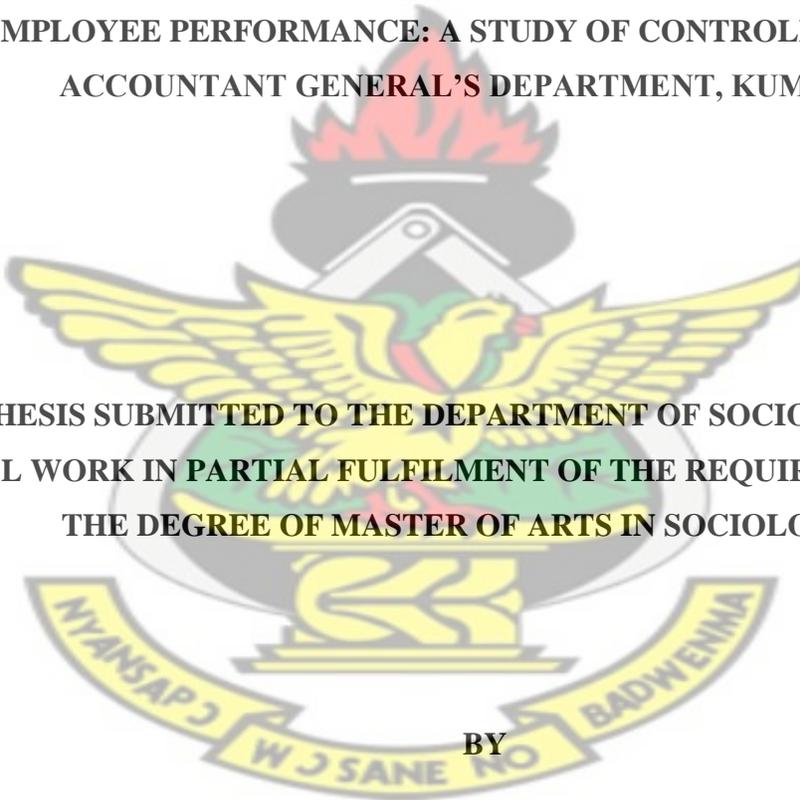


**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLEGE OF ART AND SOCIAL SCIENCES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

KNUST

**EFFECT OF THE APPLICATION OF MOTIVATION THEORIES ON
EMPLOYEE PERFORMANCE: A STUDY OF CONTROLLER AND
ACCOUNTANT GENERAL'S DEPARTMENT, KUMASI**

**A THESIS SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY AND
SOCIAL WORK IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN SOCIOLOGY**



BY

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NOVEMBER, 2013

DECLARATION

I, Fauziyya Shaban, hereby declare that except for reference to other people's work which are duly acknowledged, this research work was undertaken by me with the support of my supervisors Dr Kofi Osei Akuoko and Mr. Kwadwo Ofori-Dua of the department of Sociology and Social Work, and that neither in whole nor in part has this work been presented elsewhere for the award of another degree.

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ABSTRACT

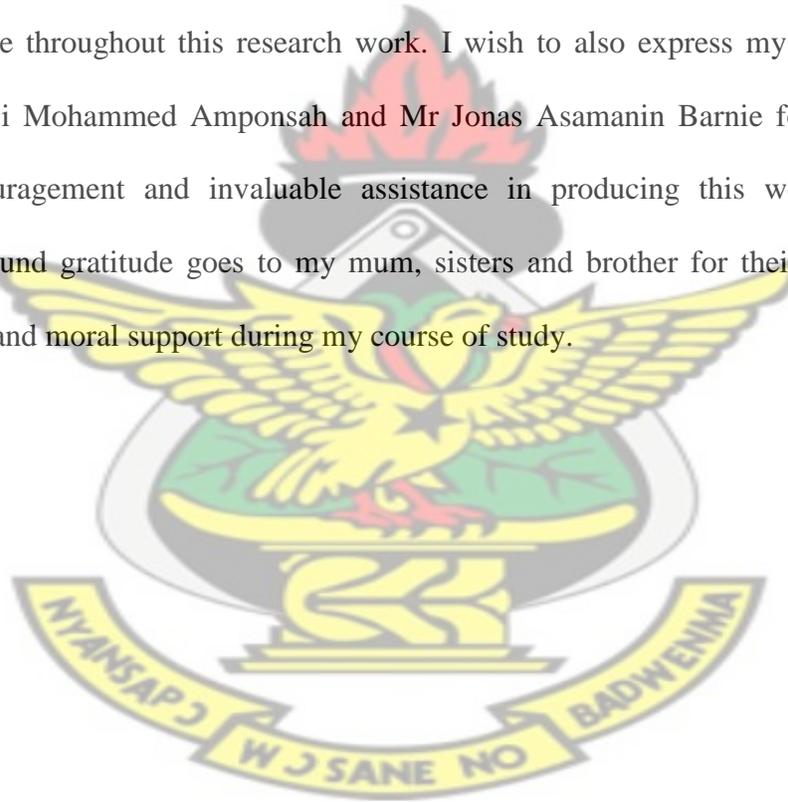
Motivation seems to be one of the most important techniques of human resource management. An approach that motivates some employees to perform well misses the mark with other employees. This therefore, poses a major challenge to today's managers. Often, employers pose questions like what factors determine an employee's level of motivation. Are employees motivated when there is a perception of non equity in payment? Why are employees enthusiastic when they begin a new job but lose interest after a period of time? This all boils down to the question of motivation. The research explained the role motivation plays in enhancing employee performance. The study was conducted at the Controller and Accountant General's Department. The reason for choosing this organisation was that the Controller and Accountant General's Department is an institution that is in charge of the nation's finances. It makes payment on behalf of the Government and releases funds for developmental projects in the nation. Motivating its employees therefore means that such employees would have job satisfaction which will impact positively on their work and this will have a positive effect on the nation as a whole. The main objective of the study was to find out the effect of motivation theories on employee performance. The research methods adopted for the study consisted of the, sampling procedure, study population, sample frame and sample selection. Both primary and secondary sources of data were used in the data collection. The methods adopted for data collection were questionnaires and interview. In the analysis, it was revealed that when motivation theories are implemented at the organisation, employees record an increase in their performance. It was therefore concluded that management applied various motivational theories in the organisation (Controller and Accountant General's Department) in order to motivate employees to enhance their performances.

ACKNOWLEDGEMENT

I acknowledge the help of Almighty Allah for helping me through this research.

This work could not have been successfully completed without the assistance, support and guidance from a number of people. I would therefore, like to express my profound gratitude to them.

I am greatly indebted to my supervisors Dr. Kofi Osei Akuoko and Mr .Kwadwo Ofori-Dua who have been supportive in providing useful comments, suggestions and advice throughout this research work. I wish to also express my sincere gratitude Alhaji Mohammed Amponsah and Mr Jonas Asamanin Barnie for their words of encouragement and invaluable assistance in producing this work. Finally, my profound gratitude goes to my mum, sisters and brother for their encouragement, care and moral support during my course of study.



DEDICATION

Dedicated to my husband, Rasheed Ali.

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TABLE OF CONTENTS

| | |
|-----------------------------------------------------|----------|
| DECLARATION | ii |
| ABSTRACT | iii |
| ACKNOWLEDGEMENT | iv |
| DEDICATION | v |
| TABLE OF CONTENTS | vi |
| LIST OF TABLES | xi |
| CHAPTER ONE: 1INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Problem Statement | 3 |
| 1.3 Hypotheses | 5 |
| 1.4 OBJECTIVES OF THE STUDY | 6 |
| 1.5 Significance of the Study | 6 |
| 1.6 DEFINITION OF CONCEPTS | 8 |
| CHAPTER TWO | 9 |
| LITERATURE REVIEW | 9 |
| 2.1 INTRODUCTION | 9 |
| 2.2 MEANING OF MOTIVATION | 10 |
| 2.3 THE MEANING OF PERFORMANCE | 13 |
| 2.4 MOTIVATION AND ORGANISATIONAL PERFORMANCE | 13 |
| 2.5 THEORIES OF MOTIVATION..... | 15 |
| 2.5.1 Instrumentality Theory..... | 15 |
| 2.5.2 Content (need) Theory | 16 |

| | |
|------------------------------------------------------------|-----------|
| 2.5.3 Maslow’s Theory of Need..... | 17 |
| 2.5.4 Process Theory | 20 |
| 2.5.5 Taylor’s Scientific Approach | 21 |
| 2.5.6 The Hawthorne Studies:..... | 22 |
| 2.5.7 Herzberg’s Two Factor Approach: | 24 |
| 2.5.8 Alderfer’s ERG Theory:..... | 27 |
| 2.5.9 McClelland’s Achievement Motivation Theory:..... | 28 |
| 2.5.10 Managerial Application of Needs Theories | 30 |
| 2.5.11 Fifty-Fifty Theory | 31 |
| 2.5.12 Equity Theory..... | 32 |
| 2.5.13 Managerial Application of Equity Theory | 36 |
| 2.5.14 Vroom’s Expectancy Theory | 37 |
| 2.5.15 Managerial Application of Expectancy Theory | 40 |
| 2.5.16 Goal- Setting Theory..... | 40 |
| 2.5.17 Managerial Application of Goal-Setting Theory | 42 |
| CHAPTER THREE | 43 |
| RESEARCH METHODS | 43 |
| 3.1 RESEARCH SETTING | 43 |
| 3.2 SAMPLING PROCEDURE | 44 |
| 3.2.1 Sampling Unit | 45 |
| 3.2.2 Target Population | 45 |
| 3.2.3 Study Population | 45 |
| 3.2.3 Sampling Frame | 46 |
| 3.2.4 Sample Selection..... | 46 |

| | |
|--------------------------------------------------------------|-----------|
| 3.4 METHODS FOR COLLECTION OF PRIMARY DATA | 47 |
| 3.4.1 Self-Administered Questionnaire | 47 |
| 3.4.2 Face-to-Face Interview | 47 |
| 3.5 DATA COLLECTION TOOL | 48 |
| 3.5.1 Questionnaire | 48 |
| 3.6 FIELD WORK | 49 |
| 3.6.1 Pre-Test of Questionnaire | 49 |
| 3.6.2 Self-Administered Questionnaire | 50 |
| 3.7 FACE-FACE INTERVIEW | 50 |
| 3.8 RESPONSE RATE | 51 |
| 3.9 FIELD PROBLEMS | 51 |
| 3.10 SECONDARY DATA | 51 |
| 3.11 DATA HANDLING | 52 |
| CHAPTER FOUR | 53 |
| DATA ANALYSIS AND PRESENTATION OF RESULTS | 53 |
| 4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS | 53 |
| 4.1.1 Sex Distribution | 53 |
| 4.1.2 Marital Status of Respondents | 54 |
| 4.1.3 Age Distribution of Respondents | 55 |
| 4.1.4 Employee Length of Service with the Organisation | 56 |
| 4.2 APPLICATION OF NEED THEORIES | 56 |
| 4.2.1 Provision of Employee Health Needs | 56 |
| 4.2.2 Avenues for Employee Soft Loans | 57 |
| 4.2.3 Opportunities for Employee Socialisation | 58 |

| | |
|-------------------------------------------------------------------------------------|-----------|
| 4.2.4 Recognising Employees Accomplishment at the Workplace | 59 |
| 4.3 THE APPLICATION OF EQUITY THEORY | 61 |
| 4.3.1 The Practice of Two-tier Wage Structure | 61 |
| 4.3.2 Overpayment of Employees..... | 62 |
| 4.3.3 Nature of presenting Sensitive Information to Employees | 64 |
| 4.4 APPLICATION OF EXPECTANCY THEORY | 64 |
| 4.4.1 Employees Wages Commensurate with their Work Output | 65 |
| 4.4.2 The Impact of Wages on Employee Performance..... | 65 |
| 4.4.3 Avenues Available for Employee Training and Development | 68 |
| 4.4.4 Employees Involvement in Decisions Affecting their Jobs | 69 |
| 4.4.5 Involving Employees in Decision Making and its Effect on Performance | 71 |
| 4.5 THE APPLICATION OF GOAL- SETTING THEORY | 72 |
| 4.5.1 Assigning Specific Goals to Employees | 72 |
| 4.5.2 Assigning Challenging Goals to Employees..... | 73 |
| 4.5.3 Setting Objectives with Employees | 74 |
| 4.5.4 Praising Employees by Supervisors | 75 |
| 4.5.5 Employee Motivation Through Job Design..... | 76 |
| 4.5.6 Employee Performance | 78 |
| 4.6 TEST OF HYPOTHESES..... | 79 |
| | |
| CHAPTER FIVE..... | 85 |
| DISCUSSION OF MAJOR FINDINGS | 85 |
| The socio-demographic background of respondents included the sex distribution | 85 |

| | |
|----------------------------------------------------|------------|
| CHAPTER SIX | 100 |
| SUMMARY, RECOMMENDATION AND CONCLUSION..... | 100 |
| 6.1 SUMMARY | 100 |
| 6.2 RECOMMENDATIONS | 101 |
| 6.3 CONCLUSION..... | 103 |
| 6.4 SUGGESTION FOR FURTHER STUDIES | 103 |
| REFERENCES..... | 104 |

KNUST



LIST OF TABLES

| | |
|------------------------------------------------------------------------------------|----|
| Table 4.1 Marital Status of Respondents | 54 |
| Table 4.2 Age Distribution of Respondents | 55 |
| Table 4.3 Length of Service with the Organisation | 55 |
| Table 4.4 Provision of Health Needs | 56 |
| Table 4.5 Avenues for Soft Loans..... | 57 |
| Table 4.6 Opportunities for Employee Socialisation..... | 58 |
| Table 4.7 Employee Recognition at the Workplace..... | 59 |
| Table 4.8 The Practice of Two-tier Wage Structure | 61 |
| Table 4.9 Over Payment of Employees | 62 |
| Table 4.10 Nature of Presentation of Information by Management | 63 |
| Table 4.11 Wages Commensurate with Output | 64 |
| Table 4.12 Impact of Wages on Performance | 65 |
| Table 4.13 Avenues for Training and Development..... | 68 |
| Table 4.14 Employee Participation in Decisions Affecting Their Jobs | 69 |
| Table 4.15 Employee Participation in Decision Making and its Effect on Performance | 71 |
| Table 4.16 Assigning Specific Goals to Employees | 72 |
| Table 4.17 Challenging Goals to Employees | 73 |
| Table 4.18 Setting of Objectives with Employees | 74 |
| Table 4.19 Praise by Supervisors | 75 |
| Table 4.20 Motivation through Job Design | 76 |
| Table 4.21 Performance of Employees | 78 |
| Table 4.22: Level of Employee Participation in Decision Making in the Organisation | 79 |
| Table 4.23 Level of employee recognition in the organisation..... | 82 |

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Motivating the workforce of an organisation to work more effectively towards the organisation's goals is perhaps the most fundamental task of management. Organisations motivate their workforce to perform effectively by offering them rewards for satisfactory performance and perhaps punishing them for unsatisfactory performance. Over the past hundred years or so, there has been an evolution in the view of what the term 'rewards' actually means in an organisational context. In the age of scientific management, forwarded by Frederick Winslow Taylor in the 1890's, only monetary rewards were considered to be important to employees. This rather limited view of employees' needs and rewards gave way in the 1920's when a series of experiments at the Western Electric Company's Hawthorne plant led to a new paradigm of worker motivation. The Hawthorne experiments, as they came to be known, led to a view that saw employees motivated more by social needs rather than by purely economic ones. This viewpoint, known as the "human relations movement", attempted to identify and satisfy the social needs of the worker in the belief that a satisfied employee worked harder than an unsatisfied employee. Rewards under the human relations viewpoint, therefore, also included the relationships employees form with their fellow workers. It was thus seen to be in the organisation's interest to provide an environment that allows and encourages social relationships to develop.

Finally, the “human resources movement” began to concentrate more on the needs of the individual rather than the interactions within working groups. The “human resources movement” views the worker as being largely ‘pre-motivated’ to perform to the best of their abilities and it becomes the task of management to provide conditions whereby workers can meet their own individual goals at the same time as meeting those of the organisation. Rewards under the “human resources movement” therefore include a wide range of factors, such as money, affiliation, achievement and performing a meaningful job.

The changing view of organisational rewards and employee motivation has led to a multitude of theories of exactly how the job rewards influence the motivation and performance of employees. Steers and Porter (1987), stated that “a comprehensive theory of motivation at work must address itself to at least three important sets of variables which constitute the work situation”, that is, the characteristics of the individual, the characteristics of the job and the characteristics of the work environment. (Armstrong, 2003) pointed out that all organisations should be concerned with what should be done to achieve sustained high level of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and importantly, the work they do and the organisation context within which they carry out the work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. Motivation theories examine the process of motivation. It explains why people at work behave the way they

do in terms of their effort and the directions they are taking. It also describes what organisations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organisation's goals as well satisfying their own needs.

Unfortunately, approaches to motivation are too often underpinned by simplistic assumptions about how it works. The process of motivation is much more complex than many people believe. People have different needs, establish different goals to satisfy those needs and take different actions to achieve those goals. It is therefore wrong to assume that one approach to motivation fits all. That is why the assumptions underlying beliefs in the virtues of performance-related pay as a means of providing motivational incentive are simplistic. Motivational practices are more likely to function effectively if they are based on proper understanding of what is involved.

1.2 Problem Statement

The job of a manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate employees but, that's easier said than done. In spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced. Motivation practice and theory are difficult subjects, touching on several disciplines. To understand motivation, one must understand human nature itself and, there lies the problem. Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

Why do we need motivated employees? The answer is survival. Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organisations to 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 suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). Also, as employees get older, interesting work becomes more of a motivator. In fact, salary increases and bonuses for performance in many instances have a very limited short term effect. According to compensation theories, employees judge equity in compensation by their perceived level of contribution to the organisation through their work. And where they perceive that their contributions are not being rewarded enough, they become motivated to seek justice or fight the system.

The dilemma of most managers has been the basis for determining and computing equitable levels of compensation which ensure that workers are motivated enough to enhance productivity. Pay equity is surely about equal pay for equal work. So that work done by people with the same qualifications and work experience must necessarily earn the same amount of pay if employed by the same employer. For example, in the public sector where Government is the employer, work done in different organisations by persons in the same profession must attract the same pay. Unfortunately, this has not been the case as salaries across the public sector are grossly distorted.

