processes linked by employee work motivation. Individuals motivate themselves to satisfy their personal goals, therefore they invest and direct their efforts for the achievements of organizational objectives

to meet with their personal goals also. It means that organizational goals are directly proportional to the personal goals of individuals.

Robert (2005) reported that the manager's job is to ensure the work done through employees is possible, if the employees are self-motivated towards work rather directed. The manager's involvement is not so much important in the motivation of employees. The employees should motivate themselves to work hard.

The major issue in all services organizations is the motivation of employees whether they are skilled or unskilled or professionals. It is a today's challenge for the management in this competitive world to motivate employees to offer efficient and good services that customers expect. The employees' motivation, their enthusiastic and energetic behaviour towards task fulfilment plays a key role in the success of an organization (Cheng, 1995).

According to Petcharak (2002), one of the functions of human resource manager is related to ensure employees' workplace motivation. The human resource manager's function should be to assist the general manager in keeping the employees satisfied with their jobs. Another goal in organization is the goal of the service manager which is to develop motivated employees and encourage their morale regarding their respective works. The employee work morale, such as supervisors, peers, organization, and work environment can be defined in a sense that the employee has the feeling and be conscious about all aspects of the job. The performance is poor if the employee is not satisfied and happy. There are a number of ways in which organizations can affect the employee's perceptions of goal importance. First, as mentioned above, managers can persuade employees that their jobs are important by providing a convincing rationale for their work tasks (Locke, Latham, & Erez, 1988). One way managers may attempt to do this is by linking the job performance directly to organizational performance. Similar to the concept of task significance, if employees can see how their work

contributes to achieving important organizational goals, then they are more likely to see their work as particularly salient because the link between individual and organization goals may extend beyond the boundaries of the organization (Perry & Porter, 1982; Perry & Wise, 1990)

Motivation is an effective instrument in the hands of manager for inspiring the workforce and creating a confidence in it. By motivating the work force, management creates 'will to work' which is necessary for the achievement of the organizational goals. Motivation involves getting the members of the group, to carry out properly the purpose of the organization. The following results may be expected if the employees are properly motivated:

The workforce will be better satisfied if management provides them with opportunities to fulfil their physiological and psychological needs. The workers will cooperate voluntarily with management and will contribute their maximum towards the goals of the enterprise

Workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. This will also result in increased productivity as well as the rate of labour turn over and absenteeism among the workforce will be reduced to the barest minimum (Chhabra2010:p11.3-11.4)

It is true to some extent that when workers are motivated, their ability to increase productivity will be high. There are certain situations some workers attitude are not reversible and management must put pressure in order to influence them work hard. Despite the deviates in every society, motivation still remains a powerful or recommended tool in influence labour force 'will to work'.

## **CHAPTER THREE**

### **METHODOLOGY**

This section outlines the research methods to be employed in carrying out the study.

#### **3.1 Research Approach**

Social phenomena have to do with extremely varying human conditions in different environments that make it difficult for social science researchers to choose appropriate research approach and methods to investigate the specific problem concerned. However, this study will adopt a case study approach for investigating the phenomenon. That is, the role of motivation on employees' performance in the case of the University for Development Studies- WA Campus.

In this research, the deductive approach would be used. Since it will utilize a wide range of existing theories and to find answers from existing research and findings about motivation and employees enhancement, which will form the basis to compare, analyse and investigate the findings of the research. The investigation will begin with a sample questionnaire and the researcher will analyse the results of the questionnaire by arranging the motivational factors perceived by employees towards their performance.

#### **3.2 Sampling Techniques**

The University for Development Studies runs a multi-campus system: three satellite campuses in WA, Nyankpala and Navrongo, and a central campus in Tamale. For the purposes of this study, the WA Campus will be considered. WA Campus was chosen because of its location in one of the underprivileged areas in the North. This provides the basis for the study of motivational issues. Stratified sampling technique was used to select respondents for the study as follows;

Stratified random sampling technique was used to identify the categories of staff for consideration. In order to avoid bias and prejudice in the selection process, the sample size was calculated with recourse to Cochran (1977) and thus employing the sample size for estimated proportion approach;

$$n = \frac{t^2 p(1-p)}{e^2}$$

Where;

$n$  = the sample size

$t$  = the number relating to the degree of confidence anticipated in the result; in this case 90%

Confidence interval ( $t=1.65$  which is the abscissa of the normal curve).

$p$  = an estimate of the proportion of people falling into the group in which we are interested

$e$  = proportion of error we are prepared to accept (sampling error; 10% anticipated error).

**Table 1** Sampling of Respondents

| CATEGORY OF STAFF | SAMPLE SIZE |
|-------------------|-------------|
| Senior Members    | 51          |
| Senior Staff      | 42          |
| Junior Staff      | 57          |
| <b>TOTAL</b>      | <b>150</b>  |

A total population size of Two Hundred and Forty (240) made of the study area and based on Cochran formula, the researcher selected One Hundred and Fifty respondents to administer Questionnaire. This selected sample size gave true reflection of the research findings and fair representative of the respondent views.

From here, accidental sampling technique was used to allocate the individual units of analysis for the interviews. This is because the method is flexible and facilitated easy and quick collection of data.

### **3.3.0 Data Collection Methods**

#### **3.3.1 Primary Data**

There are two main procedures to collect relevant data, theoretical and empirical. Theoretical refers to secondary data, which will be collected by earlier research where the purpose of that data was relevant to the study. On the other hand, empirical data is primary, which the writer of the thesis was able to directly investigate the specific problem. This type of information was sourced from the field. To find suitable information, the researcher used relevant resources in the University and its literature concerning motivation and existing theories within the subject.

Primary data was collected through Participatory Rural Appraisal (PRA) tools. These were include individual questionnaire, and key formant interviews. The individual questionnaire was administered to all Two Hundred and Forty (240) categories of staff in the university that was ear marked for the purposes of the research. That aside, key formant interview Guide also was used and solicited the views of the Deans of Faculties, Heads of Departments (HODS) and Units Heads (UH) on their opinion on work related motivation issues. This assisted in validated contradictory statements in the data analysis.

**Key Informant Interviews:** This was used to further enhance and validate data collected through other means. This category included the principal officers on Campus; these include the Deans of Faculties and Heads of Departments

**Individual Questionnaire:** These were made up of open-ended and closed-ended questions. The pre-coded ones had many tick boxes for respondents to fill in, whereas open questionnaires had a few open questions and spaces for people to make responses in their own words. A total of 150 questionnaires were administered to individuals and who were selected out of Two Hundred and Forty (240) population of the study area. This facilitated in-depth interview of the unit of analysis.

### **3.3.2 Secondary Data**

Secondary information was sourced from books, journals, and vice chancellor report. This aided to review literature on the topic of the study.

### **3.4 Data Analysis and presentation**

Statistical Package for the Social Sciences (SPSS) was used in the study for the purpose of analysis and presentation of results in chapter four.

