

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**THE IMPACT OF MOTIVATION ON JOB PERFORMANCE OF
EMPLOYEES AT THE AFIGYA KWABRE SOUTH DISTRICT ASSEMBLY
IN THE ASHANTI REGION**

BRIGHT ASSAN

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BRIGHT ASSAN

(7181770099)

**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, Akonten Appiah-Menka University of Skills Training and
Entrepreneurial Development in partial fulfillment of the requirements for the
award of Master of Arts (Educational Leadership) degree**

SEPTEMBER, 2022

DECLARATION

STUDENT'S DECLARATION

I, BRIGHT ASSAN, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: PROF. YARHANDS DISSOU ARTHUR

SIGNATURE.....

DATE.....

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I am greatly indebted to all my advisors, friends and contributors who have helped me in devise ways to enable me come this far.

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DEDICATION

I dedicate to my siblings Gloria Assan, Grace Assan and Esther Pinkrah.

Finally, to the entire staff members of Akenten Appiah Menka University of Skills Training and Entrepreneurship Development.

TABLE OF CONTENT

CONTENTS	PAGE
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study.....	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Delimitation of the Study.....	6
1.8 Limitation of the Study	6
1.9 Organisation of the Study	7
1.10 Definition of Terms.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.0 Introduction.....	8
2.1 Employee motivation	8
2.2 Role of Motivation in the Organization	41

2.3 Problems of Motivation	42
2.4 Motivational Strategies and Approached in organizations.....	42
2.4.1 Recognition of the good work done by employees.....	43
2.4.2 Rewarding Employee Adequately and Equitably	43
2.4.3 Training and development	44
2.4.4 Mentoring coaching and counselling programmes.....	45
2.4.5 Career development programmes.....	45
2.4.6 Job Design.....	46
2.4.7 Participative Management	46
2.4.8 Setting goals for employees	46
2.4.9 Effective Communication	47
2.4.10 Providing a good safe working environment	47
2.4.11 Providing Welfare Facilities	48
2.4.12 Providing Adequate Tools and Equipment.....	48
2.5 Effects of Motivation on Performance.....	48
2.6 Factors that Motivate Employees.....	53
2.6.1 Organization Vision and Values	54
2.6.2 Employee Engagement	54
2.6.3 Appreciation of work done	54
2.6.4 Financial Reward	55
2.7 Factors that Effects Productivity.....	55
2.8 Monetary Motivators versus Non- Monetary Motivators.....	56
2.9 Job Performance.....	57
2.9.1 Performance measurement in local government.....	58
2.10 Summary.....	61

CHAPTER THREE: METHODOLOGY	62
3.0 Introduction.....	62
3.1 Research Design.....	62
3.2 Population	63
3.3 Sample Size and Sampling Technique.....	63
3.4 Instrument for Collecting Data	63
3.5 Data Collection Process	64
3.6 Data Analysis Procedure.....	64
CHAPTER FOUR: RESULT AND DISCUSSIONS.....	65
4.0 Introduction.....	65
4.1 Demographic Characteristics of Respondent.....	65
4.1.1 Highest Educational Level.....	66
4.2 What are the factors that motivate workers at the Afigya Kwabre District Assembly to perform.....	68
4.3 What is the effect of motivation on job performance of workers at the Afigya Kwabre South District Assembly.....	70
4.4 What is the effect of gender of the job performance of workers at the Afigya Kwabre District Assembly.....	72
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	74
5.0 Introduction.....	74
5.1 Summary of the study	74
5.2 The findings of the study:	74

5.3 Conclusions.....	75
5.4 Recommendation	76
5.5 Suggestion for further study.....	76
REFERENCES.....	77
APPENDIX.....	82

LIST OF TABLES

Table 4.1: Showing Management Levels of respondents that took part in the study ..	65
Table 4.2: Gender of Respondent	65
Table 4.3: Highest Educational Level.....	66
Table 4.4: Age Status	66
Table 4.5: Duration of service	67
Table 4.6: Respondent's department.....	67
Table 4.7: Factors that motivate workers at the Afigya Kwabre south district assembly to perform.	68
Table 4.8: Effect of motivation on job performance of workers at the Afigya Kwabre District Assembly.	70
Table 4.9: Chi-Square test of independence of motivation and job performance	72

LIST OF FIGURES

Figure 1: An illustration of the interaction of motivation factors, adopted from Hellriegel (1989).....	14
Figure 2: Maslow's hierarchy of needs.....	Error! Bookmark not defined.
Figure 3: Depicting the relationship between Alderfer's ERG needs, Maslow's five level hierarchy needs and Herzberg's two-factor theory.	27

ABSTRACT

This study investigated the impact of motivation on job performance of employees in the Afiagya Kwabre south district assembly workers at aforementioned assembly at one time in their quest to press home their demand for better motivational packages, petition the authorities. The study was guided by three objectives. A descriptive survey was used. A sample of fifty employees was drawn out of the entire workforce of hundred employees using simple random sampling. The instrument used in gathering the data was questionnaire which was made up of close ended questions. Data were analysed using frequency, percentages and regression model. The study revealed that factors such as regular salary, good and safe working conditions and sympathetic help from management motivated employees at the Afiagya Kwabre South district assembly. It was also found that employee's motivation had effect on the quality of work done, high productivity, and survival/continuity of the assembly. Lastly, gender of employees also had effect on the job performance of workers in the assembly under study. Therefore, the study recommended that in order to improve the motivational level of the employees been its male or female, for them to give of their best towards achieving goals and vision of the district assembly, it is highly recommended that the management should provide good and regular salary to the employees also management should increase staff motivation by providing rewards to those who 'give that little extra' hard work.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human resource management as a profession regards human resources “workers” as a valuable asset in an organization (Luthans, Youssef & Avolio, 2015). As an organizational resource, workers must be utilized for the success of an organization. Utilization of human resource depends much on employee’s job satisfaction and commitment to achieve organizational targets. Employee commitment will be achieved if employees are motivated to improve their morale toward organizational performance. Low motivation has negative impacts on employee performance and contributes a lot to increasing labour turnover in public services (Buberwa, 2015).

Motivation is defined as a situation of willingness of an employee to contribute a high level of effort toward her/his work, conditioned by the capacity of the effort to satisfy the employee’s personal needs as well as the personal environment (Buberwa, 2015). The sources of employee’s motivation can be either intrinsic or extrinsic and differ from one employee to another. Intrinsic motivation refers to psychologically related rewards such as the opportunity to use one’s ability, positive recognition, and a sense of challenge in work, and opportunities for advancement (Robbin, 2010, Gupta, 2014). Extrinsic motivation refers to those tangible rewards and in most cases related to financial incentives such as good salaries, fringe benefits, bonus, promotion and good working environment (Buberwa, 2015). There is a greater link between employee’s motivation and organizational performance, to support this argument, Ngowi (2015) in his study on determinants and challenges of health workers’ motivation revealed that

low motivation to employees has negative impacts on their performance and increase labour turn over. He recommended that local governments have to design a promotional schedule, improve recognition, improve employee's training and liaise with the government on the possibility on increase salaries to those employees who are underpaid.

Local government system in Ghana, especially District Assemblies (DAs), has been part of the country's way of life, its heritage and culture. The history of local government is traceable to the colonial period, where chiefs and traditional authorities held military, political, and social power to administer the local affairs (Ahwoi, 2000). The current local government system in Ghana began following the promulgation of the Provincial National Defence Council (PNDC) Law 207 of 1988 (Ahwoi, 2000). The erstwhile PNDC government increased the number of the DAs from 65 to 110. However, after Ghana had returned to the constitutional rule in 1992, the PNDC Law 207 of 1988 was succeeded by chapter 20 of the Constitution and replaced by the local government Act 462 of 1993. Presently, the total number of DAs stands at 216 (Ministry of Local Government and Rural Development in Ghana, 2014). The increase in the size of the DAs reflected the government's intention to deepen democracy, and improve service delivery to promote local level development (Ahwoi, 2010).