The diversity of today's work force presents managers with problems of substantial magnitude. Huge differences among employees in every organisation and work group means that there is no one best way to deal with them. An approach that motivates some employee to perform well misses the mark with other employees. This therefore, poses a major challenge to today's managers. This and other reasons urged the researcher to ask these questions: what factors determine an employee's level of motivation? Are employees motivated when there is a perception of non equity in payment? Why are employees enthusiastic when they begin a new job but lose interest after a period of time? It was in the light of these problems that the study sought to investigate the effect of motivation theories on employee performance.

1.3 Hypotheses

1. Ho: The recognition of employees by way of praise does not enhance their performance
HA: The recognition of employees by way of praise enhances employee performance.
2. Ho: Allowing employees to take part in decisions on matters concerning their jobs does not lead to an increase in employee performance.
HA: Allowing employees to take part in decisions on matters concerning their jobs lead to employee performance.
3. Ho: The wages received by employees do not enhance their performance
HA: The wages received by employees lead to employee performance.

1.4 OBJECTIVES OF THE STUDY

General Objective

The general objective of the study was to find out the effect of motivation theories on employee performance in organisations.

Specific Objectives

Specifically, the study sought to;

1. Examine ways of motivating employees at Controller and Accountant General's Department.
2. Analyse the effect of motivation on the performance of employees.

1.5 Significance of the Study

This study analyses how an understanding of motivation theories can help managers increase employee performance when implemented through practical, doable applications that increase employee motivation. The creation of motivational workplace where de-motivating activities are avoided; the development of a motivational managerial approach that promotes employee performance and satisfaction; and the institution of equitable reward policies that provide real, attainable incentives all based on an understanding of motivational theories can help bring such theories into the realm of the practical.

An understanding of motivation theories can help managers increase employee performance. Employees generally fall into two types: self-motivated, and those that require external motivation to stay motivated. Self-motivated employees tend to exhibit

good performance even if they are not provided with much external motivation, but their performance increases more if they are provided with that motivation. Employees that do require external motivation certainly improve in performance when skillfully motivated. Highly motivated employees are highly productive employees, and they do superior works.

An important goal of Human Resource Management according to Armstrong (2003) is to help with the enhancement of motivation so as to encourage people to apply their abilities in ways that will further the attainment of the organisation's goals as well as the satisfaction of their own needs. Hence, the study intends to take into consideration four theories of motivation to show how performances are influenced when they are implemented in organisations. These theories include: Maslow's hierarchy of needs, Herzberg two factor theory, the Equity theory and Vroom's Expectancy theory. Many business managers today are not aware of the effects that motivation can (and does) have on their business, and it is therefore important they learn and understand the factors that determine positive motivation in the workplace. The size of one's business is irrelevant: whether one is trying to get the best out of fifty of one's staff or just one, everyone needs some form of motivation. Motivation is something that is approached differently by different businesses and the responsibility of its integration lies with all immediate supervisors of staff. However, it is the business owner who must initiate motivation as a strategy to attain corporate goals.

The aim of this research is to help managers understand the importance and effects of motivation by identifying key factors that determine the rate of motivation in employees. These factors are linked directly to their individual needs, behaviour and attitudes as this impact on performance.

1.6 DEFINITION OF CONCEPTS

Motivation: an inducement or action that arouses a worker to action toward a desired goal.

Performance: The accomplishment of a given task in a working environment

Productivity: How well employees in an organisation convert input resources into goods and services.

Motivators: Factors which motivate or induce a worker to perform.

Employee satisfaction: The positive or negative aspects of employees attitude towards their jobs.

Intrinsic motivation: an inducement to work that comes from a person's internal desires to do something. It has a deeper and longer term effect.

Extrinsic motivation: what is done for employees to motivate them. It has an immediate and powerful effect but would not necessarily last long.

Employee attitude: The mental state of readiness for motive arousal.

Organisational goals: This refers to the focus of attention and decision making among employees.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter introduces the review of various literatures pertaining to theories of motivation and employee performance. Motivation has been an issue of concern in the past and has established itself as an integral part in current organisational settings. Motivation is quite complex to comprehend thus, placing awareness on the fact that several factors influence employees performance in a particular organisation. Reason being that what motivates one worker might not motivate the other employee within the same company. To the majority of people, money is clearly significant and a motivator at work but, to what extent is money a significant motivator and how important depends upon their individual circumstances and the other happiness they derive from work. The bottom line is definitely the extent to which money motivates people to work to the top of their abilities. There are now a number of other significant influences on motivation. For a lot of people, the feeling of being recognised and valued appears more important than money in motivating them to keep on in a particular job (Mullins, 2007).

Motivated employees are willing to devote time to a certain level of commitment for a particular objective in an organisation. Certain actions which include changing jobs that employees perform, bringing down the levels of hierarchy and relegating many employees in the motivation process are significant enough to damage the levels of trust and commitment necessary for employees to perform above work requirements. Moreover, employee needs are changing as younger generations of employees have

different expectations to their work than older workers. This is as a result of globalization which has made workforce variations a complex issue of motivation (McShane and Von Glinow, 2003). Many studies have been carried out on the issue of motivation. The theories of motivation seek to justify why certain employees act or do things in a certain way rather than others. For the purpose of this study, the researcher will consider the meaning of motivation, performance, the relationship between motivation and performance and the theories of motivation and the application of the theories in organisations.

2.2 MEANING OF MOTIVATION

Even with the best strategy in place and appropriate organisation architecture, an organisation will be effective only if its members are motivated to perform at a high level. When managers are effective, the outcome of the leading process is a highly motivated workforce. A key challenge to managers of organizations both small and large is to encourage employees to perform at a higher level.

The term motivation, derives from the Latin word *Movere*, “meaning to move” in the present context. Motivation represents “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed (Kreitner and Kinicki, 2004). Motivation involves a host of psychological processes that culminate in an individual’s desire and intentions to behave in a particular way. The outcomes of motivation are generally assessed in terms of the behaviours actually exhibited, the amount of effort, or the choice of strategies used to complete a job or task. The

relationship between the organisation and its members is influenced by what motivates them to work and the rewards and fulfilment they derive from it. The manager needs to know how best to elicit the co-operation of staff and direct their performance to achieving the goals and objectives of the organisation.

It may be defined as the psychological force that determine the direction of a person's behaviour in an organisation, a person's level of effort and a person's level of persistence in the face of obstacles. (The direction of a person's 'behaviour' refers to the many possible behaviours that a person could engage in, effort refers to how hard people work, 'persistence' refers to whether, when faced with roadblocks and obstacles, people keep trying or give up). Motivation is central to management because it explains why people behave the way they do in organisations. To Mullins, it is concerned, basically, with why people behave in a certain way. It is the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

Motivation may also be defined as the internal process leading to behaviour to satisfy needs. The process people go through to satisfy their needs is need- motive- behaviour- satisfaction or dissatisfaction (Lussier, 2005). McShane and Glinow defines motivation as, "...a factor that exist in an individual which has the potential to affect the way, strength and eagerness of behaving towards work". (McShane and von Glinow, 2003). The above definition of motivation has been supported by Petri & Govern. They see

motivation as, “the thought that explains the propelling force in an individual that explains differences in intensity of behaviour”. (Petri and Govern, 2004).

Motivation can come from intrinsic or extrinsic sources. Intrinsically motivated behaviour is behaviour that is performed for its own sake. The sources of motivation are actually performing the behaviour, and motivation comes from doing the work itself. Jobs that are interesting and challenging are more likely to lead to intrinsic motivation than are jobs that are boring or do not make use of a person’s own skills and abilities. Extrinsically motivated behaviour is behaviour that is performed to acquire material or social rewards or to avoid punishment. The source of motivation is the consequence of the behaviour not the behaviour itself.

Regardless of whether people are intrinsically or extrinsically motivated, they join and are motivated to work in organisations to obtain certain outcomes. An outcome is anything a person gets from a job or organisation. Some outcomes such as autonomy, responsibility, feeling of accomplishment and the pleasure of doing interesting or enjoyable work result in intrinsically motivated behaviour. Other outcomes such as pay, job security, benefits and vacation time result in extrinsically motivated behaviour.

Motivation is critical to business success but one cannot simply buy motivation. In any case, Alan Greenspan, Chairman of the Federal Reserve system said, “you have to align the interest of the corporation and its employees, that is creating win-win situation for the company and the employees” (Lussier, 2005). Effective employee motivation has

long been one of management's most difficult and important duties. Success in this endeavour has become more challenging in the light of pressures to increase productivity and customer satisfaction while reducing cost (Kreitner and Kinicki, 2004).

2.3 THE MEANING OF PERFORMANCE

To make the best use of people as valuable resources of the organisation, attention must be given to the relationship between staff, and the nature and content of their jobs. The work organisation and the design of jobs can have a significant effect on staff and their level of performance and productivity. Attention needs to be given to the quality of working life. The manager needs to understand how best to make work more satisfying for a staff and to overcome obstacles to effective performance (Mullins, 2005). Performance is seen as the accomplishment of a given measured task against preset known standards of accuracy, completeness, cost and speed. In a contract performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

2.4 MOTIVATION AND ORGANISATIONAL PERFORMANCE

All behaviours are motivated by some needs; however, needs and motives are complex. One does not always know what one's needs are and why one does the things he/she does. One cannot observe motives but can observe behaviour and infer what a person's motive is. This is referred to as attribution. It is not easy to know why a person behaves the way he did because people do the same thing for different reasons. Generally, an employee who is motivated will try harder to do a good job than one who is not

motivated. People with Theory X and Theory Y attitudes have different motives and human relations. Personality also affects motivation to have effective human relations. However, performance is not simply based on motivation. The level of performance attained is determined by three interdependent factors: ability, motivation and resources. This relationship is stated as performance formula. $\text{Performance} = \text{ability} \times \text{motivation} \times \text{resources}$. Ability and motivation are driving forces of behaviour to create the level of performance. For performance level to be high, all the three factors must be high. If anyone is low or missing, the performance level will be adversely affected.

To attain high levels of performance as an employee and manager, one must be sure that management and employees have the ability, motivation and the resource to meet objectives. When performance is not standard level or above, one must determine which performance factor needs to be improved and improve it (Lussier, 2005).

Organisations achieve their goals and objectives by the co-ordinated efforts of their members (Mullins, 2005). Organisational success is dependent upon members being motivated to use their full talents and abilities, and directed to perform well in the right areas. With a positive motivation philosophy and practice in place, productivity, quality and service should improve because motivation helps people towards achieving goals; gaining a positive perspective, creating the power to change; building self-esteem and capability and managing the development and helping others.

2.5 THEORIES OF MOTIVATION (THEORETICAL FRAMEWORK)

Approaches to motivation are underpinned by motivation theory. Armstrong (2003) classified these theories as;

- Instrumentality theory states that rewards and punishment (carrots or sticks) serve as the means of ensuring that people behave or act in desired ways.
- Content theory focuses on the content of motivation. It states that motivation is essentially about taking action to satisfy needs and identifies the main needs that influence behaviour. Needs theory was originated by Maslow (1954), and in his two-factor model, Herzberg, Mausner and Synderman (1957), listed needs which they termed 'satisfiers'.
- Process theory focuses on the psychological process which affects motivation, by reference to expectations.

2.5.1 Instrumentality Theory

Instrumentality is the belief that if we do one thing, it will lead to another. In its crudest form, instrumentality theory states that people only work for money. The theory emerged in the second half of the nineteenth century. It emphasises on the need to rationalise work on economic outcomes. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus, the awards are contingent upon effective performance. This theory has its root in Taylorism: scientific management. Taylor wrote that, "it's impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured a large and permanent increase in their pay"

This theory is based on the principle of reinforcement as influenced by Skinner's (1974, in Armstrong, 2003) concept of conditioning- the theory that people can be 'conditioned' to act in certain ways if they are rewarded for behaving as required. It is also called the law of effect. Motivation using this has been, and still is, widely adopted and can be successful in some circumstances. Armstrong (2003) noted it is based exclusively on a system of external controls and fails to recognise a number of other human needs. It also fails to appreciate the fact that the formal control system can be seriously affected by the informal relationship existing between workers.

2.5.2 Content (need) Theory

The basis of this theory is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified, and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviour is therefore motivated by unsatisfied needs. Kreitner and Kinicki (2005) noted that dissatisfaction with one's social life for example, should motivate one to participate in more social activities. Henry Murray, a 1930s psychologist, was the first behaviour scientist to propose a list of needs thought to underlie goal-directed behaviour. From Murray's work sprang a wide variety of needs theories of motivation.

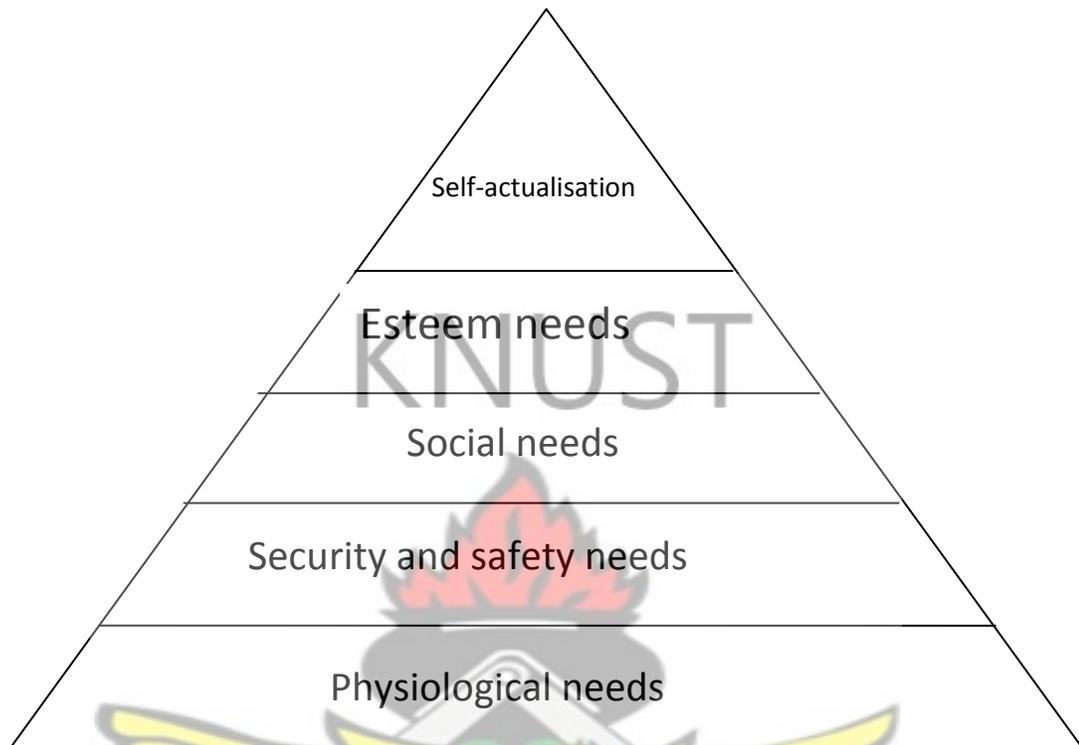
Not all needs are equally important for a person at any one time- some may provide a much more powerful drive towards a goal than others, depending on the individual's background and present situation. Complexity is further increased because there is no simple relationships between needs and goals (Armstrong, 2003) the same need can be

satisfied by a number of different goals and the stronger the need and the longer its duration, the broader the range of possible goals. At the same time, one goal may satisfy a number of needs – for instance, a new car provides a means of transport as well as an opportunity to impress others.

Need theory was developed originally by Maslow (1954), who postulated the concept of a hierarchy of need which he believed were fundamental to the personality. Herzberg, Mausner and Synderman's (1957) two-factor model according to Armstrong (2003), cannot strictly be classified as needs theory but he did identify a number of fundamental needs. In addition, Alderfer (1972) developed his ERG theory, which refers to the need for existence, relatedness and growth. Maslow's theory however, has been most influential.

2.5.3 Maslow's Theory of Need: Abraham Maslow originated this well-known hierarchy of needs theory. He hypothesized that people have a complex set of exceptional strong needs, which can be arranged in hierarchy. It aims to resolve the confusion between drivers and motives. Underlying this hierarchy is the following basic assumption that a satisfied need does not motivate further. However, when one need is satisfied, another need emerges to take its place. Thus, people are always striving to satisfy some need.

Maslow's hierarchy of needs



Source: ("Business Management Articles," April 10, 2009,

<http://www.envisionsoftware.com>

The Maslow's theory postulates nine needs categories. Among them are the biological/ physiological needs and these include sunlight, sexual expression, food, water, rest and oxygen (basic needs); safety needs which include a person's desire for security and protection, for example, job security and income security, comfort, tranquillity, freedom from fear and threat from the environment, shelter, order, predictability and an organised world. The social/ affiliation needs focus on social aspects of work and non-work situation, for example, belongingness, attachment, love, friendship, affection and acceptance. Others include the esteem needs such as internal and external esteem factors for example strength, confidence, achievement, reputation, prestige, attention,

appreciation, promotion, self-respect, autonomy, achievement, recognition and status (need for stable and high self- evaluation, based on capability and respect for others). Knowing and understanding needs focus on gain and systematic knowledge, the need for curiosity, learning, philosophizing, experimenting and exploring; Aesthetics needs include order and beauty; Need for transcendence-a spiritual need for cosmic identification or to be at one with the universe. Freedom of enquiry and expression is an essential prerequisite for the satisfaction of the other needs. The self –actualization needs reflect an individual’s desire to grow and develop to the fullest potential, for example, ultimate goal in life, self-fulfilment and growth.

A criticism of the Maslow’s theory in relation to leadership is that the lower order needs such as salary, job tenure and contracts are satisfied through external factors. On the other hand, the high order needs which include social, esteem, knowing and understanding, aesthetic needs, transcendence and freedom of enquiry and self-actualization needs are satisfied internally within a person. Empirical evidence suggests that lower order needs are primary in that they are required for survival in the contemporary world where communal values have declined.

This shortcoming is evident when comparing the Herzberg and Maslow’s theories. Herzberg’s theory focuses on job satisfaction and performance whereas Maslow’s theory stresses on human needs in life with less emphasis on work. However, the Herzberg theory is applying Maslow’s hierarchical theory to work situation by giving the factors, which lead to either job satisfaction(higher worker morale) or job

dissatisfaction (lower worker morale). Thus both theories have broadened leaders' view by recognising workers as more than simple workers but as people with complex personalities, needs and problems.