Descriptive statistics based on frequency tables and graphs was used to provide information on demographic variables. The descriptive statistics that was used in the study was based on tables of frequency distribution and graphical presentation for the responses of work.

## CHAPTER FOUR

### ANALYSIS AND PRESENTATION OF DATA

#### 4.0 INTRODUCTION

This chapter focuses on the analysis, presentation and discussion of data gathered from the field. It captures the various issues of the role of Motivation on public sector workers with special reference to employees of UDS and their performance. The analysis is in line with the stated objectives of the study.

#### 4.1.0 CHARACTERISTICS OF RESPONDENTS

##### 4.1.1 Sex Distribution of Respondents

As in Table 4.1 below, out of 150 employees interviewed, 82.7% were males and 17.3% were females. This disparity suggests that decisions and policies concerning motivation were likely to be skewed towards the welfare of male staff. This can lead to dissatisfaction and disgruntlement among female staff which affect their performance considerably.

**Table 2 Sex Distribution of Respondents**

| Sex          | Frequency  | Percent    |
|--------------|------------|------------|
| Male         | 126        | 82.7       |
| Female       | 24         | 17.3       |
| <b>Total</b> | <b>150</b> | <b>100</b> |

*Sources: Field Survey, April, 2011*

On the other hand, morale on the part of male workers is likely to be high since they dominate in decision making and may back decisions that will boost their morale.

##### 4.1.2 Educational Attainment of Respondents

The successful development of any institution depends on capabilities of her human resource base. The educational level of the people determines to a large extent the nature of responses and their understanding of the issues at stake. The ability of workers to combine different

methods especially modern technology improves their performance at work and hence their output will be very high. Data gathered from the field indicate that out of the 150 people interviewed, at least 100 had first degree; hence their ability to analysis issues may be high. A higher institution of learning like UDS need staff who are competent in their field to be able to carry out effective teaching and assessment of students so that they can also contribute their quota to the national development.

According to Herzberg 1959, the job should have sufficient challenges to utilize the full ability of the employee. If the job is not sufficiently challenging enough and not used for an employee's full abilities, the company should replace the employee with the one who has a lower level skill to do the job (Shah and Shah, 2007). In proportion, the statistics showed that 33.3% of the workers interviewed have certificates less than a degree and would be able to handle those jobs that needed low skills. Since a university is a higher institution of learning, much of the work demands people with higher qualification and the 66.7% of the workers interviewed have university degrees that enable to handle difficult task.

**Table 3 Educational Attainment of Respondents**

| Educational Level of Staff | Frequency | Percentage |
|----------------------------|-----------|------------|
| Basic                      | 24        | 16.0       |
| SHS                        | 21        | 14.0       |
| O/A Level/Post-secondary   | 3         | 2.0        |
| DBS / NVTI                 | 2         | 1.3        |
| Degree / Masters and above | 100       | 66.7       |
| Total                      | 150       | 100.0      |

*Source: Field survey, April, 2011*

The implication of the above educational level of workers indicate that there would be positive impact on the organization, since the level of education determines the people's ability to coordinate and influence subordinates to be committed to the activities of the organization. If educated people are able to exercise their rich experience accumulated for so

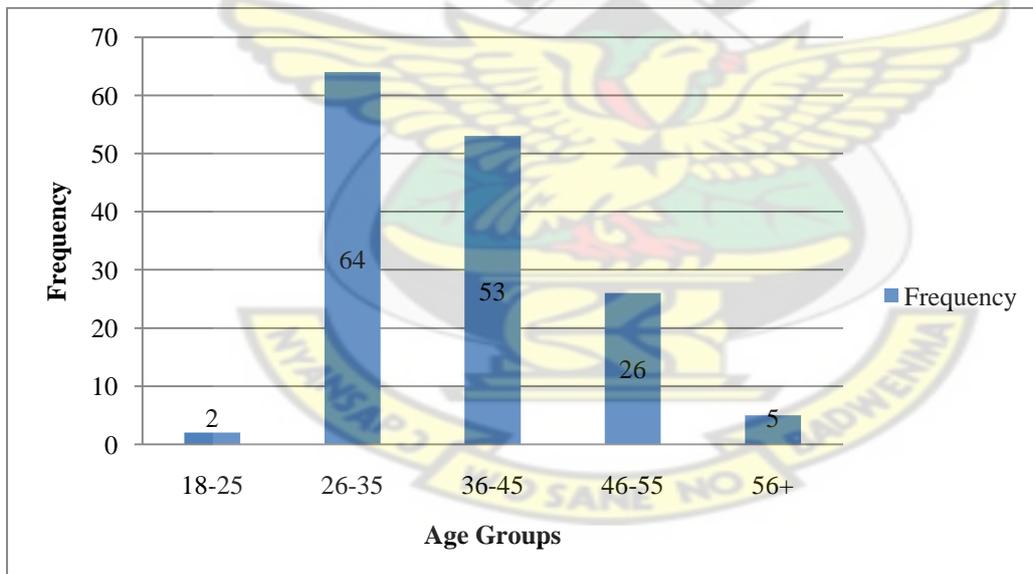
many years at work and in schools, the workers will be able to achieve a common goal. A high educational level will enable management to promote workers performance.

Similarly, education and development is expensive and workers who sacrifice their scarce to upgrade their skills will demand motivational packages commensurate with their status. For instance, senior members (master's and PhD holders) may demand better remuneration and incentives than senior and junior staff.

#### 4.1.3 Age of respondents

The age distribution of the respondents ranged from 18 years to above 56 years. From the data collected most of the respondents fell within the ages of 26-35. This constituted 42% of the staff interviewed. Figure 4.1 below shows the age distribution of respondents.

**Figure 2** Age Distribution of Respondents



*Source: Field Survey, April, 2011*

From the Figure above very few respondents of the university were in the range of 56+ years and above. Two per cent of the respondents fell within this category. Age more often than not, comes with experience, which in an academic institution such as UDS, is needed to

handle challenging task such as supervision of graduate thesis. As propagated by Abraham Maslow in his of Hierarchy Needs, those within this category are preoccupied with higher order needs such as esteem, and self-actualization, having had their lower order needs taken care off (Maslow, 1943). The 64% constituted the youthful age and this means the institution has future, since every organization survival depends on the future generation.

#### 4.1.4. Category of Staff

In order to safeguard the credibility of the research findings, motivation and performance in UDS, Wa Campus was observed along the three staff categories in the university. These are senior members, senior staff and junior staff. In all 51 senior members representing 34% were contacted for the study. The rest were senior and junior staff as shown in Table 3 below. The Senior Members recounted that the only incentives they benefit as a source of motivation are the book and research allowances, extra markings allowances and sabbatical leave. However, 66% of the senior and junior staff said they enjoy free medical services (for themselves and their dependent) and free coffins when they die. The study found that motivation on the campus was skewed in favour of senior members. This notwithstanding, all the staff be mourned the poor state of motivation on the campus.