In Ghana, local government has responsibilities to provide a range of social services such as water, sewers, solid waste collection and disposal, local streets and roads, street lighting, fire and police protection, healthcare, and education (Ofei-Aboagye, 2009) have been criticised for poor performance and ineffective social services delivery (Njunwa, 2003). In most local governments, citizens express their disappointment with local government performance. They always complain on the performance and accountability of local government staff to the local needs. Citizens

complain on poor quality of the development projects implemented under the local governments and mostly the complaints consider the way local government staff fail to perform their duties effectively. The experiences show that employees in local government engaged themselves in unethical practices such as corruption and mismanagement of the public funds (Shillingi, 2017). The local government workers afflict with a multitude of factors that interfere effective delivery of crucial services. In order for public sector organization to deliver on its mandate of service delivery to the public, employees within the organization plays important role, as a backbone to fulfil the over changing needs of the people under their jurisdiction.

In realizing the importance of employee's motivation, the government, employee job performance is very important because it will reflect the government performance and in an era where government claims it is using seventy percent of the taxable revenue to pay salaries as a result of implementing single spine pay policy in 2010. Employee performance standards were designed by the government to measure the performance of the organizations through performance appraisal. The policy aimed at motivating employees to perform better, retain them and attract talented applicants in public services (Lufunyo, 2013).

The study hypothesis is that, there is significant relationship between motivation and employees job performance in local governments thus, Afigya Kwabre South district assembly chapter. This study will make a critical analysis of motivation and workers performance at Afigya Kwabre South district assembly in the Ashanti Region and see to identify motivational incentives that can help boost their performance.

1.2 Statement of the Problem

Motivation is the processes that account for an individual's intensity, direction and persistent efforts toward attainment of goal (Robbins, 2010). Every individual need motivation. As a matter of fact, some workers leave an organization just because they are not motivated enough. And hardly will people who are less motivated find satisfaction in cooperating in an organization's affairs. In instances where people are motivated, they are reluctant to leave organizations because they are enjoying some benefits such as promotions which leads to increase wages, salaries and other bonus (Hay group, 2000 in Storey, 2001:9).

Afigya Kwabre South Assembly is a long-established local council, which has been in existence for over a decade as it was carved out of the Kwabre East and Sekyere South District in 2007. However, the district assembly continue to face challenges such as poor performance, late coming, poor time management, laziness, self-interested, and the failure to meet deadlines for the preparation of important working documents have become a common practice among workers. These issues are affecting the progress of the assembly because human resources practice is critical to the major activities of any organization. Although, public sector organization such as Afigya Kwabre has its mandate of service delivery to the public, employees within the organization plays important role, as a backbone to fulfil the over changing needs of the people under their jurisdiction (Storey, 2001).

As it is widely said that, if remuneration is increased, workers would be motivated and give out their best but the reverse is happening at the Afigya Kwabre District Assembly. Again, there has been numerous literatures on motivation especially, in the educational sector however, little is known about the motivational level of workers at the local government particularly, workers within the Afigya Kwabre

District Assembly. Therefore, this study seeks to find out the effects of motivation on job performance of workers within the Afigya Kwabre District Assembly.

1.3 Purpose of the Study

The purpose of the study was to investigate the impact motivation on the job performance of employee at the Afigya Kwabre District Assembly in the Ashanti Region of Ghana.

1.4 Objectives of the Study

The following are the objectives of the study.

1. Identify factors which motivate workers at the Afigya Kwabre District Assembly to perform.
2. To determine the effect of motivation on job performance of workers at the Afigya Kwabre District Assembly.
3. To determine the effect of gender on the job performance of workers at the Afigya Kwabre District Assembly.

1.5 Research Questions

The following are the research questions of the study.

1. What are the factors that motivate workers at the Afigya Kwabre District Assembly to perform?

Research Hypothesis

1. The job performance of workers at the Afigya Kwabre District Assembly is dependent on their level of motivation

2. The gender of a worker at the Afigya Kwabre District Assembly have effect on the job performance of the worker.

1.6 Significance of the Study

This study assessed the factors impact motivation on the job performance of employees at the Afigya Kwabre District Assembly in the Ashanti Region of Ghana. Findings of this study can be used by the office of the local government to correct some of the weak areas that cause job dissatisfaction among its workers. With such corrections, workers in the Afigya Kwabre District job satisfaction can translate to quality output hence improvement in performance of work within the assembly. Workers in other public sectors can also use the findings when carrying out their duties to improve productivity.

1.7 Delimitation of the Study

The study was conducted at Afigya Kwabre South District Assembly in the Ashanti Region of Ghana. But only five departments' workers within the assembly were involved in the study. Again, the extent of the study was within the employee motivation and job performance focusing on the factors in employee motivation, employee performance and productivity.

1.8 Limitation of the Study

The researcher was not able to control the attitude of the respondents as they respond to the questions. While answering the questions on the closed ended questionnaire used, the respondents gave answers to please the researcher, hence, it may affect the reliability of the findings.

1.9 Organisation of the Study

The dissertation was organised into five chapters. Chapter one dealt with introduction which includes background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance, delimitation, limitations of the study, organisation of the study and operationalization of terms. Chapter two reviewed related literature on motivation and employees job performance. Chapter three described the research methodology employed for the study. Chapter four presented the results and discussion of the research work. Chapter five presented summary, findings, conclusions and recommendations of the study and suggestions for further study.

1.10 Definition of Terms

Motivation: This refers to strengthening drive or aid given to workers or employees that enables them to behave in a particular way.

Performance: The ability of a company to implement optimal of organisation with the aim of offering product or service that meets the expectations of consumers.

Employees: They are people who get paid to work for a person or company.

Effort: The amount of strength the person exhibits on the job.

Persistence: An individual's continues effort in completing their work tasks.

Job performance: A work-related activity undertaken by an employee to improve organisation's productivity.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature was reviewed under sub themes; employee motivation, methods of motivation used in organization, employee productivity, employer- employee performance behaviour, relationship between motivation and productivity.

2.1 Employee motivation

An employee is someone who gets paid to work for a person or company. Workers need not to work full time to be considered employees. They just need to be paid to work by an employer (the person or business that pays them). Many attempts have been made to understand what motivation is and how it affects work productivity.

Motivation as a word is sometimes used to explain why people behave as they do. It is the process that governs Peoples choices Donnelly et al (1987).It refers to strengthen drive or aid given to employees by employers intend to boost the morale of the workers to put in their best to increase productivity.

Vroom (1964) expectancy theory of motivation argued that individuals are motivated at work to make choices among different behaviours, these relates to intensities of work effort. He continued that a person may choose to work at a moderate rate or an acceleration rate, A choice is made by the individual; if for example a person believes that his or her effort will be adequately rewarded there will be a motivated effort so that a preferred reward is received.

Not all scholars and researchers agree on the meaning of motivation, some view motivation as a factor that energizes behaviour. Yet others say that motivation serve some direction giving function.

Motivation is an inner drive that causes a person act. It has formally been defined as a person's inner state that energizes, sustains and directs behaviour to satisfy a person's need. (Malkovich and Glueck, 1985).

Motivation comes from a latin word 'movere' which means 'to move: a process that starts with psychological or physiological deficiency or need that activates behaviour or a drive that is aimed a goal or incentives Luthans (1992). According to Luthans, motivation is a process which consists of three interacting and interdependent elements. These elements are needs, drives and incentives.

Motivation can also be defindas the process of moving oneself and others to work towards organization objectives Micheal (1981). Moreover, Miner et a (1985) brought in the idea of organization's dynamism. They said that' motivation is a force that makes organization dynamic acting systems rather than static structures. They argue that, for organization to archieve its goals, it is essential that employees channel the motivational potential they bring to an organisation towards goal attainment. This potential should not be dormant but rather should be active or stimulated so that organisations receive the maximum possible synergy from employees'. In order for organisations to achieve their goals, employees must be motivated.

Hellriegel et al (1989) gave an explanation about motivation. They defined motivation as an influence that channels and sustains people's behaviour. They argued that motivation springs from the desire to satisfy a need. A need according to Hellriegel (1968) is „a strong feeling of deficiency in a particular area of a person's life. This sense of deficiency creates an uncomfortable tension which the individual strives to reduce

usually by taking some action to satisfy the need. Some people are driven by the desire to succeed; others by the desire to be well liked; others to achieve power; to achieve wealth; to feel secure in their jobs etc. If they succeed in reducing the sense of deficiency, they also reduce the intensity of motivating force". A need is an underlying force of motivation. When employees see a clear link between an increase in their efforts and increase in rewards that they personally value, they are motivated to perform above and beyond the call of duty" Daft (1991:412). Increased motivation to perform well, leads to increased productivity.