2.5.4 Process Theory

In process theory, the emphasis is on the psychological processes or forces that affect motivation as well as on basic needs. It is also known as cognitive theory because it is concerned with people's perception of their working environment and the ways in which they interpret and understand it. According to Guest (1992b, in Armstrong 2003), the process theory provides a much more relevant approach to motivation that replaces the theories of Maslow and Herzberg, which he suggests, have been shown by extensive research to be wrong. Armstrong (2003), believes that process or cognitive theory can be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques. These processes are expectations (expectancy), goal achievement (goal theory) and feelings about equity (equity theory).

Mullins (2005), noted that the theories attempt to explain the nature of motivation. Even though these various theories may all be at least partially true, and help to explain the behaviour of certain people at certain times, however, the search for generalised theory of motivation of work appears to be in vain. A major determinant of behaviour is the particular situation in which individual workers find themselves. He argued that motivation varies overtime and according to circumstances. It is often most acute for younger people starting on their career, for people at mid-career positions or for those

who find limited opportunities for promotion or further advancement. For employers, there may be difficulties in motivating staff both in the longer term as well as in the short run.

Thus, it is because of complexity of motivation and the fact that there is no readymade solution or a single answer to what motivates people to work that different theories of motivation will be analysed to show the many motives which influence people's behaviour and performance. Collectively, these theories provide a framework within which to direct the attention to the problem of how best to motivate staff to work willingly and effectively.

2.5.5 Taylor's Scientific Approach

Fredrick Taylor (1911), argued that human problems were the root cause of poor productivity in organisations and should be minimized or eliminated. In the early 1900, he developed a set of principles to enhance worker productivity. Taylor systematically studied each job and detailed methods to attain higher productivity level, which included job training. In this way, he laid down a coherent set of principles that have guided modern thinking on motivation.

Taylor's "scientific management theory" was aimed at technical efficiency and viewed organisational roles as directed tasks that were defined by supervisors and subject to measurable outcomes. But although this implied close control for the optimal completion of tasks, Taylor believed that it was, nonetheless important to motivate and

encourage employees. Consequently, in his model of the “economic man” he argued that workers should be encouraged through the use of economic rewards to increase productivity. In this way, this theory, inadvertently, brought about improved recognition and productivity for individual workers, by raising the notion that there are best ways for people to do their jobs (Taylor, 1911 in Huczynski and Buchanan, 2001).

The major criticism of Taylor’s scientific management thesis is that it has become increasingly obsolete in the sense that it is reductionism, as it reduces motivational factors to only economic ones. As the Hawthorne studies of 1920s and 1930s demonstrated, workers are motivated by more than just pay conditions. Although the premise of Taylor’s theory was valid in those days, they have since become outdated. It is argued that foremen (supervisors) and workers of the contemporary era are well educated and employ modern technological tools to increase productivity. Furthermore, the rising standards of living have sharply diminished the influence of “piece work”, as an incentive to productivity. Lastly the rise of labour unions in organisation requires that many decisions affecting productivity should be based on collective bargaining rather than unilateral planning. Despite its obsolescence, the Taylor system is retained and used in organisations since it laid down a coherent set of principles that have guided modern motivational thinking of supervision in contemporary organisations.

2.5.6 The Hawthorne Studies:

Elton Mayo’s contribution to the development of the current theoretical thinking on motivation is perhaps, the most profound. In the famous Hawthorne studies in the late 1920s and early 1930s Mayo and his researchers found the informal work groups had a

significant effect on worker performance. Group standard and statement were more determinants of a worker's output. Results of the Hawthorne studies have justified most of the framework for the motivational theories.

In the United States during the 1920s and 1930s, the Hawthorne studies led to the creation of the human relations movement and a highly influential school of academic and practical management thinking. Although many different studies were conducted, four in particular stood out. These were the illumination experiment, the relay assembly test room experiment, the interviewing programme and the bank wiring observation room experiment. The studies concluded that organisations are social systems and that workers are the most important part in that system. Motivating the workers to enhance productivity should be a top priority of supervisor.

The conclusion drawn from the Hawthorne studies are that workers are motivated by more than just pay conditions. Leaders need to recognise that work is a group activity and individuals should be seen as group members and not in isolation. The need for recognition, workers control over their own work, differences between individual needs, management willingness to listen, group norms, direct feedback, security and sense of belonging are more important in determining workers morale and productivity than the physical condition under which they work (Ott, 1999; Roethlisberger in J. Steven Ott, 1989). Through their unofficial norms and sanctions, informal groups exercise strong control over the work habits and attitudes of individual group members. Hence, the ability of the informal groups or clique to motivate an individual at work should not be underestimated. Lastly, leaders need to be aware of both individuals' social needs and

the power of informal group in order to achieve the formal (official) objectives of the organisation (Huczynski and Buchanan, 2001).

Management inadvertently makes it difficult for employees to do their jobs. Excessive levels of required approvals, endless paperwork, insufficient training, failure to communicate, infrequent delegation of authority, and a lack of a credible vision contribute to employees' frustration and subsequent de-motivation.

Although the Hawthorne studies was criticised, the basic finding endured giving impetus to what is referred to as, “the human relations age of thinking about work” that emphasized the human side of work and the importance of managing people as human beings in organisations.

2.5.7 Herzberg’s Two Factor Approach:

Fredrick Herzberg proposed another well-known approach. It is also known as motivator-hygiene thesis as an alternative to Taylorism which showed concerns for the quality of working life of people in organisations. This theory implies that there are two different set of factors, hygiene and motivators or satisfiers, which affects individual motivation and job satisfaction (Ott, 1989).

Herzberg discovered that there were certain factors associated with job satisfaction (motivation factors) which are those factors that are related to the content of one’s job and are necessary to maintain a reasonable level of motivation among employees, such as nature of the work itself, the possibility for growth, responsibility, advancement,

recognition and status. A completely different set of factors are associated with dissatisfaction which are referred to as hygiene or maintenance factors. For instance, inadequate monthly salary to employees could cause dissatisfaction at work when hygiene factors are absent, for example, when good relations with supervisors and peers, good pay and working conditions, job security and among others are absent (Herzberg et al, 1959; Ott, 1989). According to Herzberg, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. For instance, a high salary would not necessarily cause job satisfaction. In fact, increases in bonuses and salaries for performance in many instances have a very limited short term effect. The extra money soon comes to be regarded not as an incentive but as an entitlement.

There are several ways that management unwittingly demotivates employees and diminishes, if not outright destroys their enthusiasm. Many companies treat employees as disposable. At the first sign of business difficulty, employees—who are usually routinely referred to as "our greatest asset"—become expendable. Employees generally receive inadequate recognition and reward. In a survey by Sirota et al (2006), many workers report receiving little or no credit, and almost two-thirds say management is much more likely to criticize them for poor performance than praise them for good work. The great majority of employees are quite enthusiastic when they start a new job. But in about 85 percent of companies, the research finds, employees' morale sharply declines after their first six months—and continues to deteriorate for years afterward.

The finding is based on surveys of 1.2 million employees at 52 companies from 2001 through 2004, conducted by Sirota Survey Intelligence Purchase, New York.

Herzberg's work challenge the central thesis of Taylorism that job satisfaction was one-dimensional, ranging along a continuum from satisfaction to dissatisfaction. Instead, Herzberg found motivation to be two-dimensional.

Herzberg's theory has been labelled as the two-factor theory. Moreover the hygiene factors, if correct, did not cause any dissatisfaction, neither did they motivate workers. However, when they were not right, they led to dissatisfaction and exerted negative impact. Thus supervisors ought to look for the motivators. When management provides employees with the motivators as recognition, acceptance and responsibility, job satisfaction is obtained and motivation is high. If such factors are not right, job satisfaction and therefore motivation will be lacking.

One of the shortcomings of Herzberg's two-factor theory is that the factors that make employees delight on the job are obviously not the opposite of the factors, which make them unhappy. Thus organisations/managers cannot satisfy employees by simply removing the cause of dissatisfaction. Again, concentrating fully on the hygiene factors alone and trying to motivate people will not be effective. Leaders must also ensure that motivation factors are taking place and at the right time. Hence, leaders must not only eliminate the causes of dissatisfaction, but they also need to ensure that opportunities for satisfaction are provided to motivate people.

2.5.8 Alderfer's ERG Theory:

Clayton Alderfer developed an alternative theory of human need in the late 1960s. Alderfer's theory differs from Maslow's in three major respects. First, a smaller set of core needs is used to explain behaviour. From lowest to highest level, they are *existence needs* (E)- the desire for psychological and materialistic well-being; *relatedness needs*(R)- the desire to have meaningful relationships with significant others; and *growth needs*(G)- the desire to grow as a human being and use one's abilities to their fullest potential; hence the label ERG theory(Kreitner and Kinicki, 2004).

Many attempts have been made to classify needs because of the long standing debate as to how many categories of needs exist. Alderfer maintains the higher and the lower order needs and agrees with Maslow that satisfied needs motivate individuals. Therefore, based on Maslow's work, managers or leaders are expected to meet the lower-level needs of their employees so that they will not dominate the employee's motivational process. Management should get to know the people's needs and to meet them as a means of increasing performance. However, to use ERG theory, the following questions must be answered:

- i. What need does the individual have?
- ii. What needs have been satisfied?
- iii. Which unsatisfied need is the lowest in the hierarchy?
- iv. Have some high-order needs been frustrated?
- v. Has the person refocused on lower-level needs?
- vi. How can the unsatisfied needs be satisfied?

Mullins (2005), noted that like Maslow, Alderfer suggests that individuals progress through the hierarchy from existence needs, to relatedness needs, to growth needs as the lower-level needs become satisfied.

2.5.9 McClelland's Achievement Motivation Theory:

McClelland's work originated from investigations into the relationship between hunger needs and the extent to which imagery of food dominated thought processes (Mullins, 2005). McClelland identified four main aroused based and socially developed motivates:

- The achievement motive
- The power motive
- The affiliative motive
- The avoidance motive

a. The Achievement Motive

Kreitner and Kinicki (2004) noted that achievement theories propose that motivation and performance vary. According to the strength of one's need for achievement. McClelland's research supported an analogous relationship for societies as a whole. His results revealed that a country's level of economic development was positively related to its achievement motivation. Kreitner noted that the need for achievement is defined by; the ability to accomplish something difficult, master, manipulate or organise physical objects, human beings or ideas as rapidly and independently as possible. Achievement motivated people share three common characteristics. One is a preference for working

on tasks of moderate difficulty. The high achievers preference for moderately difficult tasks reinforces achievement motivation by reducing the frequency of failure and increasing the satisfaction associated with successfully completing challenging tasks. Achievers also like situations in which their performance is due to their own efforts rather than to other factors, such as luck. A third identifying characteristic of high achievers is that they desire more feedback on their success and failures than do low achievers. McClelland suggested that effective managers need to be successful leaders and, to influence other people; they should possess a high need for power.

b. The Power Motive

The need for power reflects an individual's desire to influence, coach teach or encourage others to achieve. People with a high need for power like to work and are concerned with discipline and self-respect.(Kreitner and Kinicki, 2004).McClelland suggested that as effective managers need to be successful leaders and to influence other people, they should possess a high need for power. Power is directed more towards the organisation and concern for group goals, and is exercised on behalf of other people. This is socialised power. It is distinguished from personalised power which is characterised by satisfaction from exercising dominance over other people, and personal aggrandisement (Mullins, 2005).

c. The Affiliation Motive

Researchers believe that people possess a basic desire to form and maintain a few lasting, positive, and important interpersonal relationships, For instance, psychological

and physical health problems were higher and among lacking social attachments. (Kreitner and Kinicki, 2004). People with a high need for affiliation prefer to spend more time maintaining social relationships, joining groups, and wanting to be loved. Individuals high in this need are not the most effective managers or leaders because they have high time making difficult decisions without worrying about being disliked.

2.5.10 Managerial Application of Needs Theories

The greatest value of needs theories probably lies in the practical implications they have for management. These theories are important as they suggest specific things that managers can do to help their subordinates become self-actualised. Because self-actualised employees are likely to work at their maximum creative potential. It makes sense to help people attain this state by helping them meet their needs. These theories help employees to:

- i. **Promote a healthy workforce:** Some companies are helping to satisfy their employees physiological needs by providing incentives to keep them healthy such as giving insurance rebates to employees with healthy lifestyle, while charging extra premium to those whose habits such as smoking, put them at greater risks for health problems. As these incentives encourage employees to adapt healthier lifestyles, the likelihood of satisfying their psychological needs is increased.
- ii. **Promote financial security:** It is an important part of safety need. In this regard, some companies are going beyond the more traditional forms of payroll savings and profit sharing plans. Notably, some companies have found that their

employees had serious financial difficulties when faced with sending their children to college leading them to offer very low loans for this purpose. Financial security is key aspect of job security, particularly in troubled economic times when layoffs are inevitable. To help soften the blow of layoffs, more and more organisations are providing outplacement services.

- iii. Provides opportunity to socialise: To help its employee's social needs, some companies hold a "Family Day picnic". Some other companies also have incorporated social activities deep into the fabric of their culture.
- iv. Recognise employees' accomplishment: Recognising employee's accomplishment is an important way to satisfy their esteem needs. Some companies help recognise their employees' organisational contribution by touting them on the pages of their corporate news letters. As Mary Kay Ash puts it, "there are two things people want more than sex and money.....recognition and praise. Recognition need not to be lavish or expensive. It can involve nothing more than a heartfelt "thank you". Whatever form it takes, it is important to caution that awards are only effective at enhancing esteem when they are clearly linked to desired behaviours. Awards that are too general may not only fail to satisfy esteem needs, but may also minimise the impact of awards that are truly deserved.

2.5.11 Fifty-Fifty Theory

The fifty-fifty theory was developed by John Adair as a motivational factor that could influence company performance. From his perception fifty percent of motivation comes

from within a person and the remaining fifty percent comes from the environment, mainly from people around us. This rule is not used to declare the exact proportions, but it tries to explain that, fifty per cent of our motivation comes from within us and fifty per cent from an external influence, that is, from our environment, particularly from the people around us. These observations are indicative rather than mathematical and they may differ from person to person. Within these important external factors the nature and quality of the leadership present is essentially important. Hence the tough link between leadership and motivation becomes vital to determine employee's motivation. The Fifty-Fifty rule does have the benefit of reminding leaders that they have a key role to play for the success or failure in the motivation of employees at work. Fortunately or unfortunately, not all the cards are in their hands, for they are dealing with people who are self-motivating in various degree. These are the challenges that confront the HRM to galvanize employee motivation with the work environment. (John, 2007).

2.5.12 Equity Theory

J. Stacy Adams formulated the equity approach as an appropriate way to effective supervision. The Equity approach is another important means of ensuring motivation of workers. Workers tend to believe in it if the organisational reward system is fair. This theory assumes that people want to be treated fairly and they tend to compare contribution rewards to those received by others. The equity theory states that people need to perceive equal outcomes for perceived equal circumstances (Ott, 1989).

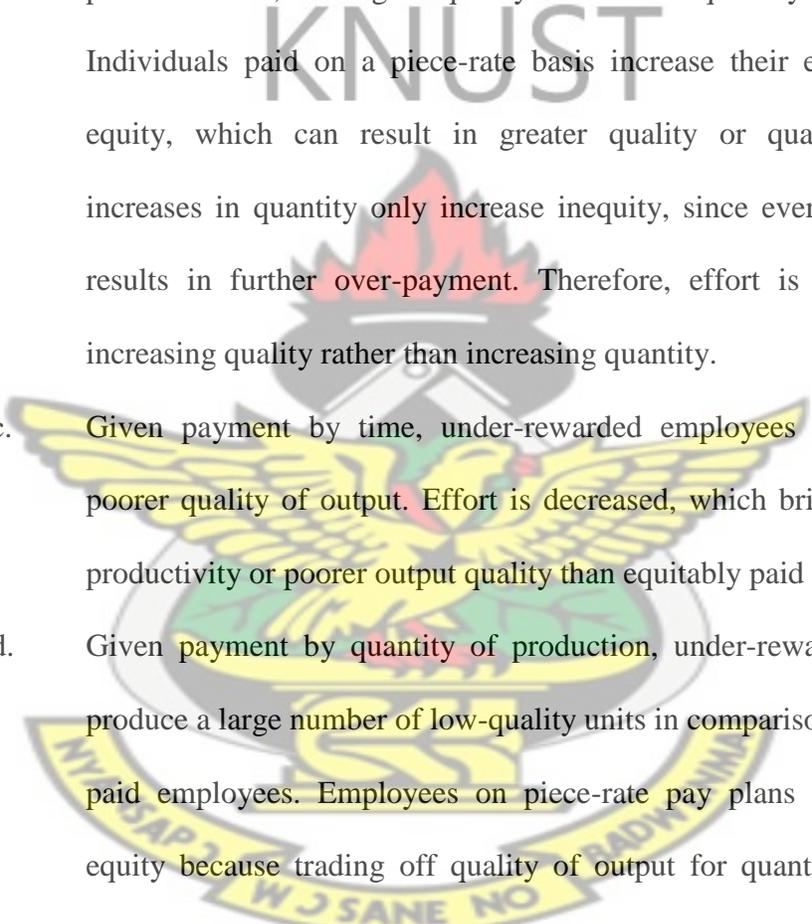
The principles for this theory are that if workers discover that the company does not properly reward them, they will feel dissatisfied and their morale will be lower. The outcome is that they will not work hard anymore or they may choose to depart from the current company. If the workers believe that they are adequately rewarded for what they do, they will maintain the same level of output and performance. On the other hand, if workers perceive the rewards as more than they consider fair, then they will most likely work even harder in the organisation. The strength of the equity theory in relation to leadership styles in organisation is that workers want to be treated equally and fairly by leaders. Workers are motivated when they discover that they are treated fairly in compensation, in promotion and there is transparency in their evaluations. The theory proposes that individuals are concerned not only with the absolute amount of rewards they receive for their efforts, but also with the comparison of this amount to what others receive. Equity theory states that employees make comparisons of their job inputs and outcomes relative to those of others. Employees perceive what they get from a job situation (outcomes) in relation to what they put into it (inputs), and then compare their outcome/input ratio with that of relevant others. Evidence suggests that the referent with which an individual compares himself or herself is an important variable in equity theory. There are four referent comparisons an employee can use:

1. Self-inside – An employee's experiences in a different position inside his or her current organisation.
2. Self-outside – An employee's experiences in a situation or position outside his or her current organisation.

3. Other-inside – Another individual or group of individuals inside the employee's organisation.
4. Other-outside – Another individual or group of individuals outside the employee's organisation.