**Table 4**Category of Respondents

| Category of Staff | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Senior Member     | 51        | 34             |
| Senior Staff      | 42        | 28             |
| Junior Staff      | 57        | 38             |
| Total             | 150       | 100            |

*Source: Field Survey, April, 2011*

The implications of these on performance are manifold. The junior category which formed the majority of the working population in the University is either poorly motivated or not motivated at all. The labourers and watch men in their conditions of services are not given promotions. This does not entice them to work hard because the ego of benefiting from promotion is an eventual absent. A motivated person has the awareness of specific goals which must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nel et al., 2001). It means a motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. In the situation of UDS, labourers are fully aware they will not be promoted to the next level where their income level will also increase to compensate their efforts. The statistics gathered indicated that 81.3% of the workers said they will work hard if they are assured of promotion.

#### **4.2. Type of Incentives Received by Workers in the Institution**

Monetary and non-monetary were recognized by the workers interviewed. These incentives have influenced their performance at work and kept them in motion. In general, incentives are basic determinants, whether private or public in attracting workers to stay in an organization or quit certain jobs offered to them. Workers therefore placed premium on incentives when searching for job or not satisfied with certain jobs and the desire to look for jobs with better incentives and remuneration. 79.3 % of those that were interviewed agreed that medical claims were the only incentives they received from their employer. This goes to confirm the fact that the institution is much concern with workers health by providing them with free medical care to keep them active and healthier to carry their daily work. The travelling allowance rate to workers is inadequate. However, the same respondents were of the view that the rate was very low as compared to other public Universities in Ghana as indicated by the junior staff.

**Table 5 Types of Incentives Workers Enjoy in the Institution**

| Types of incentives                        | Frequency | Percentage |
|--|-----------|------------|
| Medical claims                             | 119       | 79.3       |
| Travelling Allowances and other allowances | 19        | 12.7       |
| Study Leave with pay                       | 1         | 0.7        |
| Car loan                                   | 11        | 7.3        |
| Total                                      |           | 100        |

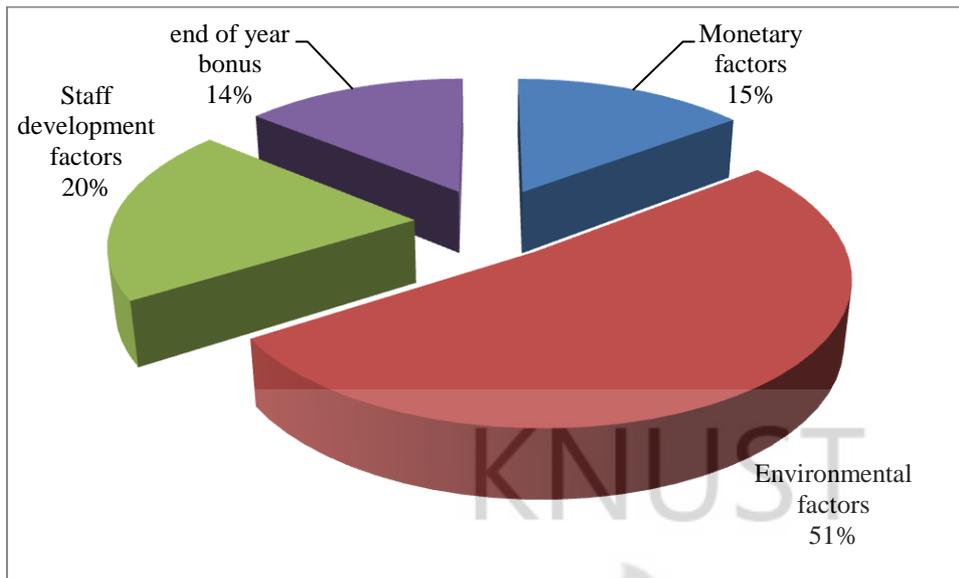
*Source, Field Survey, April, 2011*

From the table indicated, 0.7% of the respondent regarded study-leave with pay as incentive and the remaining percentage did not consider it as an incentive. Senior members were of the view that they enjoy professional allowance, off campus allowance, entertainment allowance extra marking allowance and which represented 12.7% of respondents. In their view, study leave with pay is their entitlement, but not an incentive. The analysis shows that, the institution need to introduce other incentives that will boost the morale of workers especially the junior staff category who are not entitled to other incentives aside of the free medical cares.

#### **4.3 Factors that motivate respondents at work**

In every organizational establishment there are certain incentives that give an individual the edge to work in. These factors let workers stay in particular organization or elsewhere for better conditions. The results of the findings point to the fact that, the factors that motivate respondents at work are keys to their performance. A good signal affirmed that environmental factors are the main things that will keep them in the work. These factors were defined to include organizational policies, tools / equipment, the leadership style and the general interactions between management and subordinates

**Figure 3** Factors that motivate respondents at work



*Sources: Field Survey, April, 2011*

From the table above it can be seen that respondents have different perceptions of factor that motivate them at work. The environmental factors 51.3% is the dominance factor that encourage to people to execute work. The monetary factor also very crucial role in motivating employee's to improve their performance at work. It was second factor workers considered in terms of enticing them to meet the predetermined goals and objectives. This means that workers are satisfied with some of the hygiene or environmental factors, and then there is the need to boost their moral in monetary terms so that they continue to work in the organization. According to Herzberg's (1959), Hygiene factors relate to satisfaction at work. He also proposed that managers can give their employees more authority to their job and offer them direct and individual feedback in order to motivate and help employees to connect to their work (Wirralmet, 2007).

This generated further interest in the researcher find out the form of motivation that staff would prefer. Out of the 150 respondents, 23 respondents representing 15%, 94 respondents representing 62.7%, 24 representing 16% and 9 respondents representing 6% said they prefer

group reward, personal rewards, both group and personal and any form respectively. However, looking at the forms of rewards that staff of UDS prefers, 62% of the respondents argued that they prefer personal rewards. This reinforces the argument of Smith (1994) that due to environmental and biological variables, individuals within organisations will want a form of motivation that they see as personal. Table 4.6 below explains the spatial distribution of the findings.