Berelson and Steiner (1964:240), concurred with Hellriegel's observation when they noted that; "to say that managers motivate their subordinates is to say that they do those things which they hope will satisfy human needs and desires and induce their subordinates to perform in a desired manner". Motivation, therefore, involves identifying what employees want and the tools managers can use to energise their subordinates' behaviours towards performance.

The discussion is inexhaustible but motivation then comes to this, by the fact that we all possess the basic instinctual drives; these drives do not by themselves result in determining work behaviour or the level of effort in performance. The social environment provides the guidelines by which alternative behaviours are made and in exchange receive individual conformity to the appropriate expectations placed upon him or her.

In any natural work setting there are basic motivation characteristics. According to Gary Johns (1996), motivation can be formally defined as the extent to which persistent effort is directed towards a goal. The following are the basic characteristics of motivation;

Effort: The first aspect of motivation is the strength of the person's work related or the amount of effort the person exhibits on the job. Clearly this involves different kinds of activities on different kinds of jobs.

Persistence: The second characteristic of motivation is the persistence that individuals exhibit in applying effort to their work tasks. The researcher who makes an important discovery early in his /her career and then rests on his /her laurels for five years would not be considered highly motivated. In this case, the worker has not been persistent in the application of his /her efforts.

Direction: Effort and persistence refer mainly to the quantity of work an individual produces. Of equal importance is the quality of a person's work. Thus, the third characteristic of motivation is the direction of the person's work-related behaviour. In other words, do workers channel persistent effort in a direction that benefits organisation? Thus, motivation means working smart as well as working hard.

Goals: Ultimately, all motivated behaviour has some goal or objective towards which it is directed. From the above discussion, there is a presented organisational perspective, that is, we assume that motivated people act to enhance organisational objectives.

Employee goals might include high productivity, good attendance or creative decisions. Employees can also be motivated by goals that are contrary to the objectives of the organisation, including absenteeism, tardiness, sabotage and embezzlement. In these cases, they are channelling their persistent effort in directions that are dysfunctional for the organization.

It is none debatable from the above that motivation is a key to performance improvement.

The old saying that you can take a horse to the water but can't force it to drink; holds true in this case, it will drink only if it is thirsty-so with people. They do what they want to do or otherwise motivated to do so.

Whether it is to excel on the workshop floor or in the „ivory tower“ they must be motivated or driven to it either by themselves or through external stimulus.

Are they born with the self-motivation or drive? Yes and no. If no they can be motivated, for, motivation is a skill which can and must be learnt. This is essential for any business to survive and succeed.

Job performance =f (ability) (motivation) i.e Job performance is a function of ability multiplied by motivation. Unable but motivated one can say is better off than ability with no motivation, because inability in the long run changes if motivation exists in someone. Arguably researchers in social sciences agree that human motivation process is a reflection of their physical and psychological deficiency leading to certain behaviour. An unsatisfied need is the starting point in the process of motivation. A deficiency of something within an individual is the first link in the chain of events leading to the behaviour. The unsatisfied need causes tension (physical or psychological) within the individual leading the individual to engage in some kind of behaviour to satisfy the need and thereby reduce the tension. Achieving the goal satisfies the need, and the process of motivation is complete. For example, an achievement oriented person is driven by the desire to succeed and is motivated by a desire for promotion and/or accomplishment in order to satisfy the needs.

Luthans (1992) contends that the key to understanding the process of motivation lies in the meaning of, and relationship between needs, drives and incentives. Human behaviour is guided by certain motives. Motive means want, need, impulse or drive. A want, need, impulse or drive finds expression through motive.

Motive is the centre point of motivation process. There is no limit to needs and desires of a person. All cannot be satisfied but only the urgent and strongly felt needs become motives. Motives change according to time. The manager should recognize these motives and offer some incentives which motivate a person. Thus needs, drives and incentives are the interacting and interdependent elements constituting motivation. He continues to explain that needs are created whenever there is a physiological or a psychological imbalance. For example, a need exists when cells in the body are deprived of food and water. Although psychological needs may be based on a deficiency, sometimes they are not. For example, an individual with a strong need to get a head may have a history of consistent success. On the other hand, drives or motives are set up to alleviate needs. A psychological need can be simply defined as a deficiency with direction. Physiological and psychological drives are action-oriented and provide an energizing thrust towards reaching an incentive. They are at the very heart of motivational process. The examples of needs for food and water are translated into the hunger and thirst drives. The whole motivation process aims at influencing people to strive willingly for group objective (inspiring people to apply their capabilities in self-responsible manner).

In this thesis, therefore, motivation is understood as a process that induces people to behave in certain ways (process that directs people's choices), as a factor that energizes behaviour, as a conscious and unconscious driving force that arouses and directs action towards achievement of desired goals, as a process that starts with psychological and physiological deficiency, as a mechanism inside a person that sustains his continued activity as a human being, as a force that makes organization dynamic acting systems rather than static structures, working smarter as well as

harder, a relationship between needs, drives and incentives as motives that guide human behaviour.

Different factors that affect motivation have been advanced. Hellriegel (1989) identifies three key factors; differences in individual characteristics, differences in job characteristics, and differences in organisational characteristics;

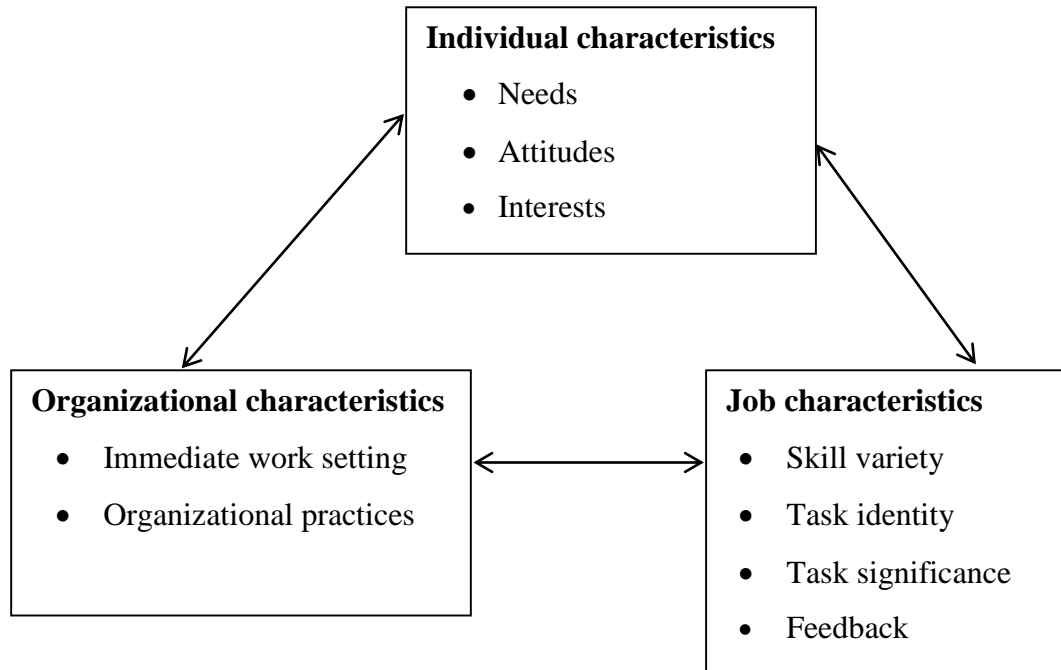


Figure 1: An illustration of the interaction of motivation factors, adopted from Hellriegel (1989).

Source; adopted from Hellriegel (1989)s

(I) Individual characteristics

According to Hellriegel (1989) individual characteristics are those needs, values, attitudes and interests that people bring to their jobs. These characteristics vary from one person to another meaning that different people are motivated by different things. Some people are motivated by money therefore want high paying jobs; others who are motivated by security may accept a lower paying job involving few risks.

Schnake (1990) in reference to individual characteristics and how they affect performance observed that, „Employees differ in a number of important variables...All of these variables have an impact on human relations within an organisation as well as the organisation’s performance and effectiveness in accomplishing objectives“. To motivate employees therefore managers must be aware of these differences.