When people perceive an imbalance in their outcome/input ratio relative to others, tension is created. This tension provides the basis for motivation, as people strive for what they perceive as equity and fairness. Equity theory proposes that when employees perceive an inequity they can be predicted to make one of six choices:

1. Change their inputs (example, an individual may decrease the amount of effort they are willing to exert).
2. Change their outcomes (example, individuals paid on a piece-rate basis can increase their pay by producing a higher quantity of units of lower quality).
3. Distort perceptions of self (example, individuals may decide that they actually work harder than other colleagues).
4. Distort perceptions of others (example, an individual may decide that a colleague's job is not as desirable as they originally perceived it to be).
5. Choose a different referent (example, an individual may decide to compare himself or herself with a friend in a lesser job rather than a more successful work colleague).
6. Leave the field; specifically, equity theory establishes four propositions relating to inequitable pay:

- 
- a. Given payment by time, over-rewarded employees produce more than equitably paid employees. Hourly and salaried employees generate high quantity or quality of production in order to increase the input side of the ratio and bring about equity.
- b. Given payment by quantity of production, over-rewarded employees produce fewer, but higher quality units than equitably paid employees. Individuals paid on a piece-rate basis increase their effort to achieve equity, which can result in greater quality or quantity. However, increases in quantity only increase inequity, since every unit produced results in further over-payment. Therefore, effort is directed toward increasing quality rather than increasing quantity.
- c. Given payment by time, under-rewarded employees produce less or poorer quality of output. Effort is decreased, which brings about lower productivity or poorer output quality than equitably paid workers.
- d. Given payment by quantity of production, under-rewarded employees produce a large number of low-quality units in comparison with equitably paid employees. Employees on piece-rate pay plans can bring about equity because trading off quality of output for quantity results in an increase in rewards with little or no increase in contributions.

The four propositions of equity theory have generally been supported by Moorhead and Griffin, (1995). It has been found, however, that inequalities due to overpayment do not have a very significant impact on behaviour in most work situations. Employees appear

to be more tolerant of overpayment inequalities than of underpayment inequalities, or are better able to rationalise them.

Although it is accepted that employees' satisfaction with organisational rewards is determined, in part, by comparisons with significant others, the process by which individuals arrive at their conclusions would be practically impossible to model. While an individual is able to make a rational calculation as to their own outcome/input ratio, they are unlikely to have the necessary information to do so with others. The whole process is more likely to be a subconscious 'feeling' that a particular referent is 'better off' or 'worse off' than oneself. This highly subjective process may or may not be a rational one and is, in any case, likely to be largely influenced by the psychological profile of the individual. For example, some individuals will have a tendency to view other people as being 'better off' than them, regardless of the actual situation.

2.5.13 Managerial Application of Equity Theory

- i. Under payment should be avoided: Companies that attempt to save money by reducing employees' salaries may find that employees respond in many different ways to even the score. For example, they may steal, shave a few minutes off their work days or otherwise, withhold production. In recent years, a particular unsettling form of institutionalising underpayment has materialised in the form of two-tier wage structure (a payment system in which new employees are paid less than those hired to do the same work at an earlier point in time). Such systems are considered to be highly unfair, particularly by those in the lower tier.

- ii. Over payment should be avoided: when overpayments are made, the increase in performance shown in response to over payment inequity tend to be only temporary. As time goes on, workers begin to believe that they actually deserve the higher pay they are getting and bring their work level to normal. Secondly, it is unwise to pay employees because when one overpays an employee, he/she underpays all the others. When the majority of workers feel underpaid, they will lower their performance resulting in a net decrease in productivity and widespread dissatisfaction.

2.5.14 Vroom's Expectancy Theory

The expectancy theory was propounded by Vroom (1969) in J Steven Ott, (1989).It states that an employee will be motivated to exert a high level of effort when he/she believes that effort will lead to a good performance appraisal, and followed by an organisation reward such as bonus, salary increment or promotion which later satisfy personal goals. Thus, people are motivated by calculating how much they can get from something, how likely their actions will cause them to get it and how much others in similar circumstances have received (Ott, 1989).The theory is also known as valence-instrumentality-expectancy theory. Hence, the model is built around the concepts of value, expectancy and force. The concept of force is on the whole equivalent to motivation and may be shown to be the algebraic sum of the products of valences and expectations. Thus, Motivation (force) = Valence x Expectancy.

Valence is the strength of an individual's preference for an outcome or goal. The strength may be negative, (fear of demotion or transfer to a less important job) or positive (prospect for promotion). Expectancy is the probability that a particular action will lead to a required outcome. If the employee has a particular goal, some behaviour has to be produced to accomplish that goal. The employee has to weigh the likelihood of various behaviours that will accomplish the desired goals and select the most successful behaviour. Thus the employee's motivation according to Vroom may be augmented by changing the perception or by boosting the expectancy level through better communication and augmenting the actual reward that will result. Vroom's theory clarifies the relationship between the employee and the organisational goals and recognises the differences between employees in producing work motivation. Furthermore, this theory is consistent with the idea that a manager's job is to design an environment for performance, necessarily taking into account the differences in various situations. Thus, Vroom's theory is quite consistent with management by objectives. However, this theory is difficult to research and is confronted with practical difficulties in its application.

Vroom bases his theory on three concepts. Each of the beliefs deals with what employees think will happen if they put out effort to perform. The first (B1), comprises of the relationship between effort and performance, that is (B1) is the employee's belief about the probability that effort will lead to performance. Another definition is that, B1 is the expectation that effort will lead to success. (B1) can be seen as the employee's belief about whether or not what is expected can be done. The second (B2), comprises

with the relationship between performance and outcomes, that is, the employee's belief about the probability that performance will lead to outcomes. B2 can be stated in different ways, that is the employee's belief about the relationship between "what you do" and "what you get." It is the belief about outcomes following performance and the third (B3), looks at the relationship between outcomes and satisfaction. The third belief (B3) is the employee's belief about how satisfying or gratifying the outcomes will be. It is the belief about how fulfilling or worthwhile they will be. It is the belief about how much value the outcomes will have in the future when they are received, rather than what their value is now (Green, 1992).

Porter and Lawler, as cited in Armstrong (2003), emphasise that mere effort is not enough. It has to be effective effort if it is to produce the desired performance. They noted that there should be two variables additional to efforts which affect task achievement. These are;

- i. Ability: This is the individual characteristics such as intelligence, manual skills, know-how and;
- ii. Role perceptions: What the individual wants to do or thinks he or she is required to do. These are good from the view point of the organisation if they correspond to what it thinks the individual ought to be doing. They are poor if the views of the individual and the organisation do not coincide.

2.5.15 Managerial Application of Expectancy Theory

1. Clarify people's expectancies that their effort will lead to performance: motivation may be enhanced by training employees to do their jobs more efficiently and to achieve higher levels of performance from their office. It may also be possible to enhance effort performance expectancies by following employee suggestions about ways to change their jobs.
2. Clearly link valued rewards and performance: managers should enhance their subordinates' beliefs about instrumentality by specifying exactly what job behaviours will lead to what rewards. It is possible for employees to be paid in ways directly linked to their performance such as through piece-rate incentives system, sales commission plans or bonuses.

2.5.16 Goal- Setting Theory

Another theory usually considered under the heading of motivation to work is Goal-Setting theory. This theory is based mainly on the work of Locke. The basic premise of the goal theory is that people's goals or intentions play an important part in determining behaviour. Locke accepts the importance of perceived value, as indicated in expectancy theories of motivation and, suggests that these values give rise to the experience of emotions and desires. People strive to achieve goals in order to satisfy their emotions and desires. Goals guide people's responses and actions. Goals direct work behaviour and performance, and lead to certain consequences or feedback. The combination of goal difficulty and the extent of the person's commitment to achieving the goal regulate the level of effort expended. People with specific quantitative goals such as defined

level of performance, or a given deadline for completion of task, will perform better than people with no set goal or only a vague goal such as ‘do the best you can’. People who can have difficult goals will perform better than people with easier goals.

Gratton, as cited in Mullins (2005), refers to ‘stretch goals’ which are ambitious, highly targeted opportunities for breakthrough improvements in performance. These goals should stem from critical success indicators and come from deep discussions within the company and from collaboration within and across task forces, and lead to development of activities and tactics to achieve the goals. People lacking positive motivation at work may also help gain improved results and a better sense of achievement by setting themselves specific goals, and identifying tasks directly related to their work and measurable targets of time and performance.

Locke believed that the intentions to work towards a goal are major sources of work motivation.

Basically, the specific goals increase work performance and the specific hard goals produce a higher level of output than does the generalised goal of ‘just do the best’. The specific goal itself acts as an internal stimulus and hence, provides the motivation force to people. Employees will do better when they get the feedback on how well they are progressing toward their goals because feedback helps to identify any discrepancies between what they have done and what they want to do hence, it acts as a guide to behaviour.

The goal- setting theory again, presupposes that an individual is committed to the goal and is determined not to lower or abandon the goal, hence management by objective (MBO) is considered as one of the most effective ways of applying this theory (Huczynski and Buchanan,2001). However, Goal- setting theory has implications for the design and conduct of staff appraisal system.

2.5.17 Managerial Application of Goal-Setting Theory

A key ingredient for effectively coaching employees is the prudent use of goal-setting. To ensure that this theory is effectively implemented in the organisation, managers need to;

- i. Assign specific goals: probably the best –established finding of research on goal setting is that people perform at higher levels when asked to meet a specific high-performance goal than when simply asked to "do their best" or when no goal at all is assigned. People tend to find specific goals quite challenging and are motivated to try to meet them not only to fulfil management's expectations, but also to convince themselves that they have performed well.
- ii. Provide feedback concerning goal attainment: feedback is not only important in gauging one's progress toward meeting goals. It is a key to the overall process of learning. Feedback helps employees to attain their performance goals. Thus, the combination of goal setting and feedback help raise the effectiveness of group performance. Groups that know how well they are doing and have a target goal to shoot for tend to perform very well.

CHAPTER THREE

RESEARCH METHODS

3.0 Introduction

This chapter takes a look at the type of study, research methods and techniques that were adopted in the collection of data. It will also describe the research setting, sampling procedure, data collection methods, field work, field problems and ethical consideration of respondents.

Research is the search for knowledge or any systematic investigation to establish facts. The goal of a research process is to produce new knowledge or deepen understanding of a topic or issue (http://en.m.wikipedia.org/wiki/Research_methods). A quantitative research method was adopted for this study. The quantitative research uses numerical data or data that has been quantified. It is characterized by diligent use of statistics and mathematics (Anderson, 1998). This method uses traditional mathematical and statistical means to measure results conclusively. The researcher's choice in choosing the quantitative study is based on the excellent way of finalizing results, proving and disproving a hypothesis. It also filters out external factors and therefore, the results gained can be seen as real and unbiased.

3.1 RESEARCH SETTING

The research setting is the environment in which the research is carried out. This could be a laboratory or a real setting such as the subject's working environment. The research setting for this study was at the controller and accountant general's department, in Kumasi. The Controller and Accountant General's Department was established in 1885

during the pre-independence era and it was referred to as the Treasury. The department was renamed the Controller and Accountant General's Department in 1967. The department acts as the chief advisor to the ministry of finance and it's empowered by law to have access to all files, documents and other records relating to the account of every government's department. The reason for choosing this organisation was that; it is an institution that is in charge of the nation's finances. It makes payment on behalf of the Government and releases funds for developmental projects in the nation. Motivating its employees therefore means that such employees would have job satisfaction which will impact positively on their work and this will have a positive effect on the nation as a whole. There are five sections under the administration of the Controller and Accountant General's Department. These are general services, legal, management information system, personnel and public relations. The department has a staff of three thousand, three hundred and fifty four with branches established at the various regional capitals. In Kumasi, the total strength of the staff stands at three hundred and fifteen.

3.2 SAMPLING PROCEDURE

The sampling techniques relate to the "procedure" or "appropriate method" used in the selection of sample, Kumekpor (2002). There are a number of research techniques however, Kumekpor advises that to achieve a representative sample, it is important that the selection process is left to the operation of the law of chance rather than the use of subjective judgment (Kumekpor, 2002).

3.2.1 Sampling Unit

A sampling unit is a single section selected to research and gather statistics of the whole. It therefore gives a researcher a manageable and a representative subset of the population. The sampling unit for the study is individual employees at the controller and accountant general's department. This is made up of employees under the five sections of the administrative department namely, general services, legal services, management information system, personnel and public relations.

3.2.2 Target Population

The target population is the specific group a researcher is interested in; the group about which the researcher wishes to draw conclusions. The target population constituted employees of the Controller and Accountant General's Department who were randomly selected from each level or grade. These categories of employees included management and junior level employees.

3.2.3 Study Population

The study population is a group of individuals in a study. The study population consisted of employees of the Controller and Accountant General's Department, Kumasi. It covered all groups of people at the department totalling three hundred and fifteen workers. This represented the entire population of the department. The population was made up of two hundred and eighty junior staff and thirty five senior staff. The researcher sought to ascertain the point of view of every worker and also to attain reliable data to facilitate analysis and discussions of the findings of the study.

3.2.3 Sampling Frame

A sampling frame is that part of statistical practice concerned with the selection of an unbiased or random subset of individual observations. It is the source material or device from which a sample is drawn. It is a list of all those within a population who can be sampled, and may include individuals, households or institutions ([http://en. Wikipedia](http://en.wikipedia.org)).

The sampling frame for the study therefore consisted of all employees of the Controller and Accountant General's Department and all the units under this department.

3.2.4 Sample Selection

The primary aim of sampling is to get a representative sample from a much larger collection or population such that the researcher can study the small group and produce accurate generalisation about a larger group (Neumann, 2002). The stratified sample selection method was used. The elements within the sampling frame were divided into homogenous groups based on some particular characteristics or qualities. The employees were stratified according to their job grades or levels in the organisation and each employee had an equal chance of being included or excluded from the final sample. After the stratification, the simple random sampling method was used to randomly select employees who participated in the research. The stratified sampling method was chosen because it had the advantage of providing greater precision than simple random sample of the same size. It also guards against an unrepresentative sample and can ensure that sufficient sample points are obtained to support a separate analysis of any sub group.

3.4 METHODS FOR COLLECTION OF PRIMARY DATA

Primary data was collected through the administration of questionnaire and a face-face interview. In doing this, all units under the organisation were contacted. Managers and employees from different levels of the organisation were administered the questionnaires and interviewed. The researcher chose to use questionnaires and interview as the methods of data collection because they provided an efficient way of collecting information from a large sample, and were also quite simple to use.

3.4.1 Self-Administered Questionnaire

The researcher used self-administered questionnaires as one of the methods of collection of primary data. Respondents therefore answered the questions themselves by ticking the appropriate responses that had been provided. This method of collecting data was chosen because it was quick to administer and it also covered a larger number of employees.

3.4.2 Face-to-Face Interview

Face to face interview was used as another method of collection of primary data. This is a method of data collection where there is a structured conversation between the researcher and the employee to find out more about a problem being studied. This method had the advantage of collecting information on the spot. Also, it provided the researcher an excellent opportunity to explore questions. Besides, it ensured that the researcher probed further for additional information and personal contact with

participants elicited richer and more detailed responses. It also enabled the researcher gather in-depth attitudes and beliefs from participants.

3.5 DATA COLLECTION TOOL

3.5.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. This technique of data collection was chosen by the researcher because it was easy to construct and did not require much effort to administer. It also had standardized answers that made it simple to compile the field data.

A structured questionnaire was used in this research as a tool to acquire information on employee's attitudes for what motivates them most to achieve better performance at work. The questionnaires were made available to the employees and they were allowed enough time to answer the questions based on their views at the department. There were both open and close-ended questions for employees and senior management. Both the open and close-ended questions were very precise and this made the questionnaire more effective and efficient. The close-ended questions were short and direct to the point. The questionnaire was based primarily on work motivation and the effect it has on performance. It was developed based on the theoretical work of the thesis and questions concerning the relationship between employees' performance and motivation. These questions gave information on how employees link motivation to performance of the respondents.

The questionnaire was designed to better the understanding of what theories motivate employees the most when they were applied at Controller and Accountant General's Department. It also sought to find out how the application these theories affected performance. It further examined how the organisation valued their employee's services, the working conditions, and how the management motivates employees at work. Equally, questions on the essence of incentive to employees, the ways which employees would like to be rewarded and how these affected performance were also asked.

3.6 FIELD WORK

Field work is the process in which the investigator establishes a many sided and relatively long term relationship with a human association in its natural setting for the purpose of developing a scientific understanding of that association (Lofland and Lofland, 1984). The fieldwork was carried out at the offices of the Controller and Accountant General's Department, Kumasi.

3.6.1 Pre-Test of Questionnaire

A pre-test of the questionnaire was done to determine the effectiveness of the research questions. It helped the researcher determined the strength and weaknesses of the survey concerning question format, wording and order. The questionnaire was thus pre- Tested for 20 employees at Internal Revenue Service, Kumasi. This institution has most of its employees as literates and also deals with finances, it therefore had similar characteristics with Controller and Accountant General's department. It was easier for

employees to answer the questionnaires on their own. This was done in order to determine the effectiveness of the questionnaire or any anticipated problems.

3.6.2 Self-Administered Questionnaire

This is a questionnaire that a respondent completes on his or her own either on paper or via a computer. It was therefore used by the researcher because it offered the researcher the potential to reach a large number of respondents.

Questions were structured to discover how some motivational theories affected employee performance at the Controller and Accountant General's Department and when these theories are not applied, workers perceive their ability to perform effectively is hindered or enhanced. The self-administered questionnaire was served to 200 of the organisation's employees and 13 to senior level management. The respondents who participated in filling the questionnaires were from different levels of jobs ranging from the manager to the department's junior employees.

3.7 FACE-FACE INTERVIEW

An interview guide was prepared to serve as a guide in conducting the interview. Appointments were made with management for the interview. Due to their position, managers have a lot of workers working under them and they were able to give in-depth information about employee motivation and performance.

3.8 RESPONSE RATE

It is the number of people who answered the survey, completed and returned the questions. It is usually expressed in the form of a percentage. That is, the number of people who answered the survey divided by the number of people in the sample. The response rate of the questionnaires was high (85%) since the questions were simple, straight forward and easy to understand.