**Table 6 Modes of Receiving Reward**

| Modes of reward        | Frequency | Percent |
|------------------------|-----------|---------|
| Group reward           | 23        | 15.3    |
| Personal reward        | 94        | 62.7    |
| Personal/ Group reward | 24        | 16.0    |
| Any form               | 9         | 6.0     |
| Total                  | 150       | 100     |

**Source:** Field survey, April, 2011

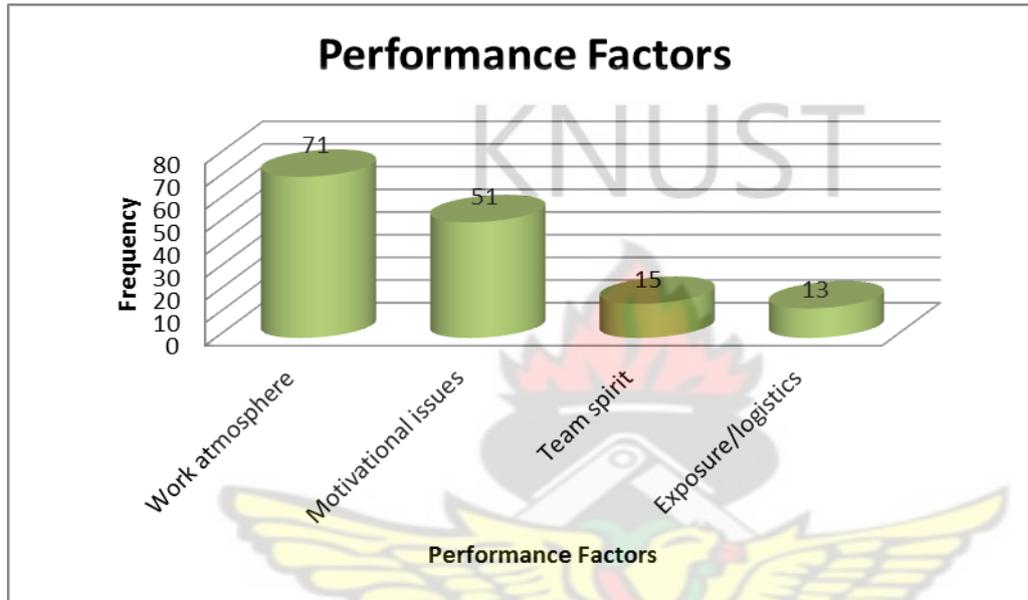
In conclusion both monetary and non-monetary factors are necessary ingredients in motivating workers at work place. Management should therefore take these issues into consideration in their human resources planning. Since aspect of it may not be able help to have a harmonist strategy man power needs for the organization.

#### **4.4 Factors that influence employee performance**

The effective performance of an employee is very critical for any organization, because for any organization to survive in a much depends on competitive environment to survive depends on workers. The factors that influence employees were taken into consideration and the work atmosphere was there and good cordial relationship among was indicated to be very influential. In view of the below figure shown that 71% of the workers believed that when the work atmosphere is conducive they will be able to perform their duties well. However, 51% of the respondents were of the view that motivational issues in the form of monetary and non-monetary rewards will influence zeal. This therefore means that, even if workers are given

more monetary rewards without maintaining a good work atmosphere, it will not yield high performance at work. Logistics in the form of tools and equipment which are the facilitators of good work performance in every establishment constituted 13% and was not regarded a major factor as far as organization performance is concerned.

**Figure 4 Performance Factors**



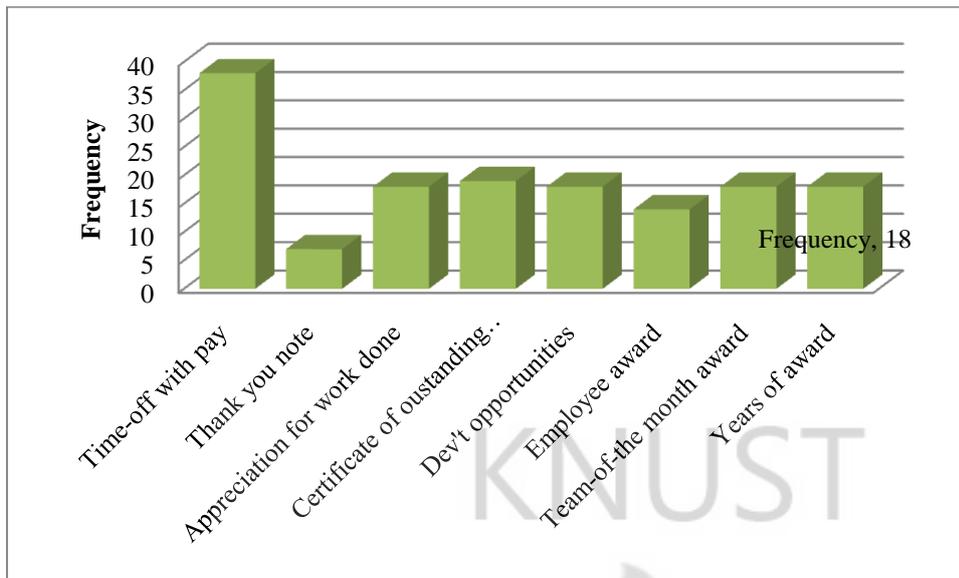
*Source: Field Survey, April, 2011*

The implication of the figure shows that work atmosphere largely determine worker performance in the organization and even though other factors are equally important but they only play a complementary role in worker performance in the organization. Management should take precautionary steps to incorporate all the factors that influence employee performance.

#### **4.5 Recognition for Work Done**

Generally speaking, recognition for work done is an internal form of motivation that provides an individual a sense of direction and appreciation (Nel et al, 2001).

**Figure 5** Recognition for Work Done



**Source:** Field survey, April, 2011

25% of the respondents said *time-off with pay* constitutes the best form of recognition while 12% said *time-of-the month award* was their best of recognition. Appreciation for good job done (thank you) and years of service awards constituted 9% and 5% respectively. This distribution indicated above confirms Helpota (2005) arguments that recognition as a form of internal motivation has variables which are not skewed towards a peculiar variable. This view is supported by Boeree (2006) in his analysis of public and private sector job performance. He contends that variables that tend to motivate people are always evenly distributed. Vroom (1964) proposes that people are motivated by how much they want something and how likely they think they are to get it. He suggests that recognition leads to efforts and the efforts combined with employees' ability together with environmental factors interplay to determine performance. This performance in turn leads to various outcomes, such of which has an associated as can be seen in figure 3.

This argument further supports the equity theory which states that when people perceive an unequal situation, they experience ‘equity tension’, which they attempt to reduce by appropriate behaviour.

Motivational theorists argue that any form of work done in an institution should be rewarded. However, they disagree on the form and manner that it should take. Out of the 150 respondents, 57% said they preferred monetary benefits, 37% of the respondents said they preferred promotions and/or incremental jumps while a marginal 5.4% preferred recognitions. This generated a debate as to what form of monetary benefits staff will want as can be seen in table 4.9.