(II) Job characteristics

Job characteristics according to Hellriegel (1989) are the dimensions of the job such as autonomy, the variety of skills required, the degree the employee can identify with tasks from the start to finish, the significance attributed to the job and the type and the extent of performance feedback that the employee receives. Hackman and Wageman (1995) as quoted by Tosi et al (1990) however noted that “if specific job characteristics are present, employees will experience a positive self-generated response when they perform well and that this internal kick will provide an incentive for continued effort towards good performance”. They also indicated that a person who has strong need for growth and advancement will be more responsive when his or her work has variety, autonomy, task identity, feedback and friendship opportunities.

The core dimensions affect both psychological and physiological states and also affect work and personal outcomes (intrinsic motivation, job satisfaction, absenteeism and turnover). This relationship between the core dimensions, psychological states and the work and personal outcomes is also affected by the three types of individual differences as portrayed below;

Growth-need-strength. Is the extent to which an individual wants his or her work contribute to personal growth, learning, and development. When an individual; wants his or her job to fuel personal growth, both relationships in the model (core-dimensions-psychological states-outcomes) are stronger. Also, knowledge and skills at an appropriate level enables workers to perform their jobs effectively. When workers do not have the necessary knowledge and skills, the relationships depicted in the figure may be weak, nonexistent, or even negative.

1. Satisfaction with the work content describes how satisfied workers are with extrinsic outcomes (such as pay, benefits, job security, and good relationships with workers) they receive from their jobs. When workers are dissatisfied with their work content, they spend much of their energy trying to deal with their dissatisfaction with the content and are not able to appreciate and respond to the potential of intrinsic motivation on their jobs.

(III) Organisation characteristics

These are rules and regulations, personnel policies, managerial practices and reward systems that contribute to organisation's performance. Policies such as paid vacations and rewards in the form of bonuses can attract employees and retain them in an organisation.

Bateman and Zeithalml (1990) pointed out that „once managers take steps to provide a variable opportunity to perform at higher levels, the proper stimulation provides an extra motivation that will lead to higher performance“ Rewards must however be fairly administered if they are to motivate people.

Different approaches to the study of motivation were also reviewed by the researcher considering their practical importance to elucidation of motivation. Three

distinct perspectives on employee motivation that have evolved are; traditional approach, the human relations approach and human resources approach. The most recent theories about motivation represent a fourth perspective called contemporary approaches.

Traditional approach: The study of employee motivation really began with the work of Frederick Winslow Taylor (1856-1915) on scientific management. According to Taylor, man at work was entirely an economic man; therefore he could work harder only if he could improve his economic position by doing so- Richard L. Daft, (1991:402). This means that economic rewards were provided to employees for performance which resulted into high production.

Human relations approach: George Elton Mayo and other human relations researchers found that the boredom and repetitiveness of many tasks actually reduced motivation, while social contacts helped create and sustain motivation. As a result, human relations model urged managers to give employees some freedom to make job-related decisions as well as information about managers' intentions and organization goals (Stoner & Freeman, 1992:442).

Human resources approach: The human resource approach carries the concepts of economic man and social man further to introduce the concept of the whole person. Human resource theory suggests that employees are complex and motivated by many factors. For example the work by Marc Gregory on theory X and theory Y argued that people want to do a good job and that work is as natural and health as play. Proponents of the human resources approach felt that earlier approaches had tried to manipulate through economic and social rewards (Daft, 1991:403).

Contemporary approaches: Contemporary approaches to employee motivation are dominated by content theories and process theories. Content theories attempt to

determine what it is that motivates people to work. They stress the analysis of underlying human needs and how these needs are prioritized. They are also concerned with types of incentives or goals that people strive to attain in order to be satisfied and perform well. Process theory, on the other hand, describes the actual process an individual experiences as he/she is inspired to pursue a particular course of action. They focus on how employees seek rewards in work circumstances (Daft, 1991).

Managers should not induce workers to comply with managerial objectives by bribing them with high wages, as the traditional model or manipulate them with considerate treatment, as in the human relations model. Managers should share responsibility for achieving organisational and individual objectives with each person contributing on the basis of his or her interests and abilities.

Many theories of motivation have been advanced by different researchers to explain the performance of employees in organisations. Although no theory of motivation provides a universally accepted explanation of human behaviour, they all contribute to understanding the causes of different performance behaviours of employees. According to Graham and Bennett (1992:59), theories on motivation can be categorized into two groups; content theories and process theories.

Content theories of motivation attempt to identify what workers want and need and therefore what tools managers can use to energize their subordinates' behaviours. They are concerned with the types of incentives or goals that people strive to attain in order to be satisfied and perform well" Luthans (1992:156). They are helpful in providing insight into the needs of people in organisations and how these needs can be satisfied to improve on the productivity of workers. These theories include; the hierarchy of needs theory, two-factor theory, existence-related-Growth (ERG) theory and then achievement motivation theory.

On the other hand, process theories try to explain motivation process of how individuals try to behave in certain ways Donnelly (1997:292). He again referred to process theories as „theories that try to explain and describe the process of how behaviour is energized, directed, sustained and finally stopped“. They include; Expectancy theory, reinforcement theory and Equity theory.

Hierarchy of needs theory

It's probably safe to say that, the best known approach to motivation is Abraham Maslow's hierarchy of needs theory. As a clinical psychologist in 1943 he proposed that people are motivated by different needs and that these needs are arranged in a hierarchy of importance, progressing from most basic or lower order needs (physiological and security) to higher order needs (social esteem and self-actualization). Maslow identified five motivating needs in order of ascendance as shown in figure below. These are; physiological needs, safety needs, belongingness needs, social needs and selfactualization needs.



Figure 2: Maslow's hierarchy of needs

Source: Adopted from Motivation and Personality 2nd edition by Maslow

Physiological needs: are needs that stem directly from the physical needs of the organism, whose satisfaction is essential to the survival or physical well being of the individual or specie“ Berlson and Steiner (1964:240). As the most basic human needs, they dominate as motivating needs and usually occupy the lowest level in the hierarchy of needs. They include; food, water, air, shelter and sex.

Safety needs: it includes protection from physical and emotional harm, ill-health, economic disaster and unexpected happenings. In an organisational work place, safety needs reflect the need for safe jobs, fringe benefits and job security. When people meet these needs, they start targeting social needs (Donnelly, 1989).

Social needs: are the needs of affection, a sense of belonging, acceptance and friendship.

Hellriegel et al (1989:432) noted that, when an organisation does not meet affiliation needs, an employee dissatisfaction may take the form of frequent absenteeism, low productivity, high levels of stress and even emotional breakdown“. These needs usually reflect the desire to have good relationships with colleagues and participation in work groups. Once social needs of employees are met by the organisation, performance of employees increases.

Esteem needs: refer to the person’s need to develop self respect and to gain recognitions and approval from others which would induce a feeling of self-worth and self-confidence in the individual Chandan (1997). It is an urge for achievement, prestige, status and power. Self respect is an internal recognition and respect from others is the external recognition as well as acceptance and appreciation of one’s individuality and his contribution. In satisfying this need people seek opportunities for achievement, promotion, prestige and status which will provide recognition of their competences and worth (Hellriegel, 1989).

Maslow (1970) as quoted by Donnelly et al (1989:296) defines these needs as „the desire to become more and more what one is; to become everything one is capable of becoming“. They refer to individual’s need to develop fully and realize ones“ capacities and capabilities to the fullest extent possible. According to Maslow this need is acted as a motivator when all other needs have been reasonably fulfilled. At this level, a person seeks challenging work assignments that allow for creativity and opportunities for personal growth and advancement. These needs can be achieved in an organisation by providing an employee with opportunities to grow, be creative and acquire training for challenging work.

On the basis of the above needs, there are four assumptions underlying Maslow’s needs hierarchy as indicated by Hellriegel (1986). These are; a satisfied need is not a motivator, once a need is satisfied another emerges to take its place. Thus people are always striving to satisfy some needs-The need network for most people is very complex with a number of needs affecting a person’s behaviour at any time.- In general lower level needs must be satisfied before high level needs are sufficiently activated to stimulate behaviour- There are many more ways to satisfy higher level needs than there are to satisfy lower level needs.

Maslow’s theory has made significant contributions in the management of organisations. It made management aware that people are motivated by a wide variety of needs and that it must provide an opportunity for the employees to satisfy these needs through creating a physical or a conceptual work environment so that they will be motivated to do their best to achieve organisational objectives. It also indicates step-by-step process of how changing sets of needs can be used to motivate people.