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3.9 FIELD PROBLEMS

The study was bound to be completed within a specific time, so time limit was a barrier from investigating more employees and acquiring more information. Also, some questionnaires were not responded and this limited the number of responses. Again, some respondents were reluctant in revealing vital information about their jobs for fear of victimisation. These problems were however, overcome when the researcher assured respondents that the study was purely an academic work and that any information given was strictly for academic purposes. Respondents were also assured of anonymity and this encouraged them in providing information.

3.10 SECONDARY DATA

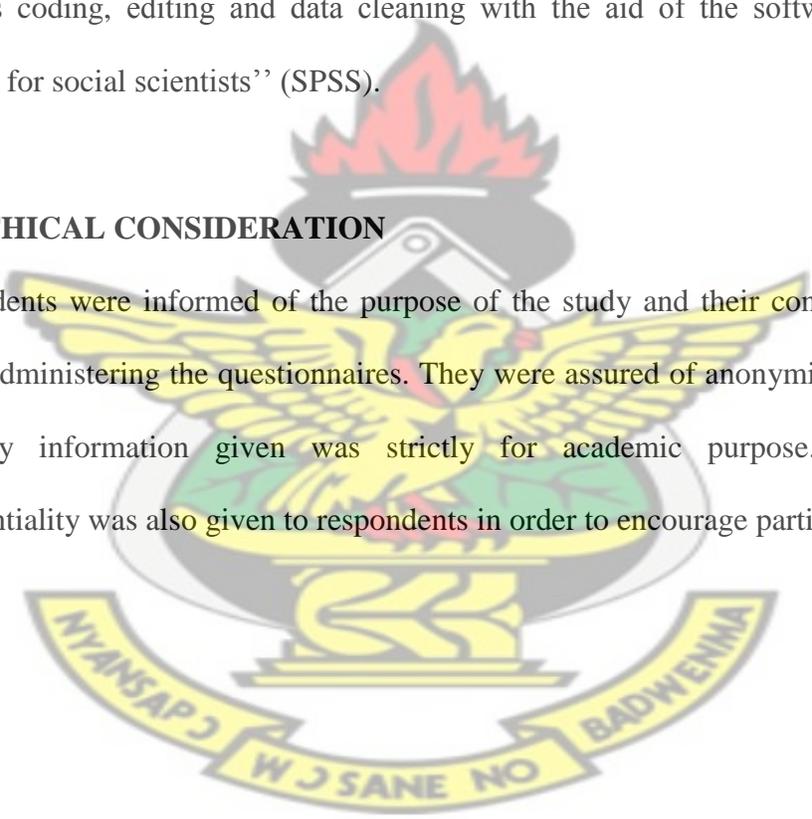
Secondary sources of data relates to statistical reports, computerized data base, text books journals, articles and existing data. The researcher used these sources in acquiring information. These helped in identifying how other researchers have defined and measured their concepts and areas where findings agree or differ with the case under study.

3.11 DATA HANDLING

The responses to the questionnaire were edited. Also, answers to interviews were written down, themes and patterns were drawn and used for analysis. Direct quotations from the interview were also used as examples in discussions of findings. Descriptive statistical method was used for analysis to determine the impact of motivation on performance. The descriptive method allows data to be summarized and organized in an effective way thereby reducing information into an understandable form. The statistical method involves coding, editing and data cleaning with the aid of the software, ‘statistical package for social scientists’ (SPSS).

3.12 ETHICAL CONSIDERATION

Respondents were informed of the purpose of the study and their consent was sought before administering the questionnaires. They were assured of anonymity and were told that any information given was strictly for academic purpose. Assurance of confidentiality was also given to respondents in order to encourage participation.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

INTRODUCTION: This chapter presents an analysis of data collected from the survey. A descriptive statistics was adopted for the analysis. Descriptive statistics such as frequency tables and percentages were used. These enabled the researcher to draw frequencies and percentages and to represent the data in the form of tables. Results obtained were analysed based on the stated objectives in order to measure, make comparisons, examine relationships, and deduce concepts and theories.

4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The socio-demographic characteristics of respondents consisted of the sex, age, marital status and the number of years they had served the organisation.

4.1.1 Sex Distribution

The sex distribution of the organisation revealed that 65% of the employees were males and the females made up the remaining 35%. This showed that majority of employees at the Controller and Accountant General's Department were males. Studies revealed that majority of employees in both public and private institutions were dominated by males. A study conducted in the 1980's noted that the high rate of female fertility in Ghana especially in the 1980s revealed that women's primary role was basically that of child-bearing and, notwithstanding the Education Act of 1960 which expanded and required elementary education, some parents were still reluctant to send their daughters to school. (<http://women in Ghana.Org>). Hofstede (2005) noted that, "women are supposed to be

more concerned with taking care of the home, of the children and of people in general...” And this therefore, prevented many women from acquiring formal education and also explains why the formal sector of employment is generally dominated by men.

Table 4.1 Marital Status of Respondents

| Marital Status | Frequency | Percentage (%) | Valid Percent | Cumulative % |
|----------------|-----------|----------------|---------------|--------------|
| Married | 131 | 61.5 | 61.5 | 61.5 |
| Divorced | 9 | 4.2 | 4.2 | 65.7 |
| Widowed | 6 | 2.8 | 2.8 | 68.5 |
| Single | 67 | 31.5 | 31.5 | 100 |
| Total | 213 | 100 | 100 | |

Source: Field Survey, 2012

4.1.2 Marital Status of Respondents

The data in table 4.1 showed that majority of employees at Controller and Accountant General’s Department were married. This represents 61.5% of employees in the organisation. 4.2% and 2.8% were divorced and widowed respectively, 31.5% of the employees single. The marital status of employees is quite significant in determining an employee’s level of commitment to the job. As in any marriage, trust, security and the knowledge that your needs and opinions are being considered are among the traits that keep commitment strong. At work, these qualities can be even more important than the value of monetary compensation and reward. Hence, most organisations place importance on the marital status of employees due to the view that married people are much more responsible and show greater commitment to the job.

Table 4.2 Age Distribution of Respondents

| Age | Frequency | Percentage (%) | Valid Percent | Cumulative % |
|--------------|-----------|----------------|---------------|--------------|
| Below 20 | 1 | 0.5 | 0.5 | 0.5 |
| 20-29 | 35 | 16.4 | 16.4 | 16.9 |
| 30-39 | 57 | 26.8 | 26.8 | 43.7 |
| 40-49 | 89 | 41.8 | 41.8 | 85.5 |
| 50 and above | 31 | 14.6 | 14.6 | 100 |
| Total | 213 | 100 | 100 | |

4.1.3 Age Distribution of Respondents

Table 4.2 shows the age distribution of employees at the Controller and Accountant General's department. The age of employees is a very important factor in determining labour force participation in organisations. From the above distribution, majority of respondents fell within the ages of 40 and 49, forming 41.8% of respondents. This was followed by employees within the age bracket of 30- 39, representing 26.8% of respondents. 16.4 % were found within the ages of 20-29, with 50years and above forming 14.6% of the respondents. However, 0.5% of employees fell below the age of 20. The age distribution implied that the organisation had a relatively experienced labour force that could move it ahead with drive and innovation.

Table 4.3 Length of Service with the Organisation

| Length of Service | Frequency | Percentage (%) | Valid Percent |
|-----------------------|-----------|----------------|---------------|
| Less than a Year | 20 | 9.4 | 9.4 |
| One Year | 45 | 21.1 | 21.1 |
| Two Years | 68 | 31.9 | 31.9 |
| More than three Years | 80 | 37.6 | 37.6 |
| Total | 213 | 100 | 100 |

4.1.4 Employee Length of Service with the Organisation

According to table 4.3, 9.4% of employees had worked with controller and accountant general's department for less than a year. 21.1% had worked for a year while 31.9% had served the organisation for two years. However, 37.6% had worked for more than three years because of the conducive working environment and the cordial relationship that existed among employees. This assertion agrees with Mullins (2005), that the wider social needs of individuals in an organisation is the recognition of the work environment as a social organisation and the importance of the group in influencing individual behaviour at work.

4.2 APPLICATION OF NEED THEORIES

Table 4.4 Provision of Health Needs

| Respondents | Yes | No | Sometimes | Total |
|-------------|-------|-------|-----------|-------|
| Management | 10 | 0 | 3 | 13 |
| Percent | 4.7% | 0.0% | 1.4% | 6.1% |
| Employee | 120 | 20 | 60 | 200 |
| Percent | 56.3% | 9.41% | 28.2% | 93.9% |
| Total | 130 | 20 | 63 | 213 |
| | 61% | 9.4% | 29.6% | 100% |

4.2.1 Provision of Employee Health Needs

Table 4.4 depicts employees' responses to the provision of health needs such as insurance rebates to those with healthy lifestyles. 4.7% of management and 56.3% of employees affirmed the provision of health needs. 1.4% of management and 28.2% of

respondents stated that even though the health needs of employees were provided, it was not always available and it was only provided on some occasions. 9.4% of the respondents however, indicated that the organisation had no such provisions. The importance of the provision of employee health need is collaborated by a study conducted by the United States Occupational Safety and Health Administration (OSHA), it analysed that diseases and other health concerns affect a worker's ability to effectively perform his/her job duties. The study further noted that it is important for employers to take the necessary steps to protect employees from the health and safety concerns of today's corporate community. ([http://small business.com](http://smallbusiness.com)).

Table 4.5 Avenues for Soft Loans

| Respondents | Yes | No | Sometimes | Other | Total |
|--------------------|------------|-----------|------------------|--------------|--------------|
| Management | 11 | 0 | 2 | 0 | 13 |
| Percent | 5.2% | 0.0% | 0.94% | 0.0% | 6.1% |
| Employee | 124 | 8 | 50 | 18 | 200 |
| Percent | 58.2% | 3.8% | 23.5% | 8.5% | 94% |
| Total | 135 | 8 | 52 | 18 | 213 |
| | 63.4% | 3.8% | 24.4% | 8.5% | 100% |

4.2.2 Avenues for Employee Soft Loans

Table 4.5 depicts employees' responses to the question of provision of soft loans by the organisation. The financial security of employees must be of great concern to organisations. Employees whose minds are at ease about retirement, college funding, savings and other important financial issues are more positive and better able to concentrate on their jobs. That means a more productive and profitable workforce for

the organisation. In the survey, 63.4% of total respondents agreed that there were such avenues that employees sought for soft loans. 24.4% of total respondents affirmed that these avenues were available but loans were not always given. However, 3.8% answered in the negative and said that such avenues for securing soft loans were not available and that, it occurred only on paper since they had not been beneficiaries before even though they had applied for the loan several times. Overall, majority of employees and management agreed that employees had access to such benefits. Mullins (2005) buttresses this by pointing out that financial security is a key aspect of job security.

Table 4.6 Opportunities for Employee Socialisation

| Respondents | Opportunities Available | Opportunities Not available | Sometimes Available | Other | Total |
|-------------|-------------------------|-----------------------------|---------------------|-------|-------|
| Management | 5 | 1 | 7 | 0 | 13 |
| % | 2.3% | 0.5% | 3.3% | 0.0% | 6.1% |
| Employee | 70 | 23 | 102 | 5 | 200 |
| % | 33% | 11% | 48% | 2.3% | 93.9% |
| Total | 75 | 24 | 109 | 5 | 213 |
| | 35.2% | 11.3% | 51.27% | 2.3% | 100% |

4.2.3 Opportunities for Employee Socialisation

Socialisation is the process through which an employee learns and adapts to a new position in an organisation. Failure to provide adequate socialisation to employees has been linked to outcomes such as counterproductive work behaviours, unmet expectations and higher levels of turnover (Rolag et al, 2005). Table 4.6 shows the responses provided by employees when asked about the opportunities for socialisation

such as family day picnics or employee get together. Majority of respondents 51.27% agreed that there were opportunities even though such opportunities were seldom used. 21% of respondents said that such opportunities did not exist. There were suggestions of such socialisation opportunities to be incorporated more into the organisation's culture. This suggestion agrees with Mullins' (2005) view that employees have the need for engagement and sharing, a feeling of community and a sense of belonging to the organisation. He added that employees also need a sense of exploration and assertion concerning the ability to play, work and a sense of fun and enjoyment. Various research support the assertion that the incorporation of socialisation in the organisation culture led to positive outcome for employees such as higher job satisfaction, better job satisfaction, greater organisational commitment, reduction in stress among others.

Table 4.7 Employee Recognition at the Workplace

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|------|-----------|-------|-------|
| Management | 8 | 0 | 5 | 0 | 13 |
| % | 3.8% | 0% | 2.3% | 0% | 6.1% |
| Employee | 96 | 18 | 84 | 2 | 200 |
| % | 45% | 8.5% | 39.4% | 0.9% | 94% |
| Total | 104 | 18 | 89 | 2 | 213 |
| | 48.8% | 8.5% | 41.8% | 0.9% | 100% |

4.2.4 Recognising Employees Accomplishment at the Workplace

Recognising employees' accomplishment is an important way to satisfy their esteem needs especially, when it is clearly linked to desired behaviour. It can be a driving force which leads to the most amazing results. Employees end up feeling like what they do matter. Some employees are less motivated by money than 'by fulfilling their need to

contribute, to be valued. Table 4.7 depicts how employees and management at the Controller and Accountant General's Department answered to the question of recognition. 48.8% and 41.8% answered positively to being recognised by way of praises, even though the frequency varied slightly. The former stated that the recognition is very frequent where as the latter agreed that there was recognition but not quite often. 8.5% of employees however, stated that there was no such recognition on the part of management and therefore, they felt that they were not being fully appreciated. Employees acknowledged that when they were given due recognition, they felt that they worked harder and this led to an increase in their performances. This is succinctly put by Mary Kay Ash; she asserts that, "there are two things people want more than sex and money... recognition and praise. People who feel appreciated are more positive about themselves and their ability to contribute and that employee recognition can ensure a positive, productive and innovative organisational climate. Employee recognition thus, has been acknowledged as particularly attractive because it motivates the employee without any cost to the organisation. ([http://humanresources.about.com/Susan M Heathfield](http://humanresources.about.com/Susan_M_Heathfield)). Praise and recognition are essential to an outstanding workplace. People want to be respected and valued for their contribution. Everyone feels the need to be recognised as an individual or a member of a group and to feel a sense of achievement for work well done or even for a valiant effort. Everyone wants a 'pat on the back' to make them feel good (www.cuttingedgepr.com).

4.3 THE APPLICATION OF EQUITY THEORY

Table 4.8 The Practice of Two-tier Wage Structure

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 8 | 0 | 2 | 3 | 13 |
| Percent | 3.8% | 0.0% | 0.9% | 1.4 | 6.1% |
| Employee | 65 | 47 | 50 | 38 | 200 |
| Percent | 30.5% | 22.1% | 23.5% | 17.8% | 93.9% |
| Total | 73 | 47 | 52 | 41 | 213 |
| | 34.3% | 22.1% | 24.4% | 19.2% | 100% |

4.3.1 The Practice of Two-tier Wage Structure

Table 4.8 reveals how respondents answered to the question on the practice of two-tier wage structure (a system of payment in which newer employees are paid less than those hired to do the same work at an earlier point in time). 3.8% of management responded yes to the question whereas 30.5% of employees answered in the affirmative. 22.1% of employees believed that this system was practiced in the organisation. 17.8% of respondents and 1.4% of management stated that the practice depended on circumstances under which the worker was employed. For instance, some workers were employed on a contract basis and such employees received less than their counterparts of the same qualification who were employed earlier on.

Despite the seemingly advantages associated with this system of pay structure, institutions that adopt this type of pay structure, generally find out that employees tend to adopt their own ways of dealing with the perceived injustice. For example, some may steal, close from work early or report to work late. Workers want to be treated equally

and fairly by leaders. Workers are motivated when they discover that they are treated fairly in compensation, in promotion and there is transparency in their evaluations. Individuals are concerned not only with the absolute amount of rewards they receive for their efforts, but also with the comparison of this amount to what others receive. Employees make comparisons of their job inputs and outcomes relative to those of others. This was supported by Armstrong (2005), where he noted that employees will be better motivated if they are treated equitably and demotivated if they are treated inequitably. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organisation. Managers who adopt equity in dealing with their employees come to realise that there is an improvement in employee performance and productivity.

Table 4.9 Over Payment of Employees

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 0 | 10 | 3 | 0 | 13 |
| Percent | 0.0% | 4.7% | 1.4% | 0.0% | 6.1% |
| Employee | 53 | 124 | 23 | 0 | 200 |
| Percent | 24.9% | 58.2% | 10.8% | 0.0% | 93.9% |
| Total | 53 | 134 | 26 | 0 | 213 |
| | 24.9% | 62.9% | 12.2% | 0.0% | 100% |

4.3.2 Overpayment of Employees

The data in table 4.9 revealed that majority of employees have never been overpaid in the organisation. This group represents 62.9% of respondents. 12.2% were sometimes overpaid and 24.9% of respondents answered yes to the question of overpayment. However, this group attributed the overpayment to the fact that they received special

bonuses that were given due to the assignment of specific or extra duty work. Also, some employees were employed on a contract basis and they received lower than the permanent employees even though their job description was the same. This notwithstanding, when overpayments are made the increase in performance shown in response to over payment inequity tend to be only temporary. As time goes on, workers begin to believe that they actually deserve the higher pay they are getting and bring their work level to normal. Secondly, it is unwise to pay employees because when one overpays an employee, he/she underpays all the others. When the majority of workers feel underpaid, they are likely to lower their performance resulting in a net decrease in productivity and widespread dissatisfaction. Moorhead and Griffin (1995), found out that inequalities due to overpayment do not have a very significant impact on behaviour in most work situations. Employees appear to be more tolerant of overpayment inequalities than of underpayment inequalities, or are better able to rationalise them.

Table 4.10 Nature of Presentation of Information by Management

| Respondents | Yes | No | Sometimes | Other | Total |
|--------------|--------------|-------------|-------------|-----------|--------------|
| Management % | 11 5.1% | 0 0.0% | 1 0.5% | 1 0.5% | 13 6.1% |
| Employee % | 119 55.9% | 46 21.6% | 30 14.1% | 5 2.3% | 200 93.9% |
| Total | 130 61.1% | 46 21.6% | 31 14.5% | 6 2.8% | 213 100% |

4.3.3 Nature of presenting Sensitive Information to Employees

Table 4.10 presents employee response to management's way of presenting sensitive information such as layoffs and pay cuts in a socially sensitive manner. 61.1% of respondents affirmed that management is quite sensitive and adopts appropriate methods in presenting information of such nature. 21.6% however, disagreed with the nature of management's presentation of such decisions whereas 14.5% and 2.8% believed that there is still more room for improvement. Generally, employees were of the opinion that management is socially sensitive on occasions when they (management) had to relay such information. This was positive for the organisation since employees' assessments of fairness go beyond merely what their outcomes and inputs were to their knowledge of how these were determined, that is perception of the fairness of the procedure used to determine justice – procedural justice. For instance, employees react to negative outcomes like layoffs and pay cuts as fair, to the extent that they understand the procedures that brought them about. Such information particularly when presented in a highly sensitive and caring manner tends to take some of the sting out of those undesirable outcomes.