**Table 7 Reward for Good Work Done**

| Mode of reward for good work  | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Monetary benefits             | 86        | 57.3       |
| Promotion / Incremental Jumps | 56        | 37.3       |
| Recognition                   | 8         | 5.4        |
| Total                         | 150       | 100        |

**Source:** *Field survey, April, 2011*

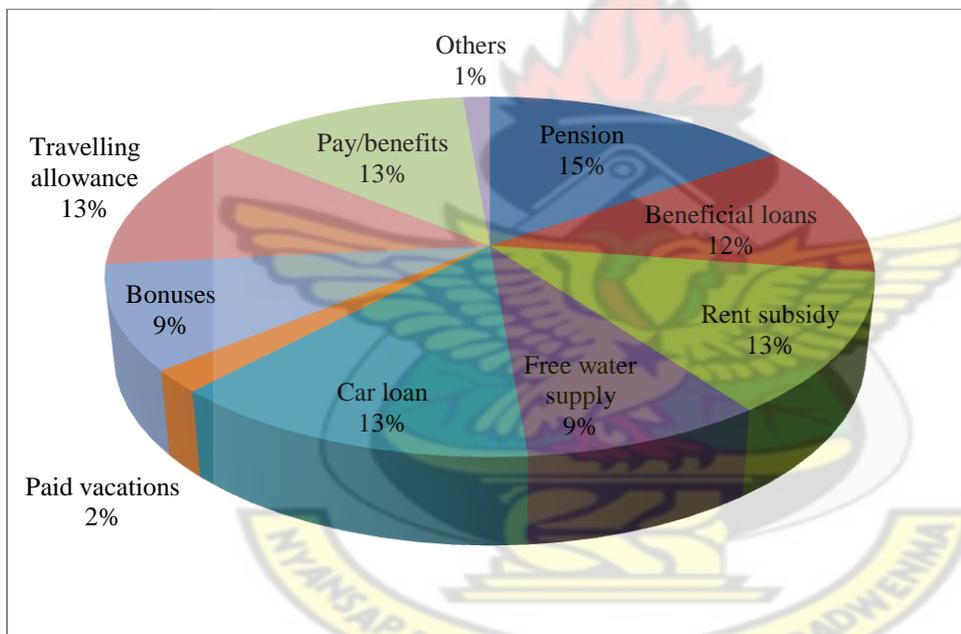
This behaviour may be to act positively to improve their performance and/or to seek improved rewards, or may be to act negatively. Thus, part of the attractiveness of rewards in a work context is the extent to which they are seen to be comparable to those available to the peer-group. Such thinking, however, is best applied to extrinsic rewards, such as pay, promotion, pension arrangements, company car and similar benefits.

#### **4.6 Preference for Monetary Rewards**

Bassett-Jones and Lloyd (2005) suggests that the content, assumed a more complex interaction between both internal and external factors, and explored the circumstances in which individuals respond to different internal and external stimuli such as monetary rewards. Figure 4.3 shows that out of the 150 questionnaires administered, 15%, 13%, 12% and 9% representing pension, free water supply, car loans, travelling allowance, rent subsidy,

beneficial loans and free water supply respectively. From the point of view of Baldin (1991), preferences for rewards vary among individual or organization. The primary focus according to McGregor (1960) in his analysis agrees with other views on how and why questions of motivation, how certain behaviour starts, developed and sustained over time. In line with that analysis, Boeree (2006) opined that human behaviour in general is dynamic and could affect the individual's personal attitude as well as factors surrounding that individual. These exogenous factors emanate from the environment in which the individual operates and generates stimuli to employees.

**Figure 6** Preferences for Monetary Rewards



*Source: Field survey, April, 2011*

Employees are individuals that come from different backgrounds. They have different education with different experiences and their different family classes are all the factors within which their needs can be located (Boeree, 2006).

According to Smith (1994), the reason why employers motivate employees is purposely for survival. Despite this fact, workers are always agitating for compensation for work done to

keep them alive. This seems to have problems because, when workers are satisfied with their survival needs, they tend to fight for recognition and others and that may explain why paid vocation (2%) is lower.

#### 4.7 Non-Monetary Rewards

There are non-monetary rewards that play a central role on worker motivation and their performance in the public sector. The 150 respondents that were interviewed placed equal role on Job security, Appreciation for work done, work content, Organization policy, Intellectual challenge, and Training for Professional Development. The six issues mentioned here were priced by 64.2% of respondents as the most valued non-monetary rewards.

**Table 8 Non-Monetary rewards**

| Types of Non-Monetary rewards         | Frequency  | Percentage   |
|---------------------------------------|------------|--------------|
| Job Security                          | 16         | 10.7         |
| Promotion / Growth                    | 15         | 10.0         |
| Appreciation for work done            | 16         | 10.7         |
| Physical Environment                  | 17         | 11.3         |
| Work Content                          | 16         | 10.7         |
| Relationship with Co-workers          | 17         | 11.3         |
| Achievement                           | 5          | 3.3          |
| Organization Policy                   | 16         | 10.7         |
| Intellectual Challenge                | 16         | 10.7         |
| Training for Professional Development | 16         | 10.7         |
| <b>Total</b>                          | <b>150</b> | <b>100.0</b> |

*Source: Field Survey, April, 2011*

From the table above, achievement is the least rewarding and the implication is that workers did not regard their fulfilled task as reward and which represented 3.3 % of the respondents. The six issues with equal percentages of 10.7 in combination represented 64.2% are things that workers felt that are needed to simultaneously reward workers. However, physical environment and relationships with co-workers each percentages is 11.3% and in terms of complementary percentages is 22.6%. In terms of combined rewards, management need to institute policies around these six rewarded issues which have an equal percentage.

The implication for such statistics for manager's and management of UDS who want to motivate their employees would include these activities but should be evenly distributed and that staff views such non-monetary rewards equally. In addition, management should recognize good work from staff to motivate them give their best. On reaching this understanding and believing that employees are naturally motivated, UDS can simply provide the environment for their motivation to be enhanced and improved as supported by Baron (1983) in his assessment of large organisations. It means that if UDS's environment is better and a good working atmosphere provided, staff will be motivated. This confirms Lawler's (2003) argument that different theories questioning why people prefer certain careers, why they seek particular rewards and why they feel satisfied or dissatisfied with their work and rewards are inextricably linked.