Despite the wide recognition which the theory has received among practicing managers, research does not always validate the theory, for instance ,little support is

found for the prediction that needs structures are arranged along the dimensions proposed by Maslow or the prediction that the substantial satisfaction of a given need leads to activation of the next higher need. So although the needs hierarchy is well known and undoubtedly used by many managers as guides towards motivating their employees, little substantive evidence exists to indicate that following the theory will lead to more motivated work force.

Relatedly, Schnake (1990) observed that many scholars regard Maslow's theory as too restrictive. The critics suggest that the theory should be modified to take into account individual differences. They, however, agree that physiological and safety needs must be satisfied first, but the remaining three categories of needs can be achieved in different order by different people.

Luthan (1992) noted that most research findings indicate that Maslow's theory is not the final answer in the work motivation.

The above criticism, however, do not scrap out the contributions the theory has made.

Two-factor- theory of motivation.

This is another content theory of motivation which was advanced by Fredrick Herzberg and his associates in 1959. The thesis of the theory is that an individual is subject to two sets of factors which influence work motivation. These factors work differently as far as job satisfaction and dissatisfaction is concerned. Herzberg referred to these two sets of factors as „Hygiene or maintenance factors and motivating factors'. Tosi (1990:275)

(I) Hygiene factors.

The word hygiene is taken from the medical field where it means taking steps to maintain your health but not necessarily improve it. According to Herzberg as reported by J.s Chandan (1997), hygiene factors do not motivate people; they simply prevent dissatisfaction and maintain status quo; they produce no gross but prevent loss. The absence of these factors lead to job dissatisfaction and the elimination of dissatisfaction do not mean satisfaction. „They simply maintain a zero level of motivation“. For example if a person indicated „low pay“ as a cause of dissatisfaction that would necessarily identify „high pay“ as a cause of satisfaction which is not the case.

Herzberg identified ten maintenance factors as indicated by Donnely et al (1987:298).

These are; Company policy and administration; Technical supervision; Interpersonal relations with superiors; Interpersonal relations with peers; Interpersonal relations with subordinates; Salary; Job security; Personal life; Work conditions; Status.

(II) Motivation factors

These factors are related to the nature of work (job content) and are intrinsic to the job itself. They are sometimes referred to as satisfiers. According to Herzberg as indicated by J s chandan (1997),the process of motivator factors have a high positive influence and leads to high levels of efficiency, productivity, satisfaction and morale. Whereas hygiene factors are needed to attract and maintain employees in organisations, motivator factors are needed to motivate employees for eminent better performance. Herzberg describes six motivational factors as indicated by Donnelly et al (1989:299). These are; The job itself; to be motivated people must like and enjoy

their work. They become Highly motivated to goal achievement and do not mind working late hours in order To do what is to be done. Their morale is high as evidenced by lack of absenteeism and tardiness. Secondly, recognition; proper recognition of employee's contribution by management is highly morale boosting. It gives the worker a feeling of worth and self esteem. Remember it is human nature to be happy when appreciated; thus such recognition is highly motivational. Also, responsibility; it is an obligation on the part of an employee to carry out the assigned duties satisfactorily. The higher the level of these duties, the more.

Responsible the worker would feel and more motivated he would be. It is a good feeling to know that you are considered a person of integrity and intelligence to be given a high responsibility. It is a motivational factor that helps grow. Lastly, growth and advancement. These factors are all interrelated and are positively related to motivation. Job promotion, higher responsibility, participation in central decision making and executive benefits all are signs of growth and advancement and add to dedication and commitment of employees.

In regard to hygiene and motivating factors, Tosi (1990: 275) asserted that „a person in challenging job is likely to be satisfied and motivated to perform better; but the lack of challenging work does not cause dissatisfaction, merely absence of satisfaction. A person who is well paid will not be dissatisfied; however, high pay will not lead to motivation“. A conclusion can be deduced therefore that hygiene and motivating factors must be present in an organization for better performance of employees.

The two factor theory is not without detractors. Criticisms of the theory include the following; the procedure that Herzberg used is limited by its methodology. When things are going well, people tend to take credit themselves a bit, they blame failure

on the Extrinsic environment. The theory does not consider differences in individual needs. It assumes that different people are motivated by same factors which is not the case. One factor can cause job satisfaction for one person and job.

Dissatisfaction for another. For example, a highly skilled person may find a job Challenging and therefore motivating, while an equally other person with low Skills may find the same job frustrating. No overall measure of satisfaction was utilized. A person may dislike part of his or her job yet finds the job acceptable. The theory is inconsistent with previous research. The two factor theory ignores Situational variables. Herzberg assumed a relationship between satisfaction and productivity, but his research methodology only looks at satisfaction not at productivity. To make such research relevant, one must assume a strong relationship between satisfaction and productivity.

Regardless of criticism, Herzberg's theory has been widely popularized and few managers are unfamiliar with his recommendations. It helps managers to identify satisfiers and dissatisfies and provide them accordingly. In case of employee dissatisfaction, hygiene factors can be improved and the presence of motivators can be maximized to improve performance. This model prevents managers from incurring unproductive expenses of responding to motivation problems with more pay, improved working conditions and increased fringe benefits. If managers only focus on maintenance factors, motivation still will suffer. The motivators must be built into the job to improve Motivation-Donnelly et al (1987:300).

Existence-Related-Growth- theory (ERG)

The Existence-Related-Growth theory (ERG) developed by Clayton Alderfer in 1972, is a refinement of Maslow's needs hierarchy. Instead of Maslow's five needs,

ERG theory condenses these five needs into three. These are those of Existence, Relatedness and Growth. The letters E, R and G are initials of these needs. Clayton Alderfer proposed a modification of Maslow's theory to simplify it and respond to the criticism of lack of empirical evidence Daft (1991:404). While Maslow assumes that people can only satisfy their needs in a hierarchical order by means of progression, Alderfer suggested that people can move down as well as up the hierarchy depending on their ability to satisfy needs. He said that when a person fails to satisfy a higher order need, he/she may resort to an already satisfied lower order need. He referred to this action as a frustration regression. For example assume that a manager's existence needs are fully satisfied and he/she looks for challenging tasks to satisfy his/her self esteem needs, if his/her efforts are frustrated in seeking or meeting these challenges, then he/she will move back to existence needs and may seek more material benefits. Alderfer in his needs categorization into E for existence R for relatedness and G for growth did not differ very much from Maslow- Hudson (1989:290). The major point he raises is that needs may rise simultaneously and may also be satisfied simultaneously. Although Alderfer (1972) also categorized needs, he suggested that needs are more in a continuum form. He did not contend that lower level needs have to be satisfied before higher level needs are satisfied. People can move along the continuum not necessarily following the order of hierarchy in a rigid way as suggested by Maslow. Like Maslow, however, he stated that unsatisfied need will dominate in influencing behaviour. Alderfer (1972) as quoted by Chandan (1997) identified three categories of needs; existence, relatedness and growth needs.

Existence needs: are roughly comparable to physiological and safety needs of Maslow's model and are satisfied primarily by material incentives. These needs include; the need for sustenance, shelter and physical and psychological safety from

threats to people's existence and well being. They in some way coincide with Herzberg's maintenance factors like salary and working conditions.

Relatedness needs: roughly correspond to social and esteem needs in Maslow's hierarchy.

These needs are satisfied by personal relationships and social interaction with others. It involves open communication and honest exchange of thoughts with other organisational members. Not only do these needs relate to Maslow's social needs but also have some

Herzberg's maintenance factors of personal relations and supervision.

Growth needs: are concerned with the individual's intrinsic desire to develop his/her potential and grow to reach the full potential that he/she is capable of reaching. They are similar to Maslow's self actualization needs. These needs are fulfilled by strong personal involvement in the organization's environment. These needs also have aspects of Herzberg's motivational factors such as advancement and possibility for growth.