4.4 APPLICATION OF EXPECTANCY THEORY

Table 4.11 Wages Commensurate with Output

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 13 | 0 | 0 | 0 | 13 |
| Percent | 6.1% | 0% | 0% | 0% | 6.1% |
| Employee | 79 | 112 | 0 | 9 | 200 |
| Percent | 37.1% | 52.6% | 0.0% | 4.2% | 93.9% |
| Total | 92 | 112 | 0 | 9 | 213 |
| | 43.2% | 52.6% | 0.0 | 4.2% | 100% |

4.4.1 Employees Wages Commensurate with their Work Output

Wages commensurate with output can also be termed equal pay for equal work. Table 4.11 shows the various responses given by employees and management when asked about employee's wages being commensurate with their work output. All 13 managers (100%) asked confirmed that employees' wages were at par with their work output. Quite a significant percentage, 43.2% of employees agreed with management on that. This however, contrasted with a large number of employee response. Majority of respondents, 52.6% believed that they should be paid more given the amount of time and effort they put into their jobs. Only 4.2% were undecided on this.

Table 4.12 Impact of Wages on Performance

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 10 | 1 | 0 | 2 | 13 |
| % | 4.7% | 0.5% | 0% | 0.9% | 6.1% |
| Employee | 116 | 56 | 8 | 20 | 200 |
| % | 54.4% | 26.3% | 3.8% | 9.4% | 93.9% |
| Total | 126 | 57 | 8 | 22 | 213 |
| | 59.1% | 26.8% | 3.8% | 10.3 | 100% |

4.4.2 The Impact of Wages on Employee Performance

The data in table 4.12 shows the impact of wages on employee performance. It was revealed that majority of employees were of the view that the rewards they received had a direct impact on their performances. Payments such as piece rate incentive system, bonuses, sales commission plans etcetera were directly linked with the rate of employee performance. This constitutes 59.1% of respondents. 26.8% nevertheless, said that the

payment they received did not have any impact on their performance. 10.3% also were of the view that often, their performances were enhanced due to the amount of wages they received. They however, noted that this was not always the case. They stated that factors such as employee recognition and praises also enhanced their performances. It has been said that money may not be the most important thing, but it is the fastest and easiest way to get things done as quickly as possible. For this reason, there is an impact on employee performance when they are handsomely rewarded with money, thus money serves as a major motivator to human behaviour. When employees are given enough wages, there is an increase in their performance as this enables them to be free from worry about basic necessities in life. The question of money as a motivator in the workplace is not new. Years of research and countless books include references to money as a source of incentive. Some people think that money cannot be used to motivate employees and that is true for some employees. But for a large percentage of the workforce, it does not have to be that way.

Studies show that almost everyone is motivated by money to some degree, many to a moderate degree, and most to a greater degree when compensation is properly designed. Majority of employees at Controller and Accountant General's Department were of the view that monetary rewards as a source of motivation was very important and it had a positive impact on their performance. This supports theories propounded by earlier writers of motivation like F.W Taylor. Mullins (2005), noted that such writers believed that workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way. For Taylor, motivation was a

comparatively simple issue. What the workers wanted from their employers more than anything else was high wages. Armstrong (2003), buttresses this point too even though he was quick to add that it cannot be assumed that money motivates everyone in the same way and to the same extent. Money can provide positive motivation in the right circumstances, not only because people need and want money but also, because it serves as a highly tangible means of recognition. He adds that money in the form of pay is the most extrinsic reward and provides the carrot that most people want. Herzberg et al (1957), as cited in Armstrong however, cast some doubt on the effectiveness of money as a source of motivation. They claim that while the lack of it can cause some dissatisfaction, its provision does not result in lasting satisfaction especially, for people on fixed salaries or rates of pay who do not benefit directly from an incentive scheme. They may feel good when they get an increase; apart from the extra money, it is a highly tangible form of recognition and an effective means of helping people to feel that they are valued. They however, noted that this feeling of euphoria can rapidly die away. It can therefore not be assumed that money motivates everyone in the same way and to the same extent. Nevertheless, it provides the means to achieve a number of different ends and it is a powerful force linked directly or indirectly to the satisfaction of many needs.

Behavioural scientists in surveys show how money as a source of motivation can be a strong driver of employee behaviour under the right circumstances when properly designed. For instance, in a national survey of 1,200 of randomly selected United States employees across many different types and sizes of companies, fifty-four percent(54%) of employees rated direct financial compensation as “very important” or “extremely

important” to motivation. The finding of this survey is definitely supported by employees of Controller and Accountant General’s Department.

Table 4.13 Avenues for Training and Development

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|------|-----------|-------|-------|
| Management | 13 | 0 | 0 | 0 | 13 |
| Percent | 6.1% | 0.0% | 0.0% | 0.0% | 6.1% |
| Employee | 187 | 0 | 13 | 0 | 200 |
| Percent | 87.8% | 0.0% | 6.1% | 0.0% | 93.9% |
| Total | 200 | 0 | 13 | 0 | 213 |
| | 93.9% | 0.0% | 6.1% | 0.0% | 100% |

4.4.3 Avenues Available for Employee Training and Development

Training and development is very important in every organisation if the potential of employees is to be realised. The image of an organisation and of individual employers is influenced by the extent and quality of staff training and development. In the survey, 93.9% of respondents agreed that the organisation believed in training and developing its workforce and hence, had provided avenues for such purposes. Some employees emphasised that they went for workshops and in-service training every quarter and were given special training whenever the need arose. Recent research showed that the development of the employees who are the face of the business can get ahead of the competition and excel in what they do and in doing this, training and development becomes a very important aspect of helping employees become more effective at their jobs and being able to adapt to that job or another job as he/she matures within the organisation. Thus, the idea of training and development function has become the instrument for breaking new grounds and bringing about change through its

developmental activities. Managers should therefore realize that training and development is about making a difference to the bottom line, both in terms of how employees feel about their jobs as well as in the area of performance and productivity. Ultimately, it is about adding real value to the organisation and those who comprise it.

Table 4.14 Employee Participation in Decisions Affecting Their Jobs

| Responds | Yes | No | Sometimes | Other | Total |
|------------|-------|-------|-----------|-------|-------|
| Management | 10 | 0 | 3 | 0 | 13 |
| Percent | 4.7% | 0.0% | 1.4% | 0.0% | 6.1% |
| Employee | 157 | 31 | 12 | 0 | 200 |
| Percent | 73.7% | 14.6% | 5.6% | 0.0% | 93.9% |
| Total | 167 | 31 | 15 | 0 | 213 |
| | 78.4% | 14.6% | 7% | 0.0% | 100% |

4.4.4 Employees Involvement in Decisions Affecting their Jobs

Employee involvement is seen as a participative process that uses the entire capacity of employees and is designed to encourage increased commitment to the organisational success. Participative management is therefore used as a technique of increasing joint decision making between management and employees. Table 4.14 provides information on how respondents answered to the question of management's involvement of employees in decisions affecting their jobs. 78.4 % of respondents affirmed that employees were consulted on matters concerning their jobs. Robins (2003) noted that participative management increased performance, productivity, job satisfaction and motivation. He said, managers could use this as a motivational tool because when subordinates took part in decision making process, they are more motivated to

implement the decision as it becomes their own. This is also buttressed by Enrick et al (1983). They noted that when people are permitted to participate in solving problems relating to their work, they will become personally and often keenly interested in making their ideas succeed. From the statistics, 7% also agreed that they (employees) were sometimes consulted but only on issues management thought was important. Again, they were only consulted on ways of achieving a particular task but management is the one that sets the core objective of the task. 14.6% however, said they were not consulted on issues affecting their jobs and that management alone made those decisions. This they attributed to the fact that management knew what was best for the organisation and hence, made all decisions affecting the organisation. On this, Robbins (2003), admits that there are situations in which participative management can be time wrestling and counterproductive. It can also reduce employee's effectiveness and job satisfaction. Enrick et al (1983) stated however that employees who were simply told what to do would have little motivation to commit extra effort towards accomplishing goals. It however, cannot be overemphasized that involving employees in the decision making process is not only a good source for recommendation from lower levels of hierarchy but also a good impulse of motivation, once they realise that recommendations are put into action, they become ardent supporters of the program. Overall, it can be said that, consulting employees on decisions affecting their jobs is an effective tool to increasing an organisation's performance. It cannot however, be seen as a universal panacea. It thus, depends on the organisation, environment and a lot of other factors that must be considered in its implementation.

Table 4.15 Employee Participation in Decision Making and its Effect on Performance

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|------|-----------|-------|-------|
| Management | 13 | 0 | 0 | 0 | 13 |
| Percent | 6.1% | 0.0% | 0.0% | 0.0% | 6.1% |
| Employee | 188 | 0 | 12 | 0 | 200 |
| Percent | 88.3% | 0.0% | 5.6% | 0.0% | 93.9% |
| Total | 201 | 0 | 12 | 0 | 213 |
| | 94.4% | 0.0% | 5.6% | 0.0% | 100% |

4.4.5 Involving Employees in Decision Making and its Effect on Performance

Participative decision-making is the extent to which employers allow or encourage employees to share or participate in organisational decision-making (Probst, 2005). Allowing employees to participate in decisions affecting their jobs is one of the many ways in organisations that are used to motivate employees. Probst (2005) emphasised that when employees are involved in decision-making process, they improve understanding and perceptions among colleagues and superiors and enhance personnel value in the organisation. Majority of employees at Controller and Accountant General agreed that when management involved them in decision-making on matters concerning their jobs, they did their jobs better because they all had an opportunity to share their perspectives, voice out their ideas and tap their skills to improve upon their performances. This opinion is buttressed by Maslow. He stated that workers need to feel a sense of belonging to an organisation. When employees feel that their views are important, they give their best in output and this leads to an increase in their performance as shown in the table above.

4.5 THE APPLICATION OF GOAL- SETTING THEORY

Table 14.16 Assigning Specific Goals to Employees

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 7 | 0 | 4 | 2 | 13 |
| Percent | 3.3% | 0.0% | 1.9% | 0.9% | 6.1% |
| Employee | 142 | 56 | 2 | 0 | 200 |
| Percent | 66.7 | 26.3% | 0.9% | 0.0% | 93.9% |
| Total | 148 | 57 | 6 | 2 | 213 |
| | 69.5% | 26.8% | 2.8% | 0.9% | 100% |

4.5.1 Assigning Specific Goals to Employees

When asked if they were assigned specific goals, respondents at the Controller and Accountant General's Department generally agreed that they were. This formed 69.5% of total respondents. 26.8% however, believed that management was not specific enough when assigning goals. 0.9% were undecided as to whether goals assigned were specific or not and 2.8% said sometimes these goals were specific, at other times they were not. A section of the employees were of the view that specific goals increased their work performance and produced a higher level of output than does the generalised goal of 'just do the best' as is often put by some managers. The specific goal itself acted as an internal stimulus and hence, provided the motivation force to workers. 26.8% of employees however, revealed that management was not specific enough when assigning goals and hence, they (employees) sometimes did not know what was expected of them. It was therefore, realised that goals that lack clarity or were not specific fail to provide adequate direction to employees or let them know what their managers would like them

to achieve. Clarity means that the goals have been stated in such a way that both the employee and manager will know whether or not the goal has been achieved.

Table 4.17 Challenging Goals to Employees

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 8 | 2 | 3 | 0 | 13 |
| Percent | 3.8% | 0.9% | 1.4% | 0.0% | 6.1% |
| Employee | 148 | 29 | 23 | 0 | 200 |
| Percent | 69.5% | 13.6% | 10.8% | 0.0% | 93.9% |
| Total | 156 | 31 | 26 | 0 | 213 |
| | 73.3% | 14.5% | 12.2% | 0.0% | 100% |

4.5.2 Assigning Challenging Goals to Employees

When tasks are highly complex, employees may become overwhelmed and lose confidence in their ability to achieve these goals. Managers should therefore, make sure they assign tasks that provide the employee with a challenge and not those that are too complex and can easily discourage the employee. To be effective in motivating performance, goals must be challenging. When asked about this, 3.8% of management and 69.5% of employees stated that tasks assigned to employees were quite challenging. This response formed the majority with 73.3%. However, 14.5% stated otherwise. This percentage said that tasks provided were not challenging enough and that they would like to be assigned more challenging tasks in the future. 12.2% responded that tasks given were somewhat challenging. This response they attributed to the fact that, sometimes tasks given were challenging but there were times when they felt their skills were underutilised. It is generally believed that a goal that is too easy to attain will not

bring about the desired increments in performance. Therefore to raise performance, a goal must be challenging as well as specific. Employees will naturally work hard to reach challenging goals as long as these are within the limits of their capabilities. Managers should therefore provide employees with plenty of time and resources to achieve the goal, as well as time to learn and practice the task since setting challenging goals help motivate the employee to do his/ her best.

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Table 4.18 Setting of Objectives with Employees

| Respondent | Yes | No | Sometimes | Other | Total |
|------------|-------|-------|-----------|-------|-------|
| Management | 6 | 3 | 3 | 1 | 13 |
| Percent | 2.8% | 1.4% | 1.4% | 0.5% | 6.1% |
| Employee | 48 | 124 | 20 | 8 | 200 |
| Percent | 22.5% | 58.2% | 9.4% | 3.8% | 93.9% |
| Total | 54 | 127 | 23 | 9 | 213 |
| | 25.3% | 59.6% | 10.8% | 4.3% | 100 |

4.5.3 Setting Objectives with Employees

Table 4.18 provides data on the responses given by employees and management to the question of jointly setting of objectives to assigned task between employees and management. 25.3% said management involved them when setting objectives for a task. 59.6% who were the majority revealed that on the contrary, management did not involve them in setting objectives for tasks they (employees) were to accomplish. 10.8% also revealed management involved them if only the tasks to be achieved required it (management) to do so.

For any organisation to achieve its objectives managers must direct employees to a common goal and this can be done through jointly setting objectives with employees, periodically evaluating their performances and rewarding them according to results. Thus, to motivate an employee to a high level performance, objectives should be difficult but achievable, observable and measurable, specific with a target date, anticipatively set by management and employees whenever possible.

Table 4.19 Praise by Supervisors

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 9 | 0 | 4 | 0 | 13 |
| Percent | 4.2% | 0.0% | 1.9% | 0.0% | 6.1% |
| Employee | 137 | 21 | 42 | 0 | 200 |
| Percent | 64.3% | 9.9% | 19.7% | 0.0% | 93.9% |
| Total | 146 | 23 | 44 | 0 | 213 |
| | 68.5% | 10.8% | 20.7% | 0.0% | 100% |

4.5.4 Praising Employees by Supervisors

Praise can bring amazing results interms of increasing the quality and quantity of employee performance and productivity providing it is correctly applied. Table 4.19 depicts responses given on appreciation of management by way of praise. It is generally believed that what employees want from most jobs is full appreciation for work done and giving recognition. 68.5% agreed that they were being appreciated by way of praise whereas 10.8% revealed that management did not praise employees. 20.7% however, stated that even though management showed appreciation of employee work by praising them, these praises were not used often even when the situation called for it. Cleese

(2002) noted that employees attitude change with renewed enthusiasm when the manager shows interest and appreciation in a job well done and letting employees know why they are being praised.

For managers to be effective at their work, they need to understand the psychology of praising others for their good work, to apply the principles of employee themselves and to encourage employees to initiate it in their working relationships. Appreciation is a fundamental human need. Employees respond to appreciations expressed through recognition of their good work because it confirms their work is valued. When employees and their works are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their performance.

Table 4.20 Motivation through Job Design

| Respondents | Yes | No | Sometimes | Other | Total |
|-------------|-------|-------|-----------|-------|-------|
| Management | 4 | 6 | 3 | 0 | 13 |
| Percent | 1.9% | 2.8% | 1.4% | 0.0% | 6.1% |
| Employee | 43 | 152 | 5 | 0 | 200 |
| Percent | 20.2% | 71.4% | 2.3% | 0.0% | 93.9% |
| Total | 47 | 158 | 8 | 0 | 213 |
| | 22.0% | 74.2% | 3.8% | 0.0% | 100% |

4.5.5 Employee Motivation Through Job Design

Work redesign is becoming increasingly prominent as a strategy for attempting to improve simultaneously the productivity and the quality of the work experience of employees in contemporary organizations (Hackman and Oldham, 1975). Job design is

used when a manager suspects that the type of work an employee performs or characteristics of the work environment are causing motivational problems. It is any set of activities that involve the alteration of specific jobs or interdependent systems of jobs with the intent of improving the quality of employee job experience and their on the job productivity (Kreitner and Kinicki, 2005). Hackman and Oldham (1975) stated that an employer may incorrectly assume that money is the sole motivator for their employees. To many people, job design is as important as fair remuneration in motivating employees to be more effective. It also, has an influence on employee job satisfaction and commitment to their organisation all of which have a significant impact on the efficiency of one's business. Thus, one technique they suggested was to introduce job rotation where employees move between different jobs periodically. When this is done, not only will it reduce the monotony of their work, but it will develop a team with a wider range of skills. Table 4.20 depicts employees' response to the question of job design. 22% said the organisation practiced the system of job design. Majority of respondents 74.2% however, believed the organisation did not practice this system largely because the employees themselves were against it. They attributed the reasons to the fact that employees became easily replaceable when a colleague can perform his/her duties in addition to one's own. They feared that some may be rendered redundant.