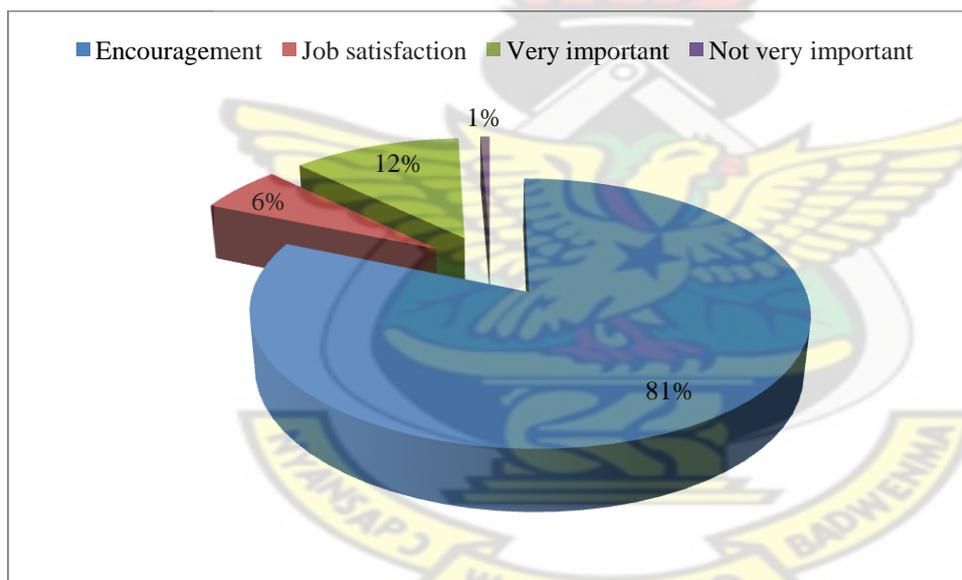
#### **4.8 Importance of Motivation**

The role of motivation in both the private and public sector have been emphasized by people who preceded Maslow. This revelation is succinctly supported by the statistics below. Out of the 150 respondents, 81% contend that encouragement is important to them. Conversely, a marginal 12% and 6% of the respondents argued that motivation and job satisfaction respectively is important. This observation supports the arguments by Smith (1994). This is due, in part, to the fact that what motivates employee's changes constantly as indicated by (Bowen and Radhakrishna, 1991). In line if this exegesis, Kovach (1987) suggests that as employees' income increases, money becomes less of a motivator. In addition, as employees get older, interesting work becomes more of a motivator and verbal encouragement becomes a catalyst that accelerate and energize staffs. There are many aspects of motivation in UDS that when person is motivated by those aspects they may not necessarily motivate another person, because there are many different factors that affect motivation for different level employees judging from the unfriendly environments. Evidence from the research shows that

job satisfaction is important among UDS workers and one crucial ingredient to retain employees (Bennet et al., 2006)

Looking at the distribution of the responses and their degree of deviations, it is true to some extent that when workers of UDS are motivated, their ability to increase productivity will be high. It is suggested that management can use skill variation as a motivator and improve job satisfaction (Bennett et al, 2006). Though there are certain situations some workers of the institution's attitude may not be reversible and stringent measures needs to influence them to work hard. Despite the deviates in the Campuses of the institution, motivation still remains a powerful tool to influence the labour force to work in the WA Campus.

**Figure 7** Importance of Motivation



*Source: Field survey, April, 2011*

In an attempt to validate the role of motivation in the institution, 81% of the respondents opined that induced hard work was their preferred form of encouragement to elicit the desired outcome. In contrast, 29% of the respondents argued that expertise was more preferred. Arguably, this demonstrates a weak correlation between the various forms of variables that motivate an individual in UDS. In such a situation, performance does not lead to rewards, so

effort in that direction is not seen as worthwhile due to the weak correlation. These analyses clearly show that individual worker's expectancy of returns for a job performed vary and which has become a problem of management as to which is the satisfactory way of motivating workers for a good job done (Smith, 1994; Kovach, 1987).

#### **4.9 Relationship between Motivation and Work Performance**

The two variable Theory was used to determine the relationship between motivation and work performance. The rationale was to establish from the findings whether there was some degree of association between motivation and work performance. The Pearson correlation coefficient was used to determine the relationship between motivation and performance. Table 4.9 summarizes the results of the correlation. From the table, the Pearson correlation coefficient showed weak positive correlations of 0.151 which is statistically significant at 10% level of confidence. The implication of the coefficient is that, motivation has significant positive influence on performance and for that matter, upward adjustments of motivation would result in higher workperformance of workers. That is,when workers are motivated their work efforts or output will increase. This finding is consistent with empirical literature since renowned scholars have contributed immensely on motivation and have attested to the positive correlation of motivation and work performance. For instance,Nel et al., 2001, indicated that “a motivated person has the awareness of specific goals must be achieved in specific ways; therefore he/she directs its effort to achieve such goals.”

**Table 9**Correlations between Motivation and work performance

| Correlation between motivation |                     | Motivation | Motivation and work |
|--------------------------------|---------------------|------------|---------------------|
| Motivation                     | Pearson Correlation | 1          | .151                |
|                                | Sig. (2-tailed)     |            | .066                |
|                                | N                   | 150        | 150                 |
| Motivation and work            | Pearson Correlation | 0.151      | 1                   |
|                                | Sig. (2-tailed)     | 0.066      |                     |
|                                | N                   | 150        | 150                 |

This piece of finding presents management with a substantial measure in increasing the work efforts of workers. It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore if the roles of managers are assumed to successfully guide employees towards the organizational agenda of achieving its objectives, then it is very important for them to educate and understand those psychological processes and undertakings that root cause the stimulation, direction of destination, determination and persistence of voluntary actions (Roberts, 2005).

## 5.0 Motivational Factors Affecting Workers Performance

Key format interview was used to solicit the views of Heads of Departments with regards to motivational issues. It came to light that accommodation is a serious challenge facing workers in UDS WA Campus. Respondents were of the view that the lack of accommodation has affected their performance at work. There is no single residential facility for staff and most of the workers stay in places far from the Campus. This they admit sometimes causes lateness to work. One respondent remarked that;

“What has compounded the situation is that there is no staff bus to carry us to and from work as is done in Tamale Campus. We have to jostle with students in ‘trotros’ to and from work every day. In fact we are suffering!”

Similarly, lecturers found frequent power-off during lectures frustrating. They lamented during power-off, the public address systems will not work thus making it difficult for them to lecture. They said this often lead to delays in meeting deadlines.

It was also revealed that inadequate lecture halls are affecting morale of lecturers. Lecturers complained the three (3) lecture halls are not only inadequate, but does not allow for grouping of students for certain discussions. This couple with the large class size has resulted in the division of students into batches, thus increasing the burden of lecturers. In a discussion with Unit Heads, they also counted procurement procedures and processes as an obstacle in meeting the expectations and demands of workers. According to them, when these workers did not meet their expectations, they turn to relax and the zeal to work hard reduces. The procurement law does not allow management at the Campus level to purchase items beyond Two Thousand Ghana Cedis. Even though, this law is to help control financial malfeasance it was found to hamper productivity on the Campus.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains summary of findings, conclusions and recommendations drawn from the analysis. It is a highlight of issues that were revealed during the research. It also involves recommendations that can help management to overcome the challenges faced by workers and policy makers of the University to improve upon operations and efficient working atmosphere and to overcome challenges faced by employee and employer on motivational issues highlighted in the research.

#### **5.1 Summary of Findings**

##### **5.1.1 Forms of Motivation Available to Workers**

The motivational packages available to workers in the university are largely inadequate. The situation is worse among junior and senior staff because they are not entitled to any allowance with the exception of the free medical services. In the case of Senior Members, book and research allowance, professional allowance, off campus allowance, entertainment allowance and excess marking claims are the motivational package available to them. They did not see motivation to be a serious obstacle in executing work assigned to them.