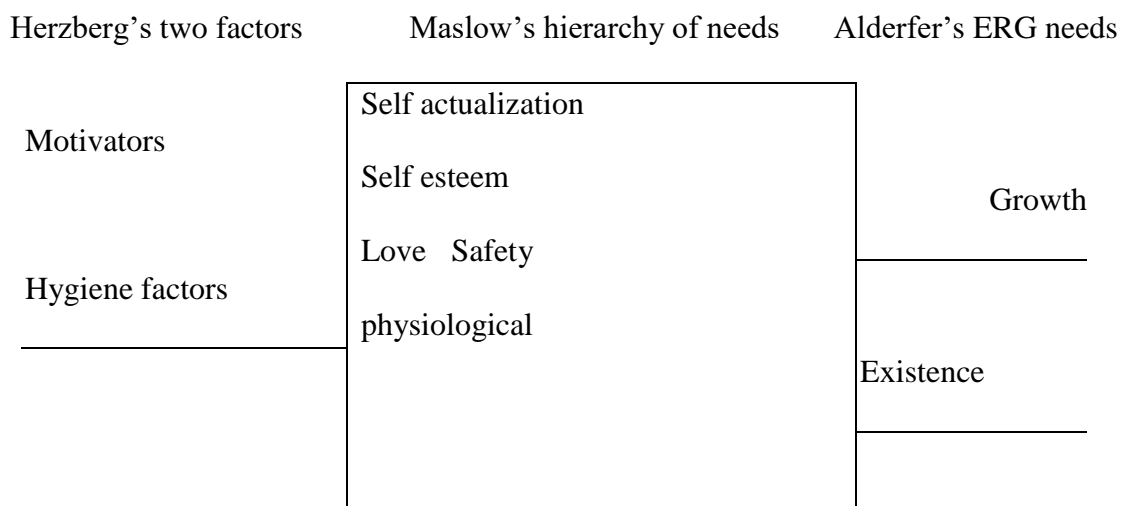


Figure 3: Depicting the relationship between Alderfer's ERG needs, Maslow's five level hierarchy needs and Herzberg's two-factor theory.

Source: Adopted from Organisational Behaviour by Fred Luthans

McClelland's theory of needs

The previous theories are well known but, unfortunately have not held up well under close examination. All is not lost; however, contemporary theories have a reasonable degree of valid supporting documentation. They represent the current state of art in explaining employee motivation Stephen p Robbins (2002). David McClelland and others have proposed three major relevant motives or needs in the work place. He believes these needs are rooted in culture; that is, they are acquired on the basis of our life experience.

Hence this theory is known as „Socially acquired needs theory“ J s Chandan (1997). He concluded that most prominent needs are the needs for achievement, affiliation and power; these guide managerial behaviour.

The need for achievement

Among the three needs that make up for McClelland's need theory, the need for achievement is the primary one. It is defined as „the desire to succeed in competitive situations based upon established or perceived standard of excellence“ J s Chandan (1997). Individuals with a strong need for achievement, ask for, accept and perform well in challenging tasks which require creativity, integrity and hard work. They are constantly pre-occupied with a desire for improvement and look for situations in which successful outcomes can be correlated with their efforts so that they can claim credit for success. They take moderate and calculated risks and prefer to get quick and precise feed- back on their performance. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides them with a sense of achievement. They derive greater pleasure and excitement from solving a complex problem than from financial incentives or simple praise. High

achievers perform best when they perceive their probability of success as being 0.5 that is; when they estimate that they have a 50-50 chance of success. They dislike gambling with high odds (high probability of failure) because success in such a situation would be more a matter of luck than of ability and they get no achievement satisfaction from happenstance success.

Steven P Robins (2002). Similarly they dislike low odds (high probability of success) because there is no challenge to their skills. They like to set realistic but difficult goals that require stretching themselves a little. When there is an approximately equal chance of success or failure, there is the opportunity to experience feelings of accomplishment and satisfaction from their efforts.

The need for affiliation

This is related to social needs and reflects a desire for friendly and warm relationship with others. Individuals tend to take affiliation with others who have similar beliefs, background and outlook on life. Individuals with high need for affiliation tend to get involved in jobs that require high amount of interpersonal interaction and relations such as jobs in teaching and public relations Chandan (1997). Similarly nurses, social workers and clergy are examples where high need for affiliation is an attribute. Bateman and Zeithaml (1990:529) have this to say „individuals who have high levels of this need are more oriented towards getting a lot with others“. They have a very intense need to belong to, and be accepted by the group. Such people play important role in organisations of establishing positive relations with others. They are also capable of coordinating the working of several departments in an organization.

The need for power

The need for power is the desire to affect and control the behaviour of other people and to manipulate the surroundings. It's a need to make others behave in a way they would not have behaved otherwise. Such people desire to influence or control others, be responsible for others and have authority over others. Such people are important in organisations because of their ability to manipulate subordinates towards desired performance.

Bateman and Zeithaml (1990:529) in regard to the need for power said „...it can be channelled towards constructive accomplishment of organisational and societal improvement“. Power motivation when applied positively results in successful leaders and managers who prefer democratic styles of leadership. Executives, political leaders and military leaders are examples of positions where high need for power is usually an asset Chandan (1997). An extensive amount of research indicates that some reasonably well supported predictions can be made on the basis of the relationship between achievement need and job performance. Though less research has been done on power and affiliation needs, there are consistent finding in those areas too.

Firstly individuals with a high need to achieve prefer job situations with personal responsibility, feed-back and an intermediate degree of risk. When these characteristics are prevalent, high achievers will be strongly motivated Steven P (2002). The evidence consistently demonstrates for instance that high achievers are successful in entrepreneurial activities such as running their own business, managing a self-contained unit with a large organisation and many sales positions.

Secondly a high need to achieve does not necessarily lead to being a good manager especially in large organisations. High need to achieve sales-people does not

necessarily make good sales managers and the good manager in large organisation does not typically have a high need to achieve.

Thirdly, the need for affiliation and power tends to be closely related to managerial success. The best managers are high in the need for power and low in their need for affiliation.

Lastly employees can be successfully trained to stimulate their needs for achievement. If the job calls for the high achiever, management can select a person with a high need for achievement or develop their own candidate through achievement training.

Goal-setting theory

Goal-setting theory is a relatively applied approach to motivation and is based upon the assumption that, the type as well as the challenge of the goal induces motivation in the individual to achieve such a goal Chandan (1997). The theory as proposed by Edwin Locke, studies the process by which people set goals for themselves and then put in efforts in order to achieve them. The quality of performance is generally shaped by how difficult and how specifically defined the goal is. It is a cognitive approach, proposing that an individual's purpose directs his or her actions.

The theory states that intentions expressed as goals can be a major source of work motivation Stephen p (2002:48). We can say with a considerable degree of confidence that specific goals lead to increased performance and that difficult goals when accepted, results in higher performance than easy goals. The specificity of the goal itself acts as an internal stimulus Robbins p (2002). A relevant example; when a trucker commits to making 15 round trips between Rakai and Mbarara each week; this intention gives him a specific objective to reach for. We can say that all thing being

equal, the trucker with a specific goal will outperform his counterpart who operates with either no goals or with the generalized goal of “do your best”.

However it is logical to assume that easier goals are more likely to be accepted. But once an employee accepts a hard task, he or she will exert a high level of effort until the goal is achieved, lowered or abandoned. Question: If the employees have the opportunity to participate in the setting of their own goals will they try hard? The answer is mixed especially when viewed in light of the superiority of participation over assigned goals. In some cases, goals that have been set participatively have elicited superior performance. Yet, in other cases individuals have performed best when assigned goals by their bosses. A major advantage of participation may be in increasing acceptance of the goal itself. As one can note, resistance is the greatest when goals are difficult; the solution to resistance would be participation. According to Robbins p (2002:47), people who participate in goal setting are more likely to accept even difficult goals than one that is arbitrary assigned to them, because individuals are more committed to choices in which they have the voice. Studies testing goal setting theory have demonstrated the superiority of specific and challenging goals as motivating forces. Although we can't conclude that having employees participate in the goal setting process is always desirable, participation is probably preferable to assignment when you expect resistance to difficult challenges.