Table 4.21 Performance of Employees

| Respondents | Yes(increasing) | No (decreasing) | Sometimes (fluctuating) | Other (stable) | Total |
|-------------|-----------------|--------------------|----------------------------|-------------------|-------|
| Management | 3 | 6 | 3 | 1 | 13 |
| Percent | 1.4% | 2.8% | 1.4% | 0.5% | 6.1% |
| Employee | 124 | 48 | 20 | 8 | 200 |
| Percent | 58.2% | 22.5% | 9.4% | 3.5% | 93.9% |
| Total | 127 | 54 | 23 | 9 | 213 |
| | 59.6% | 25.3% | 10.8% | 4.3% | 100% |

4.5.6 Employee Performance

When asked about their performance after management had applied motivational strategies, 58.2% of employees at the Controller and Accountant General's Department stated that there was an increase in their performance when they were adequately motivated. 22.5% however, were of the view that there was a decrease in their performance and this they attributed to factors such as motivational strategies not given across board. 9.4% experienced fluctuation in their performance and this according to them occurred when management applied or withdrew motivational strategies. 3.5% recorded no change whatsoever in their performances when motivational strategies were applied or not applied. Overall, employees were of the view that they experienced an increase in productivity when management motivated them. An upward adjustment of motivation therefore resulted in higher work performance. Thus, when workers were motivated, their work efforts or output increased. This finding is consistent with studies conducted by various researchers. For instance, Armstrong (2003) noted that the basic requirements for job satisfaction may include comparatively higher pay, an equitable payment system, real opportunities for promotion, considerate and participative

management, a reasonable degree of social interaction at work, interesting and varied tasks and a higher degree of autonomy: control over work pace and work methods. He added that the degree of satisfaction obtained by individuals however, depends largely upon their own needs and expectations and the working environment. This therefore explains why when organisations apply motivational strategies on employees, they are motivated at different levels.

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4.6 TEST OF HYPOTHESES

a) Statement of Hypothesis I

$H_0: \rho=0$ there is no relationship between employee participation in decision making and employee performance.

$H_1: \rho \neq 0$. There is a relationship between employee participation in decision making and employee performance.

Table 4.22: Level of Employee Participation in Decision Making in the Organisation

| Variables | X | Y | X^2 | Y^2 | XY |
|-----------|-----|-----|-------|-------|-------|
| Yes | 157 | 124 | 24649 | 15376 | 19468 |
| No | 31 | 48 | 961 | 2304 | 1488 |
| Sometimes | 12 | 20 | 144 | 400 | 240 |
| Other | 0 | 8 | 0 | 64 | 0 |
| Total | 200 | 200 | 25754 | 18144 | 21196 |

b) Pearson Correlation (r) for the study was computed as:

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2] \cdot [N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Where r, is Correlation of the study

N= Number of respondents

$\sum X$ = Total number of respondents

$\sum X^2$ = the total multiplication of the number of respondents

$\sum Y$ = summation of employee performance

$\sum Y^2$ = the total multiplication of employee performance

$\sum XY$ = the sum of number of respondents and their performances.

c) Computation of test statistics

$$r = \frac{200(21,196) - (200)(200)}{\sqrt{[200 \times 25,754 - (200)^2] \cdot [200 \times 18,144 - (200)^2]}}$$

$$r = \frac{4,239,200 - 40,000}{\sqrt{18,341,639,040,000}}$$

$$r = \frac{4,199,200}{4,282,713.98064358}$$

$$r = 0.98$$

d) Test of Hypothesis

Let r = sample correlation and ρ = population correlation (called rho), H_0 = null hypothesis suggesting that there was no correlation between the two variables in the population and H_1 = alternate hypothesis suggesting that there is a correlation.

$$H_0: \rho = 0$$

$$H_1: \rho \neq 0$$

$\alpha = 0.05$, two tailed test

Sampling distribution: t distribution

df = n - 2, but n = 200, hence df = 200 - 2 = 198

Critical value = 2.000 (t Critical)

Formula for t obtained = $(r) \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$, but r = 0.9 and n = 200

Therefore, t obtained = $0.9 \times \frac{\sqrt{198}}{\sqrt{1-0.81}} = 0.9 \times \frac{14.1}{0.44} = \underline{5.58}$

d) Co-efficient of determination r^2

To indicate the proportion of the relationship between employee participation in decision making and employee performance, co-efficiency r^2 was determined as:

$$r^2 = (0.9)^2$$

$$r^2 = 0.81$$

$$= 81.0\%$$

Decision rule: Reject H_0 if t obtained > t critical

Decision making: The researcher rejects H_0 since t obtained (5.58) > t critical (2.000) at $\alpha = 0.05$

Thus, the researcher was 95% confident that there is a positive correlation between employee participation in decision making and employee motivation at the controller and accountant general's department, Kumasi. Also, there is an increase in performance of about 81.0% when employees are made to participate in making decisions on matters concerning their jobs. The remaining 19.0% was attributed and explained by other factors such as opportunities for employee socialisation, provision of employee health needs, avenues for employee soft loans among others.

a) Statement of Hypothesis II

H₀: $\hat{\rho}=0$ there is no relationship between employee recognition and employee performance.

H₁: $\hat{\rho}\neq 0$. There is a relationship between employee recognition and performance.

Table 4.23 Level of employee recognition in the organisation

| Variables | X | Y | X ² | Y ² | XY |
|-----------|-----|-----|----------------|----------------|-------|
| Yes | 96 | 124 | 9216 | 15376 | 11904 |
| No | 18 | 48 | 324 | 2304 | 864 |
| Sometimes | 84 | 20 | 7056 | 400 | 1680 |
| Other | 2 | 8 | 4 | 64 | 16 |
| Total | 200 | 200 | 16600 | 18144 | 14464 |

b) Pearson Correlation (r) for the study was computed as:

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2] \cdot [N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Where r, is Correlation of the study

N= Number of respondents

$\sum X$ = Total number of respondents

$\sum X^2$ = the total multiplication of the number of respondents

$\sum Y$ = summation of employee performance

$\sum Y^2$ = the total multiplication of employee performance

$\sum XY$ = the sum of number of respondents and their performances.

c) Computation of test statistics

$$r = \frac{200.14,464 - (200)(200)}{\sqrt{[200.16,600 - (200)^2] \cdot [200.18,144]}}$$

$$r = \frac{200.14,464 - (200)(200)}{\sqrt{[200.16,600 - (200)^2] \cdot [200.18,144 - (200)^2]}}$$

$$r = \frac{2,852,800}{\sqrt{12,044,836,640,000}}$$

$$r = \frac{2,852,800}{3,470,567.19283750}$$

$$r = 0.8$$

Let r = sample correlation and ρ = population correlation (called rho), H_0 = null hypothesis suggesting that there was no correlation between the two variables in the population and H_1 = alternate hypothesis suggesting that there is a correlation.

$$H_0: \rho = 0$$

$$H_1: \rho \neq 0$$

$\alpha = 0.05$, two tailed test

Sampling distribution: t distribution

df = $n - 2$, but $n = 200$, hence df = $200 - 2 = 198$

Critical value = 2.000 (t Critical)

Formula for t obtained = $(r) \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$, but $r = 0.82$ and $n = 200$

Therefore, t obtained = $0.82 \times \frac{\sqrt{198}}{\sqrt{1-0.67}} = 0.82 \times \frac{14.1}{0.6} = \underline{19.2}$

d) Co-efficient of determination r^2

To indicate the proportion of the relationship between employee recognition by superiors and employee performance, co-efficiency r^2 was determined as:

$$r^2 = (0.82)^2$$

$$r^2 = 0.672$$

$$= 67.2\%$$

Decision rule: Reject H_0 if t obtained $>$ t critical

Decision making: The researcher rejects H_0 since t obtained (19.2) $>$ t critical (2.000) at

$$\alpha = 0.05$$

Thus, the researcher was 95% confident that there is a positive correlation between employee recognition and employee motivation at the controller and accountant general's department, Kumasi. Again, there is an increase in performance of about 67.2% when employees are recognised and acknowledged by their superiors. The remaining 32.8% was attributed to and explained by other factors such as wages commensurate with output, payment linked with performance practice, avenues for training and development as well as monetary rewards.

CHAPTER FIVE

DISCUSSION OF MAJOR FINDINGS

INTRODUCTION: This chapter presents discussions on the major findings of the study. Discussion was done based on findings obtained in relation to the literature used in the study. It gave an insight into how the application of motivation theories in organisations influences employee performance. The key elements of these motivation theories were brought to the fore in line with the purpose and objectives of the study.

The socio-demographic background of respondents included the sex distribution of the organisation. It revealed that 65% of the employees were males and the females made up the remaining 35%. This showed that majority of employees at the Controller and Accountant General's Department were males. It goes to support studies that majority of employees in both public and private institutions are dominated by males. A study conducted in the 1980's noted that the high rate of female fertility in Ghana especially in the 1980s showed that women's primary role was basically that of child-bearing and notwithstanding the Education Act of 1960, which expanded and required elementary education, some parents were still reluctant to send their daughters to school ([http://women in Ghana.Org](http://women.in Ghana.Org)). This is also confirmed by Hofstede (2005), as cited in Tansim, (2006) that, "women are supposed to be more concerned with taking care of the home, of the children and of people in general..."

With regards to marital status, majority of employees at Controller and Accountant General's Department were married. This represented 61.5% of employees in the organisation. 4.2% and 2.8% were divorced and widowed respectively leaving 31.5% of

the employees single. This revealed that majority of employees had high regards for marriage.

The age of employees is a very important factor in determining labour force participation in organisations. From the distribution, majority of employees fell within the ages of 40 and 49, forming 41.8% of respondents. This was followed by employees within the age bracket of 30- 39 26.8%. 16.4 % were found within the ages of 20-29, with 50years and above forming fourteen 14.6% of the respondents. However, 0.5% of employees fell below the age of 20. This age distribution implies that the organisation had a relatively experienced labour force that could move the organisation ahead with drive and innovation.

In terms of length of service with the organisation, majority of employees said they had been with Controller and Accountant General's Department for more than three years and this they attributed to the conducive working environment and the cordial relationship that existed among employees. This assertion agrees with Mullins (2005), that the wider social needs of individuals in an organisation is the recognition of the work environment as a social organisation and the importance of the group in influencing individual behaviour at work.

When it comes to health needs, it takes more than just offering sick days leave to keep an employee healthy and productive. Prevention therefore, becomes the best approach to an employee's health needs. The management of Controller and Accountant General seems to agree with this assertion. It was found out that employees were provided with

basic health needs through helping them to identify and addressing personal health issues. The provision of health rebates to those employees with healthy lifestyles also ensured that employees kept to healthy lifestyles. Due to the health assessment available, employees gained an understanding of their health, the impact of good decisions such as not smoking and taking alcoholic beverages and generally, how bad habits affect their overall health. Because of this, most employees in the organisation were healthy due to their positive lifestyle. The importance of the provision of employee health need is collaborated by a study conducted by the United States Occupational Safety and Health Administration (OSHA), which analysed that diseases and other health concerns affect a worker's ability to effectively perform his job duties. The study further noted that it was important for employers to take the necessary steps to protect employees from the health and safety concerns of today's corporate community ([http://small business.com](http://smallbusiness.com)). To stay healthy, employees need positive reinforcement, especially when it comes to changing from a bad lifestyle to a good one.

Employees' responses to the question of provision of soft loans by the organisation revealed that 63.4% of total respondents agreed that there were such avenues that employees sought for soft loans. 24.4% of total respondents affirmed that the avenue was available but loans were not always given. However, 3.8% answered in the negative that such avenues for securing soft loans were not available and that it occurred only on paper since they had not been beneficiaries even though they had applied several times. Overall, majority of employees and management agreed financial security is a key aspect of job security. In order to effectively manage employees and to ensure that their

level of motivation is high, organisations need to grant soft loans to their employees. The findings revealed that most employees were not provided the avenue for securing these soft loans, but the few that acknowledged they were provided, admitted that it did increase their level of performance. Generally, organisations lend money to employees for the down payment of a new home, payment of their children's college education among others and this can be repaid in instalment with very low Interest. However, an organisation while providing loans must consider its revenue and how this could affect the organisation.

Findings revealed that opportunities for socialisation such as family day picnics or employee get together were available although seldom organised. When questioned, 51.27% of employees agreed that there were opportunities even though such opportunities were seldom used. There were suggestions of such socialisation opportunities to be incorporated more in the organisation's culture. This suggestion agreed with Mullins' (2005) view that employees have the need for engagement and sharing, a feeling of community and a sense of belonging to the organisation. He added that employees also need a sense of exploration and assertion concerning the ability to play, work and a sense of fun and enjoyment. The studies revealed that employees enjoyed the opportunity provided for them to socialise. They also affirmed that the opportunity was provided for new and current members of the organisation to learn and interact with one another. Thus, it could be inferred from the responses provided that organisations need to provide work environments that first and foremost, are conducive to employees' accomplishing their tasks and duties. By also providing a social

environment, organisations can facilitate a team-building effort and thus, improve productivity. Therefore, to ensure maximum productivity, socialisation should be incorporated more into an organisation's culture and this will ensure that a controlled method of getting employees to talk, interact and socialise with one another in a relatively controlled environment is enhanced.

Recognising employees' accomplishment is an important way to satisfy their esteem needs especially, when it is clearly linked to desired behaviour. Praise may seem to some people to be a little unnecessary, after all employees should do what they are supposed to do. They are being paid to do a job. But most people thrive on being praised. Praising an employee can make all the difference to that employee's motivation level, satisfaction and job satisfaction. It is a well known fact that a few appreciative words when someone has worked hard and done a good job can mean more to the recipient than extra money. Most employees at both senior and junior levels may leave their highly paid jobs because they felt unappreciated.

The employees of Controller and Accountant General's Department felt no different from what other employees felt. They recognised and appreciated the role played by praise in serving as a source of motivation. They believed that in a work environment, being praised for doing a good job or working well enabled employees to feel worthwhile. They felt that what they did made a difference. This created a win-win situation for everyone because employees work harder and with more enthusiasm. They felt motivated to continue working hard and because they were being appreciated for it,

it encouraged them to do whatever needed to be done to support the business. In spite of this, some employees felt that they were not being fully appreciated. In any relationship, people would like to be noticed for the little things they do, if they are ignored or receive no thanks with time, their motivation and enthusiasm levels will drop after all, why does one bother when no one seems to care? Being recognised and appreciated is important and makes all the difference to an employee's level of happiness and satisfaction. This is succinctly put by Mary Kay Ash, she asserts that, "there are two things people want more than sex and money... recognition and praise. Heathfield acknowledged that people who feel appreciated are more positive about themselves and their ability to contribute and that employee recognition can ensure a positive, productive and innovative organisational climate.

The equity theory proposes that a person's motivation is based on what he or she considers being fair when compared to others. Also, when applied to the workplace, equity theory which focuses on employee's work compensation relationship or "exchange relationship" as well as that employees attempt to minimize any sense of unfairness that might result. Thus, the worker's motivation is influenced by his perception of the existence of fair treatment in the workplace. This typically consists of such factors as fairness in the selection of employees, evaluation of performance and distribution of rewards and compensation. The use of equity theory in the workplace allows managers to examine worker relationships and manage employees in a fair and equitable manner that encourages productivity. Because equity theory deals with social relationships and fairness/unfairness employees always compare with colleagues in order to decide whether they are being treated fairly or not. Hence, they compare the

ratio of another employee's total outcomes to his/her total inputs and equals the perceived ratio of other employee's total outcomes to his/her total inputs. Findings revealed that mostly employees had a sense of inequity because they adopted their own way of measuring the existence of equity and this way was mostly based on emotions. It was found that employees had an unequal comparison of ratios and this was what led them to believe in the existence of inequity. They suspected an employee of being favoured because of the nature of the relationship that existed between such an employee and the supervisor. Thus, in their opinion, the rate of the output of this employee was always inflated by the supervisor because of the said relationship. The feeling of inequity might arise when an individual's outcomes to inputs is either less than, or greater than that of other people. Workers on piece-rate incentive payment schemes who felt they were treated unfairly reduced their level of productivity in order to restore equality. The equity theory recognises that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contribution.

When asked about the of practice of two-tier wage structure (a system of payment in which newer employees are paid less than those hired to do the same work at an earlier point in time), management stated that the practice depended on circumstances under which the worker was employed. For instance, some workers were employed on a contract basis and such employees received less than their counterparts of the same qualification who were employed earlier on. However, majority of employees were not comfortable with this type of payment system and they saw it as unfair for they did not

understand why they had to receive less than their colleagues given the same amount of work. Many studies have revealed that institutions that adopt this type of pay structure, generally find out that employees tend to adopt their own ways of dealing with the perceived injustice. For example, some may steal, close from work early or report to work late. Workers want to be treated equally and fairly by leaders. Workers are motivated when they discover that they are treated fairly in compensation, in promotion and there is transparency in their evaluations. Individuals are concerned not only with the absolute amount of rewards they receive for their efforts, but also with the comparison of this amount to what others receive. Employees make comparisons of their job inputs and outcomes relative to those of others. This is supported by Armstrong (2005), where he noted that employees will be better motivated if they are treated equitably and demotivated if they are treated inequitably.

On the question of overpayment, majority of employees said they were sometimes overpaid in the organisation. However, this group attributed the overpayment to the fact that they received special bonuses that were given due to the assignment of specific or extra duty work. Also, some employees were employed on a contract basis and they received lower than the permanent employees even though their job description was the same. This notwithstanding, when overpayments are made the increase in performance shown in response to over payment inequity tend to be only temporary. As time passed by, workers began to believe that they actually deserved the higher pay they were getting and brought their work level to normal. Secondly, it was unwise to overpay employees because when one overpays an employee, he/she underpays all the others.

When the majority of workers feel underpaid, they will lower their performance resulting in a net decrease in productivity and widespread dissatisfaction. Moorhead and Griffin (1995), found out that inequalities due to overpayment do not have a very significant impact on behaviour in most work situations. Employees generally, appeared to be more tolerant of overpayment inequalities than of underpayment inequalities, or are better able to rationalise them. Employee perceptions that members of management may be trusted to act in a fair and ethical manner have a significant impact on motivation. Perceptions of fair or unfair treatment in the workplace procedures and compensation also influence job satisfaction, employee engagement and retention. Engaged employees are typically productive employees. Increased productivity and reduced turnover rates improve the organisation's performance. Thus, the effective application of equity theory in the workplace may have a significant positive impact on the organisation's performance.

Employee response to management's way of presenting sensitive information such as layoffs and pay cuts in a socially sensitive manner revealed that generally, management was socially sensitive on such occasions when it (management) had to relay sensitive information. This looked good for the organisation in that as a manager, one may encounter times when an employee must be approached for discussion about a subject that may be uncomfortable for both parties. Employees revealed that sometimes management discussed with them on issues such as inappropriate attire, inappropriate behaviour or language especially, when such behaviours affected their relationship with co-workers, clients and supervisors. Because, this behaviour had an indirect effect on

work performance and therefore, needed to be addressed, the employee was often not aware of the issue and how it affected his/her standing amongst co-workers. Concerning the approach adopted by managers in presenting such information, majority of employees said management mostly adopted the direct approach thus, they clearly stated the problem and discussed with employees how best to solve it, and hence they were objective and factual.