##### **5.1.2 Motivational Factors**

Factors that motivate worker are a central issue in employee output, without these factors workers will not give of their best and their productivity will fall. The workers generally confirmed that, if the work place is conducive they will be motivated to work hard. To them a hostile environment does not promote efficient work. According Herzberg's (1959) hygiene

factors concentrate on satisfaction at work. This was confirmed by hygiene factors developed by Herzberg's in contributing his views of factors that motivate workers at work.

### **5.1.3 The Role of Motivation on Employee Job Performance**

Motivation plays a very crucial role in employee's job performance. Without motivation workers may not put in their or her best on the job. According to Robert (2005), the manager's job is to ensure the work done through employees is possible. The manager's involvement is not so much important in the motivating employees. The research findings indicated that encouragement is something that when accorded to workers of UDS will enable them to deliver as expected.

### **5.1.4 Correlation between motivation and work performance**

The two variable Theory was used to determine the relationship between motivation and work performance.

The research results indicated that there is positive correlation between motivation and work performance. When workers are motivated they will be able to increase their output by 15%. Motivated people have the awareness of how specific goals must be achieved in specific ways; therefore he/she directs effort to achieve such goals (Nel et al., 2001). Therefore, there is close correlation of motivation and work performance in UDS. The outcome of the results in the case of UDS attested to the fact that, using the Pearson two variable test, which was 0.151, motivation is positively correlated to work performance as indicated in the research findings.

### **5.1.5 Reward for Good Work Done**

Workers felt that when they are motivated they performed a good work. Monetary rewards in the form of bonuses, overtime allowance were the preferred forms of motivation. Vroom (1964) proposes that people are motivated by how much they want something and how likely they think they are to get it. It will be prudent for management to reward workers their heart's desires than giving them something that, in the long run may not please them hence, not compensating their efforts.

### **5.1.6 Mode of Receiving Reward**

There are several modes in which workers receive reward from their employer and in case of UDS is not exception when it comes to rewarding workers for energy put on the job. The greater percentage of the workers shared their feelings that if they are to be awarded by management, then it should take in the form of personal. That means award should be given to the deserve staff and this was revealed by the research findings. This form of reward was promulgated by Smith (1994) that due to environmental and biological variables, individuals within organizations will want a form of motivation that they see as personal.

### **5.2 Conclusion**

Motivation remains is a vital push factor in the performance of workers. Notwithstanding this, in UDS WA Campus, workers were found to be poorly motivated. The poor motivation has had a domino effect on work performance and the output of workers. It has resulted in poor attitude towards work, lateness to work, absenteeism and indiscipline.

### 5.3 Recommendations

Management needs to reward workers properly since it will motivate them to do a better job. The following recommendations will therefore help to create a conducive atmosphere and good conditions for workers to peacefully in their work place.

1. From the analysis of the data gathered on the study, the major problem facing employees' especially junior staff is that, there are no allowances aside their monthly salary, the researcher therefore recommends that government should provide them with off campus allowances, and extra work allowance to cushion their salary. When these allowances are added to their salary they will be committed to work and productivity will increase. This will go a long way to minimize the number of strikes that Teachers and Education Workers Union (TEWU) normally embark upon due to dissatisfaction of their salary.

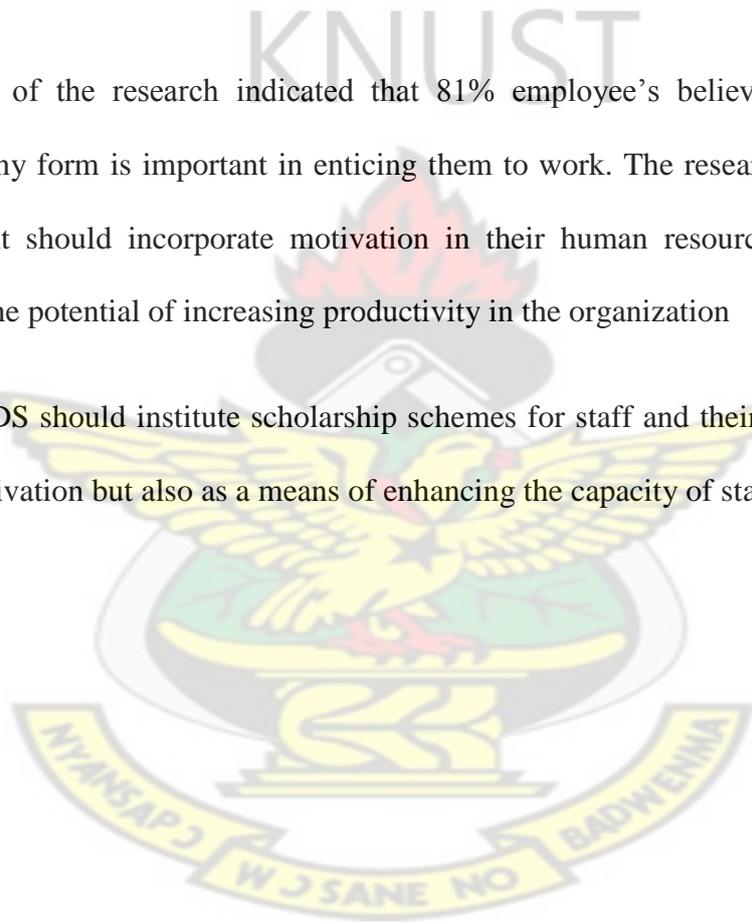
2. The study also revealed that accommodation is one of the main challenges facing staff. The point is that, a good accommodation for workers to a large extent also contributes or motivates workers to put up their best. The researcher recommends that management should liaise with government and authorities of Ghana Education Trust Fund (GETFUND) to build residential accommodation for workers in the University. Additionally, Management can also develop proposals to some donor agencies and development partners to assist in this direction.

3. There is an urgent need for management at the campuses level to institute end of year awards to particularly the junior staff who have committed much of their energy to work thereby contributing largely to the attainment of the mission and vision of the University. The award could for instance, be a motor bike to staff that has excelled on the job. When such rewards are given to deserving and dedicated staff, other workers will strive hard to be committed to doing extra work.

4. The study recommends that there should be financial decentralization from the central administration to the various Campuses. It is therefore necessary to decentralize financial administration at the WA Campus that will enable management to meet the daily work challenges workers encounter on the various campuses. Currently, items that need to be purchased for maintenance must get or receive approval and subsequent release of funds from central Administration. This practice to a large extent slows down administrative pro-activeness and frustrates workers.

5. The findings of the research indicated that 81% employee's believe that motivation irrespective of any form is important in enticing them to work. The researcher recommends that management should incorporate motivation in their human resource planning, since motivation has the potential of increasing productivity in the organization

6. Finally, the UDS should institute scholarship schemes for staff and their families not only as a form of motivation but also as a means of enhancing the capacity of staff to increase their output.