Theory X and Y

McGregor (1960) propounded theory X and Y. He proposed two distinct views of human beings. Basically, one was negative and that was X and the other positive known as Y. He described the two extreme views about how people inside organizations are managed. McGregor felt that workers could be attracted into properly

performing task if they are motivated and adequately paid. To him threats and punishment could be used as motivational tools. He propounded this theory X on the assumption that the average person has unchanged dislike for work such that even the promise of reward will not overcome it. He said "people will accept the reward but this alone may not produce the necessary". Only the threat of punishment will do the "tricks". There arose confusion when managers adopt theory X in an organisation. In an attempt to solve this, he came out with theory Y. This theory emphasis on bringing creativity, imagination and hard work. Managers must create an atmosphere in which workers can used their involvement to satisfy their needs as well as organizational needs. When workers needs are provided to their satisfaction, they will be committed and give in their best in an organization.

Reinforcement theory

Reinforcement is one of the concepts that organisation behaviour modification uses to provide managers with a powerful and proven means for changing employee behaviour. In reinforcement theory, we have a behaviouralistic approach, which argues that reinforcement conditions behaviour. This is a reflection of the „law of effect“ as a result of the work of B f Skinner, meaning that behaviour is a function of its consequences portraying that individuals perform well their duties in order to be rewarded (put more effort in anticipation of more reward). Reinforcement is the process by which certain type of behaviours is strengthened. Thus a „rein forcer“ is any stimuli that causes certain behaviour to be repeated or inhibited Chandan (1997).

Reinforcement theory of motivation shifts the emphasis from employee underlying needs and thinking processes and focuses on the relationship between behaviours and consequences. The theory rests on two premises; first that the

environment is an important catalyst in determining or reinforcing behaviour, if the environment is complementary to established behaviour, then such behaviour is positively reinforced. On the other hand if the environment is hostile to the values and skills of the worker then negative reaction takes place Chandan (1997), second human behaviour is subject to cause and effect phenomena so that effects can be predicted on the basis of established cause and that can be changed by manipulating the consequences. There are four reinforcement strategies;

Positive reinforcement. This seeks to encourage desirable behaviour by giving rewards. The reward should be sufficiently powerful and durable so that it increases the probability of occurrence of desirable behaviour. Financial incentive is probably the most powerful reinforcer for positive behaviour; however some other positive reinforcers are; participative decision making, recognition for a job well done, challenging tasks, high responsibility, and freedom to decide how the job is to be done. Since all individuals have different motivations for performance, it is important that positive reinforcers be individually tailored so that the reinforcer is valued by the employee.

Negative reinforcement. This one also seeks to encourage desirable behaviour by removal of unpleasant consequence following a desired behaviour. This is also known as „avoidance learning“ since the individual learns how to avoid unpleasant consequences. For example, a manager may like subordinates to dress in a business suit when they come to work and may criticize individuals who dress casually. However, this criticism stops when such individuals wear business suits to work. Thus, to avoid criticism, the employees may dress well. Similarly, students who work hard write term papers and do their home works on time intend to avoid consequences of failure in the exams.

Extinction. This seeks to discourage undesirable behaviour by withdrawal of a positive reward and removal of all reinforcements following an undesirable behaviour.

Punishment. This also seeks to discourage undesirable behaviour. It is the administration of a negative consequence following an undesirable behaviour. The purpose is to decrease the odds of the undesirable behaviour being repeated. According to B f Skinner as quoted by Chandan (1997), punishment is still the most common technique of behaviour control in today's life. If a child misbehaves, he/she is spanked; if a worker does not behave according to the way the organisation wants him/her to behave, he/she is fired; if a person does not behave as the society or the law expects him/her to behave, he/her is ridiculed or is punished by arrest and jail; religions threaten punishment in life after death if a person does not behave according to God's will and religious guidelines.

According to research conducted by Blanchard and John as quoted by Chandan (1997), most managers prefer positive reinforcement rather than the use of punishment. Such a manager achieves performance improvement without generating the fear, suspicion and resentment that are often the result of using punishment in the work place.

The theory has, however, been criticized basically due to its emphasis on external reward ignoring individual characteristics and the job itself. Minel et al (1985:151) attacked the theory on the ground that it puts much power in the hands of management and makes employees too dependent. They asserted that this approach requires considerable control over employees. This is because it doesn't consider intrinsic rewards; rather it emphasizes extrinsic rewards. That's why it is considered to be manipulation of employees. It puts much power in the hands of management and makes employees too dependent.

Expectancy theory

Expectancy theory of motivation was first presented in 1964 by Victor Vroom. That's why it is sometimes called Vroom's expectancy model. This model is based upon the belief that motivation is determined by the nature of the reward people expect to receive as a result of their job performance Chandan (1997). The underlying assumption is that human beings are rational beings and will try to maximize their perceived value of such reward. They will choose an alternative that gives them the best benefit (satisfaction). As observed by Daft (1991:412), expectancy theory suggests that motivation depends on individuals' expectation about their ability to perform tasks and receive desired rewards. He went on to say that expectancy theory is based on the relationship among the individual's performance and the desirability of outcomes associated with higher performance".

This means that an individual will put much effort in work when he/she expects higher performance. The individual's high expectation on performance depends on his/her ability, availability of necessary tools and opportunity to perform. The individual also expects high performance to lead to desired outcomes.

Stephen P. Robbins (2002) said that the strength of the tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Therefore it includes these three variables;

Attractiveness. The importance the individual places on the potential outcome or reward that can be achieved on the job. This variable considers the unsatisfied needs of the individual.

Performance /reward linkage. The degree to which the individual believes that performing at a particular level will lead to attainment of a desired outcome.

Effort /performance linkage. The probability perceived by the individual that exerting a given amount of effort will lead to performance.

Simplification of the above proposes that the strength of a person's motivation to perform (effort) depends on how strongly he/she believes he/she can achieve what he/she attempts. If he/she achieves this goal (performance), will he/she be adequately rewarded and if he/she is rewarded by the organisation, will the reward satisfy his/her individual goals?

One can say that performance depends on outcomes. If the employee places high value to the outcome, he/she will exert more effort in order to perform well, consequently achieving the desired outcome. This is recognized by Donnelly et al (1987:303) when they asserted that, „the logic of expectancy motivation is that individuals will exert more effort to achieve performance that will result in preferred rewards“. They added that „if a person believes that his or her work will be adequately rewarded, there will be motivated effort: a choice will be made so that a preferred reward is received“. According to them, motivation in organisation can be increased by recognition and rewarding hard working employees accordingly where by rewards correspond to performance.

Let us consider the four steps inherent in the theory;

First, what perceived outcome does the job offer the employees? Outcomes may be positive: pay, security, companionship, trust, fringe benefits, and a chance to use a talent or skill or congenial relationship. On the other hand employees may view the outcomes as negative: fatigue, boredom, frustration, anxiety, harsh supervision or threat of dismissal. Importantly, reality is not relevant here; the critical issue is what the individual employee perceives the outcome to be, regardless of whether his/her perceptions are accurate.

Second, how attractive do employees consider these outcomes? Are they valued positively, negatively or neutrally? This is obviously an internal issue to the individual and considers personal attitudes, personality and needs. The individual who finds a particular outcome attractive, that is, positively valued will prefer attaining it to not attaining it. Others may find it negative and therefore prefer not to attain it. Still others may be neutral.

Third, what kind of behaviour must the employee exhibit in order to attain these outcomes? The outcomes are not likely to have any effect on individual employee's performance unless the employee knows, clearly and unambiguously, what he/she must do in order to achieve them. For example what is „doing well“ in terms of performance appraisal? On what criteria will the employee's performance be judged? Fourth and last, how does the employee view his/her chances of doing what is asked of him/her? And the employee has considered his/her own competences and his or her ability to control the variables that will determine his/her success, what probability does he/she place on successful attainment?

This theory is however considered to be more complex than either Maslow's or Herzberg's theory. It is not easy to determine the preferences or perceptual values of individual employees. This makes its applicability difficult. Nevertheless, the theory enables managers to concentrate on the needs that motivate people. It also recognizes the importance of perception in motivating people.

Equity theory of motivation

The theory was developed by J Stacy Adams in 1965. The theory is based on the assumption that one of the most widely assumed source of job dissatisfaction is the feeling of the employees that they are not being treated fairly by the management

or organisation system Stephen P (2002). This is because employees don't work in a vacuum; they make comparisons about their input-output ratios and that of others. A live example is, if someone is offered \$75,000 a year for his/her first job on graduation from college, he/she would grab at the offer and report to work enthused and certainly satisfied with the pay. However, if he/she finds out a month later or into the job that a co-worker- another-recent graduate, his/her age, comparable grade from a comparable college getting \$80,000 a year; he/she could probably be upset! Even though in absolute, \$75,000 is a lot of money for a new graduate to make! The issue now centres on relative rewards and what one believes is fair. There is ample evidence for us to conclude that employees compare their own job inputs and outcomes with those of others and that inequity can influence the degree of effort that employees exert.