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This was positive for the organisation since employees' assessments of fairness went beyond merely what their outcomes and inputs were to their knowledge that is, perception of the fairness of the procedure used to determine justice – procedural justice. For instance, employees reacted to negative outcomes like layoffs and pay cuts as fair, to the extent that they understood the procedures that brought them about. Such information particularly when presented in a highly sensitive and caring manner tended to take some of the sting out of those undesirable outcomes.

Expectancy theory holds that people are motivated to behave in ways that produce desired combinations of expected outcome (Kreitner and Kinicki, 2005). This theory can be observed in virtually all aspect of the employment relationship. It describes an employee's tendency to perform his job at a level that is equal to the type of response he expects from the employer. Employees base their level of work, output or quality in anticipation of the employer's response. This might include a pat on the back, a positive performance appraisal or better work assignment. Expectancy theory is not the reason why an employee performs the job or adopts a type of behaviour. The response given by

employees and management when asked about employee's wages being commensurate with their work output was that all 13 managers confirmed that employees' wages were at par with their work output. This view is emphasised by Armstrong; he noted that money in the form of pay is the most extrinsic reward and provides the carrot that most people want. Herzberg et al (1957), as cited in Armstrong however, cast some doubt on the effectiveness of money as a source of motivation. They claim that while the lack of it can cause some dissatisfaction, its provision does not result in lasting satisfaction especially, for people on fixed salaries or rates of pay who do not benefit directly from an incentive scheme. They may feel good when they get an increase; apart from the extra money, it is a highly tangible form of recognition and an effective means of helping people to feel that they are valued. They however, noted that this feeling of euphoria can rapidly die away. It can therefore not be assumed that money motivates everyone in the same way and to the same extent. Nevertheless, it provides the means to achieve a number of different ends and it is a powerful force linked directly or indirectly to the satisfaction of many needs.

Asked whether employee's performance were directly linked with payment, majority of employees indicated that their payment was directly linked with their performance. Payments such as piece rate incentive system, bonuses and sales commission plans, were directly linked to the rate of employee performance. This constituted 59.1% of respondents. 26.8% nevertheless, specified that their payment was not in any way linked with their performance and that management decided which employee received what bonus or incentive. 10.3% also said that performance was directly linked with pay but at

other times, management used its discretion to decide “who gets what” based on management’s own criteria.

Training and development is very important in every organisation if the potential of employees is to be realised. In the study, 93.9% of respondents agreed that the organisation believed in training and developing its workforce and hence, had provided avenues for such purposes. Some employees emphasised that they went for workshops and in-service training every quarter and were given special training whenever the need arose.

When asked about monetary rewards as a form of incentive, majority of respondents agreed that monetary rewards as a source of motivation is very important. These respondents constituted 94.4%. Only 5.6% stated otherwise. This supports theories by earlier writers of motivation like F.W Taylor. Mullins (2005), noted that such writers stated that workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive way. For Taylor, motivation was a comparatively simple issue; what the workers wanted from their employers more than anything else was high wages. Armstrong (2003), buttresses this point too even though he was quick to add that, “it cannot be assumed that money motivates everyone in the same way and to the same extent”. Money can provide positive motivation in the right circumstances, not only because people need and want money but because it serves as a highly tangible means of recognition. This theory was definitely supported by workers of Controller and Accountant General’s Department.

In the 1960's Edwin Locke put forward the goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In sum, this theory indicates and gives direction to an employee about what needs to be done and how much efforts are required to be put in. It helps in forecasting an organisation's future demand for and supply of the right type of people in the right number. It includes managerial activities that set the company's objective for the future and determines the appropriate measures to adopt in moving the organisation forward.

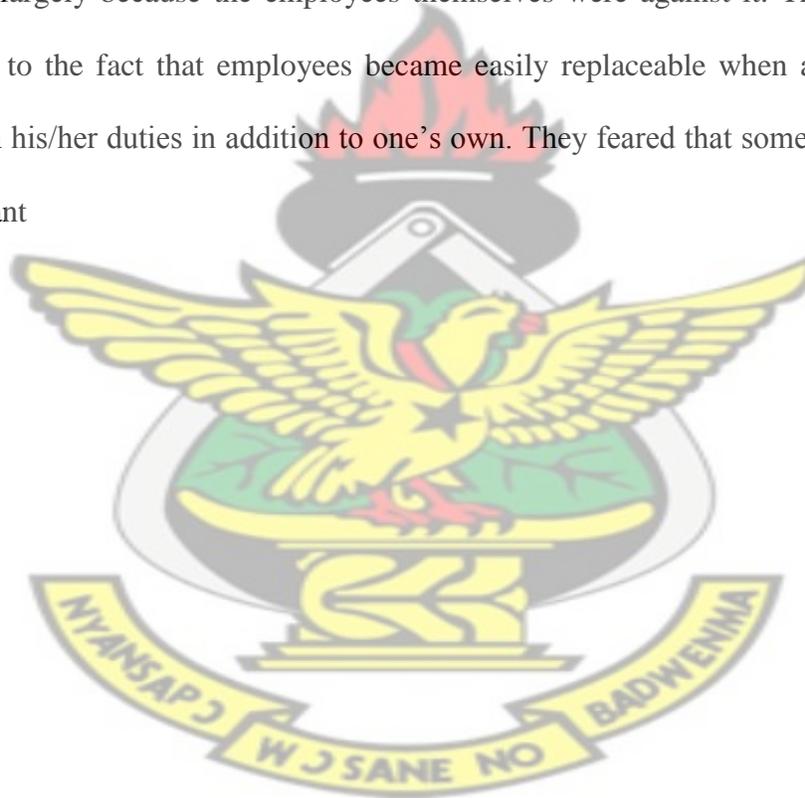
When asked if they were assigned specific goals, employees at the Controller and Accountant General's Department generally agreed that they were assigned specific goals. This formed 69.5% of total respondents. They said that specific goals increased their work performance and produced a higher level of output than did the general goals that were not so specific. Employees emphasised that whenever they were assigned specific and clear goals, it led to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding. Some employees explained that management was not specific enough when assigning goals and hence, they (employees) sometimes did not know what was expected of them.

Assigning challenging goals is another method managers use in motivating employees. When asked if management assigned realistic and challenging goals that gave

respondents a feeling of pride and triumph when he/she attained them and set him/her up for attainment of the next goal, some of them answered that sometimes they were assigned such goals. This response they attributed to the fact that, sometimes tasks given were challenging but there were times when they felt their skills were underutilised. It is generally agreed upon that a goal that is too easy to attain will not bring about the desired increments in performance. Therefore to raise performance, a goal must be challenging as well as specific. Employees will naturally work hard to reach challenging goals as long as these are within the limits of their capabilities. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

Another question asked was employee involvement in setting objectives of a task with management. 25.3% said management involved them when setting objectives for a task. 59.6% who formed the majority revealed that on the contrary to what others said, management did not involve them in setting objectives for tasks they (employees) were to accomplish. Ten point 10.8% also revealed that management involved them if only the tasks to be achieved required it (management) to do so. For any organisation to achieve its objectives managers must direct employees to a common goal and this can be done through jointly setting objectives with employees, periodically evaluating their performances and rewarding them according to results. Thus, to motivate workers to high level performance, objectives should be difficult but achievable, observable and measurable, specific with a target date, anticipatively set by management and employees whenever possible.

Job design is used when a manager suspects that the type of work an employee performs or characteristics of the work environment are causing motivational problems. It is any set of activities that involve the alteration of specific jobs or interdependent systems of jobs with the intent of improving the quality of employee job experience and their on-the-job-productivity (Kreitner and Kinicki,2005). In respondents' answers to the question of job design, 22% said the organisation practiced the system of job design. Majority of respondents, 74.2% however, said the organisation did not practise this system largely because the employees themselves were against it. They attributed the reasons to the fact that employees became easily replaceable when a colleague could perform his/her duties in addition to one's own. They feared that some may be rendered redundant



CHAPTER SIX

SUMMARY, RECOMMENDATION AND CONCLUSION

INTRODUCTION: This chapter presented the summary, conclusion and some recommendations on the effect of the application of motivation theories on employee performance. It also provided conclusion and suggestions for further study.

6.1 SUMMARY

The study examined the effect of application of motivation theories on employee performance at the Controller and Accountant General's Department, Kumasi. It included the introduction to the study, problem statement, research objectives and hypothesis, definition of concepts among others. The study reviewed relevant literature pertaining to the study. It also took a look at the research methods adopted in the course of the study: research setting, sampling procedure, sample frame, target population and ethical considerations. Again, the study explained the sources of data used, data collection techniques and also provided an insight into the history of the organisation. The Questionnaire was constructed and administered to respondents, the data analysed statistically and presented afterwards for discussion. Finding revealed that employees were allowed to partake in decision making on matters concerning their jobs. Also, management used praises and recognition as a strategy to motivate employees. It was also found out that management provided soft loans to those employees who needed them. Finally, some recommendations were made and a conclusion was drawn with the suggestions for further studies.

6.2 RECOMMENDATIONS

The study revealed that majority of employees and management regards financial security as a key aspect of job security. In order to effectively manage employees and to ensure that their level of motivation is high, it is recommended that the rate at which the organisation grants soft loans to its employees should be increased. The findings revealed that most employees were not provided the avenue for securing these soft loans, but the few that acknowledged they were provided, admitted that it did increase their level of performance. If management therefore, makes such avenues readily accessible to all of employees, there is the probability that this will lead to an increase in employee performance.

Again, findings revealed that opportunities for socialisation such as family day picnics or employee get together were available although seldom organised. Majority of employees agreed that there were opportunities even though such opportunities were seldom used. It is therefore recommended that such activities should be incorporated more in the organisation's culture since it provides employees with opportunities to know themselves in a more relaxed and less formal environment.

As revealed by the study, job rotation is an important technique used by management in motivating employees to be more effective. Even though this technique was known to the organisation, it was not used very often because employees themselves were against it. Employees were of the view that they became readily replaceable when a colleague could perform their duties. This motivational strategy however, reduces the monotony of

an employees work and also has the added benefit of developing employees with a wider range of skills. It is therefore suggested that management should educate employees on the benefits of job rotation and how it enhances their performance positively. Employees should also be assured that job rotation does not mean they are going to be replaced.

Recognising employees' accomplishment is an important way to satisfy their esteem needs especially, when it is clearly linked to desired behaviour. It can be a driving force which leads to the most amazing results. Employees acknowledged that when they were given due recognition, they felt that they worked harder and this led to an increase in their performances. People who feel appreciated are more positive about themselves and their ability to contribute and that employee recognition can ensure a positive, productive and innovative organisational climate. The study has shown that employees are duly recognised by management for their achievements. This should therefore be encouraged and supported by both employees and management as it is particularly attractive because it motivates the employee without any cost to the organisation.

Training and development was widely practiced and that was good for the organisation. It should therefore be sustained and improved upon.

Management should endeavour to jointly set objectives with employees so as to enable them (employees) align their objectives with that of the organisation.

6.3 CONCLUSION

Motivating the workforce of an organisation to work more effectively towards the organisation's goals is perhaps the most fundamental task of management. Organisations motivate their workforce to perform effectively by offering them rewards for satisfactory performance. The research explained the role motivation plays in enhancing employee performance. The study was conducted at the Controller and Accountant General's Department. The main objective of the study was to find out the effect of motivation theories on employee performance. The research methods adopted for the study consisted of the, sampling procedure, study population, sample frame and sample selection. Both primary and secondary sources of data were used in the data collection. The methods adopted for data collection were questionnaires and interview. In the analysis, it was revealed that when motivation theories are implemented at the organisation, employees record an increase in their performance. It was therefore concluded that management applied various motivational theories in the organisation (Controller and Accountant General's Department) in order to motivate employees to enhance their performances. From the findings of the study, it could be concluded that when employees are duly motivated, they give their best in terms of work performance.

6.4 SUGGESTION FOR FURTHER STUDIES

For further studies, a continual review of the literature should be encouraged. Also, other motivation theories should be used to analyse and improve upcoming trends in motivational techniques.

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[http:// human resources.about.com/Susan M. Heath Field](http://humanresources.about.com/Susan_M_Heath_Field)

QUESTIONNAIRE FOR EMPLOYEES

INTRODUCTION

The researcher is Fauziyya Shaban, a postgraduate student of the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology. She is researching on the topic, " Effect of the application of motivation theories on employee performance: a study of controller and accountant general's department, Kumasi " The controller and accountant general's department was selected as the organisation to be studied because of the number of employees in the organisation and the various departments it constitutes. This research is strictly meant for academic purpose and that any information given would be kept confidential. The researcher will therefore be grateful if you could answer the following questions.

INSTRUCTIONS: Fill in the blank spaces and tick where appropriate.

SOCIO- DEMOGRAPHIC CHARACTERISTICS

1. Sex: Male Female
2. Age: Below 20 20- 29 30- 39 40- 49 above
3. Marital status: Single Married Divorced Widowed
4. How long have you worked with the organisation? Less than a year
1 year 3 years More than 3 years
5. Does the working environment gives you a sense of safety and security in the organisation?
Yes No Sometimes

Other (specify).....

6. Do you feel loved and accepted in the organisation? Yes [] No []
Sometimes []

Other (specify).....

7. Are you recognised by way of praise, certificate, and assigned special assignment and promotion? Yes [] No [] Sometimes []

Other (specify).....

8. If you are recognised by way of praise, certificate and assigned special assignment or promotion, does this affect your performance?

Yes [] No [] Sometimes []

Other (specify).....

9. Are you allowed to participate in decisions on matters concerning your job?

Yes [] No [] Sometimes []

Other (specify).....

10. Are there opportunities for growth and individual development such as further education, training and upgrading and increased freedom from supervision?

Yes [] No [] Sometimes []

Other (specify).....

Other (specify).....

17. Does the job provide you with a challenge? Yes [] No [] Sometimes []

Other (specify).....

18. If you are allowed to take part in decision making, does your participation affect your performance? Yes [] No [] Sometimes []

Other (specify).....

19. Does management set specific goals and identify tasks directly related to your job?

Yes [] No [] Sometimes []

other (specify).....

20. When these targets are set, are you given measurable targets and deadline for completion of task? Yes [] No [] Sometimes []

Other (specify).....

21. Are you satisfied with your job? Yes [] No [] Sometimes []

Other (specify).....

22. If you are allowed to take part in decision making, does it in any way affect your performance? Yes [] No [] Sometimes []

Other (specify).....

23. Do you receive adequate recognition from your superiors? Yes [] No []
Sometimes []

Other (specify).....

24. Are you adequately rewarded for what you do? Yes [] No [] Sometimes
[] other (specify).....

25. How would you describe your performance over the years?

- a) Increasing (Yes)
- b) Decreasing (No)
- c) Fluctuating (Sometimes)
- d) Stable (Other)



QUESTIONNAIRE FOR SUPERVISORS

INTRODUCTION

The researcher is Fauziyya Shaban, a postgraduate student of the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology. She is researching on the topic, "Effect of the application of motivation theories on employee performance: a study of controller and accountant general's department, Kumasi " The controller and accountant general's department was selected as the organisation to be studied because of the number of employees in the organisation and the various departments it constitutes. This research is strictly meant for academic purpose and that any information given would be kept confidential. The researcher will therefore be grateful if you could answer the following questions.

INSTRUCTIONS: Fill in the blank spaces and tick where appropriate

SOCIO- DEMOGRAPHIC CHARACTERISTICS

1. Sex: Male [] Female []
2. Age: Below 20 [] 20- 29 [] 30- 39 [] 40- 49 [] above []
3. Marital status: Single [] Married [] Divorced [] Widowed []
4. How long have you been a supervisor less than a year [] 1 year [] 3 years []
More than 3 years []
5. Do you provide safety and security measures to employees in the organisation?
Yes [] No [] Sometimes []
Other (specify).....

6. If you answered yes, please list some of these measures.....

.....

7. Do you recognise your employees by way of praise, certificate, assigning special assignments or promotion? Yes [] No [] Sometimes []

Other (specify)

8. When employees are recognised by way of praise, certificate or other ways, does this impact on their performance?.....

9. Are employees allowed to participate in decisions on matters concerning their jobs?

Yes [] No [] Sometimes []

Other (specify).....

10. Are there opportunities for growth and individual development such as further education, training and upgrading or increased freedom from supervision?

Yes [] No [] Sometimes []

Other (specify).....

11. Are employees of the same level remunerated equally?

Yes [] No [] Sometimes []

Other (specify).....

12. Are employees wage commensurate with their work output in the organisation?

Yes [] No [] Sometimes []

Other (specify).....

13. Do the wages employees receive have an effect on their performance?

Yes [] No [] Sometimes []

Other (specify).....

14. Are employees de-motivated when they perceive that they are treated inequitably?

Yes [] No [] Sometimes []

Other (specify).....

15. Do you provide early and appropriate feedback to employees on the outcome of decisions that affect them?

Yes [] No [] Sometimes []

Other (specify).....

16. Do you involve employees in goal setting concerning their jobs?

Yes [] No [] Sometimes []

Other (specify).....

17. Do you provide employees with tasks that are challenging? Yes [] No []

Sometimes []

Other (specify).....

18. When employees are allowed to take part in decision-making on matters that concern their jobs, does it affect their performance? Yes [] No [] Sometimes []

Other (specify).....

19. Does management set specific goals and identify tasks directly related to an employee's job?

Yes [] No [] Sometimes []

Other (specify).....

20. When these targets are set, are employees given measurable targets and deadline for completion of task? Yes [] No [] Sometimes []

Other (specify).....

21. Do you think employees are satisfied with their jobs? Yes, they are satisfied []
No, they are not satisfied [] they are sometimes satisfied []

Other (specify).....

22. If employees are satisfied with their jobs, do you think it influences their job performance?

Yes [] No [] Sometimes []

Other (specify).....

23. Do you give adequate recognition to employees as regards their achievement? Yes [] No [] Sometimes []

Other (specify).....

24. Are employees adequately rewarded for what they do? Yes [] No []
sometimes [] Other (specify).....

25. When employees are adequately rewarded for what they do, does this affect their
performance? Yes [] No [] Sometimes []

Other (specify).....

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