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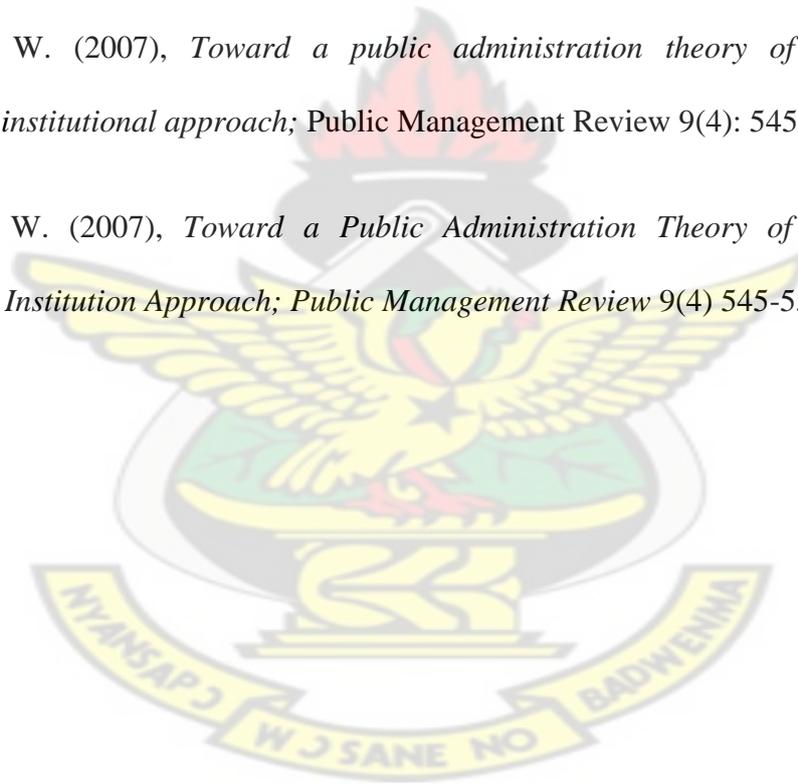
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**APPENDIX**

Dear respondent, I am a student of Kwame Nkrumah University of Sciences and Technology (KNUST).The purpose of this questionnaire is to look at ‘the role of motivation in the public sector on employee performance: A case study of the University for Development Studies – Wa Campus’. I will be very grateful if you could take a few minutes to complete this questionnaire. Your feedback is very important and I promise to keep your input in confidence.

Thank you in advance for your assistance

**BIO-Demographical Data:**

- 1. Gender:** Male  Female
- 2. Age** 18-25  26-35   
36-45  46-55   
56+
- 3. Educational attainment:**
- Middle School Cert.  B.E.C.E  SSSCE  GCE ‘O’/A Level
- Bachelors  Masters  PhD

Others (Specify) .....

**4.** How long have you been working in UDS? .....

**5.** What is your current category?

Senior Member

Senior Staff

Junior Staff

**6.** What factors motivate you at work?

.....  
.....  
.....

.....  
.....  
.....

7. What factors influence your performance at work?

.....  
.....  
.....  
.....

8. How important is motivation to you as an employee?

.....  
.....  
.....  
.....

9. Have you received incentives from your employer?  Yes  No

10. If yes, mention them.

.....  
.....  
.....  
.....  
.....

11. How have these incentives influenced your performance?

.....  
.....  
.....  
.....

12. Do you feel that you have received enough rewards for the work you have done so far? Not enough  To some extent yes  Always Do Not Know

13. What is the best reward you have received?

.....  
.....  
.....  
.....  
.....

14. Are the logistics and equipment you use for work a problem to you? Yes   
No

15. If yes to 14, then, what will you like to be done about the situation?

.....  
.....  
.....  
.....

16. Is your present work environment good for you?

Yes,  No,

17. If No, what will you suggest should be done about your work environment?

.....  
.....  
.....  
.....

18. How do you receive your rewards from your employer?

As a group/team

To me personally

Both in person and as a group/team

Other .....

19. Could you please tell how you would like to be rewarded after a good job done?

.....  
.....  
.....  
.....

.....  
.....

**20.** Please arrange the following recognitions in order of preference from 1 to 10, where 1 represents the most valued of recognition and 8/9 represents the least valued type of Recognition.

- ( ) Time off with Pay
- ( ) Thank You Note
- ( ) Appreciation of work done
- ( ) Certificate for outstanding service or ideas
- ( ) Development Opportunities
- ( ) Employee Award
- ( ) Team-of-the-Month Award
- ( ) Years of Service Awards
- ( ) Other.....

**21.** Would you say you are motivated at all?      not at all to some extend yes

**22.** Would you do a better job if you were motivated in another way?

.....  
.....  
.....  
.....  
.....  
.....

**23.** Which of the following will make you stay in your current job? Please rank them 1 to 6, where 1 is the most important thing and 6 the least important thing:

- ( ) Stability of my work
- ( ) Compensation and monetary rewards
- ( ) Further training opportunities and higher education level
- ( ) Promotion to higher positions
- ( ) Interest in the work assigned to me
- ( ) I see potential growth in the organization I work in

**24.** Arrange the following monetary reward in order of your preference from 1 to 10, where 1 represent the best reward and 10 / 11 the least reward

- ( ) Pension
- ( ) Beneficial Loans
- ( ) rent subsidy
- ( ) free water supply
- ( ) car loans
- ( ) Paid Vacations
- ( ) Bonus (Christmas / annual)
- ( ) Travelling allowances
- ( ) Pay and benefits
- ( ) Other (specify) .....

**25.** Arrange the following non-monetary motivational factors in order of your preference from 1 to 10. Where 1 represents the best type of motivational factor and 10 represent the least good type of motivational factor:

- ( ) Job Security
- ( ) Promotion and growth in the organization
- ( ) Appreciation of work done

- ( ) Physical Environment
- ( ) Work content
- ( ) Relationships with co-workers
- ( ) Achievement
- ( ) Organization Policy and Administration
- ( ) Intellectual Challenge and Creativity
- ( ) Trainings for professional development



## **AN INTERVIEW GUIDE FOR DEANS, HEADS OF DEPARTMENTS AND SECTIONAL HEADS**

1. How many workers do you have in your outfit or unit/ Department / Faculty?
2. What are the motivational packages for the staff in your unit/Department/Faculty?
3. Are workers satisfied with the available motivational packages in your unit/Department./Faculty?
4. How is the availability or absence of certain motivational packages affecting work in your unit/Department/ Faculty?
5. In your opinion, what is the best motivation for workers in your unit/Department./Faculty?
6. Do you have challenges in motivating your staff?
7. What do you think can be done to minimize these challenges faced by your organization?
8. Do you think workers in your unit/dept./faculty are well motivated?
9. Do you think something can be done to improve motivation in your unit / Department / Faculty?

Thank you for your cooperation.