The basic premise of the theory concerns the fairness and impartiality treatment between employees and their employers. According to J Stacy Adams as quoted by Daft (1990:140), equity theory proposes that „people are motivated to seek social equity in the rewards they expect for performance“. Each employee compares the ratio of outcomes to inputs relative to others. The ratio is given by the following formula;

$$\text{Equity} = \frac{\text{outcomes (self)}}{\text{Inputs (self)}} = \frac{\text{outcomes (others)}}{\text{inputs (others)}}$$

$$\text{Inputs (self)} \quad \text{inputs (others)}$$

Inputs to jobs include; efforts, education, experience and competence. The outcomes from the job include; salary levels, recognition, pay raises, promotion, status and other privileges. “A state of equity exists whenever the ratio of one person's outcomes to inputs equals the ratio of others” outcomes to inputs” (Daft, 1991:410).

Inequity occurs when the perceived input-output ratio of an employee does not equal to the other's ratio. Whenever there is a state of inequity, individuals strive to restore equity. It is the striving force to restore equity that is used as an explanation of

work motivation. When there is a state of inequity, individuals will behave in one of the following ways in order to restore equity.

Productivity

According to Weyne F. Cascio (199:15) productivity is defined as measure of the output goals and services relative to the input of labour, material and equipment. Donnelly et Al (1997:44) defines productivity as relationship between outputs provided to create those inputs.

Certo (1992:549) says that productivity is the relationship between the total amount of goods and services being product (output) and the organizational resources needed (inputs) to produce them. Kathy M. Bartol and C Martin (1991:663) defines productivity as the efficiency concept that gauges the ratio of output relative to inputs in a productive process.

Productivity equation = Service goods + Service products (outputs)

Goods + Capital + Energy+ Technology + Material (inputs)

Motivation boost the morale of workers to increase their performance at work. When the performance of workers is increased it leads to increase in productivity in the long run.

Negative work ethics such as tiredness and absenteeism will be minimized. Motivation makes workers refuse to be tired. This is because they know that their effort will be rewarded not only by word of mouth but either material or financial aid. Workers will refuse to absent themselves and will always be at the workplace on time.

Motivation influence effective performance. When workers are punctual and on time, management may not have problem with them. Workers moving as a team increase their performance at work. When the working environment is poor, it turns to

demotivate workers. When benefits offered to workers are not being paid, such benefits include travelling allowance, responsibility allowances and risk allowance. Motivation helps in learning process, without motivation learning cannot take place. It stimulates interest and the attitude to learn. Workers who show good response to work eliminates waste as they are always of the view to increase productivity. The amount offered as allowance is also a contributing factor. Workers come together and agitate when they realise their conditions are not the best compared to their colleagues in other fields. It was observed that the amount of money paid to workers at Afigya Kwabre south district assembly in terms of medical allowance, clothing allowance, travelling allowance was low. This was demotivating them as their self-esteem was low. When researching worker's motivational issues at district assemblies it was realised workers in the country are poorly motivated and as such dissatisfied with their living and working conditions. Low wages compared to other professionals; Low status in the society and lack of career advancement opportunities.

2.2 Role of Motivation in the Organization

The need to motivate workers. To keep the business or organization running. In this competitive and dynamic world of business a motivated workforce is of great importance. When workers are motivated, they increase their performance making them productive, committed and loyal to the organization. According to Kreitner and Kinicki (1998) motivation is necessary but not sufficient contributor to job performance. Ability of a worker is based on education, experience and training. The technical knowhow is of great importance with regards to increase in productivity. Management must understand employees and what motivates them. Workers who are highly motivated exert greater effort at their performance of work than workers who are less motivated.

2.3 Problems of Motivation

Motivation is difficult to implement in an organization by management, due to the fact that human needs are different from one another. Needs are uneven and have to be recognized, identified and then satisfied through various types of incentives. Workers respond differently to rewards depending on particular time. What may motivate A, may not necessarily motivate B. Motivation is internal instinct and therefore difficult to manage by management. Kreitner and Kinicki (1998) argues that there are some jobs for which trying to influence motivation may be irrelevant for performance, role expectation factors may be important than motivation. Technology factor may control performance not human behavior.

The use of modern technology is very important in every organization in this dynamic world. It makes work easier and faster. Workers irrespective of how much motivated may be difficult to increase performance if they lack the technical knowhow. Robbins (1998) argues that some categories of employees present specific challenges in attempt to motivate. Professionals and non-professional is two different issues with regards to motivation. Experts have strong committed to their field of work. Non-professionals is not loyal to work but to the employer, on the other hand professionals are loyal to their profession. This call for motivation strategies and approaches to cater for the wide range of different needs among individuals in an organization.

2.4 Motivational Strategies and Approaches in organizations.

According to Armstrong (2009) managers can identify employees needs and endeavor to meet them. Organization set target through managers. In order to achieve the target set, manager should provide environment for employees to be self-motivated.

Employees who are motivated, work hard and always aims at achieving the target set by managers. They work within their best of their ability to increase productivity.

2.4.1 Recognition of the good work done by employees

Robbins (1998) notes that recognizing employees for the work done is one of the strategies organizations used to motivate employees. Everyone good person deserves favour. There is the need to reward a worker after a very good work done. Awards scheme can be organized by managers to best performing individuals within the organization. This will enable others who are not performing to put in much effort in other to earn such awards. Extraordinary effort by a worker needs to be recognize by management by sending congratulation messages to such individuals. To enhance group cohesiveness and motivation managers need to organize a team celebration for success attached at every point in time.

2.4.2 Rewarding Employee Adequately and Equitably

De Cenzo and Robbins (1996) note employees have different needs which indicate the reward. And that what motivates an individual may not necessarily motivate another person. Management needs to first identify employee differences in other to know the kind of reward the individual merits. Management needs to know that the system used is fair, consistent and objective. Employees with similar jobs should be rewarded equally. If information circulates that some workers within similar jobs receive higher rewards, then those who receive less are going to be de motivated because of perceived inequity. Hellriegel et al (2001) mentioned that some organizations align rewards with what employees value and this is determined by asking employees what they like most. Needs differ from one another. Rewarding

should therefore differ from one another. Not all people prefer money reward. Some may prefer monetary rewards while others may not. The reward should therefore be at the same value. That is rewards to those who do not prefer money should be equivalent in monetary value. This leads to increase in performance and in the long run increase in productivity.

2.4.3 Training and development

Organizations can also organize training and development to enhance motivation of their employees. If there is availability of training and development opportunities in an organization, it motivates, and help develop their God given skills. This enables them to become experts in their field of work. Beardwell and Holden (2001) indicated that the emphasis on training in recent years has led to many organizations investing substantial resources in employees training and development. The success of every origination depends on the skills and abilities of employees, Technology enhance organization change, therefore management must adopt the new technology available in developing the skills of their employees. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhance motivation. Employees who has undergone training acquired new skills, knowledge and attitude that enable them to perform effectively. Again, feedback on good performance from management boost employees to work harder. Meyer and Evans (2003) argues that there is direct correlation between ability and motivation. The higher the level of skills the greater the motivation. The level of skills improves the performance of work. Motivation boost the morale of employees to exhibit the skill that leads to increase in productivity.

2.4.4 Mentoring coaching and counselling programmes.

Mentoring is when experienced employees advise or aids the personal development of a new employee. New employees are therefore to under study their mentor and act accordingly. Kreitner and Kinicki (1998) note that some organizations assign new employees with buddy who can answer questions and help the newcomer learn the ropes. Newcomers need assistance in terms of directions that will lead to the success of the organization. Mentors are to assist newcomers on how to solve difficult task and the need to develop their self-efficacy and self-esteem. The realistic respect for your ability to achieve and thrive in life. Self-efficacy is how you feel about your ability to function in different situations. Employees should be self-confident at work and have the positive attitude of working to increase productivity in the organization.

2.4.5 Career development programmes

Greenberg and Baron (1995), explains career development programmes are systematically designed programmes to assist individuals in managing careers while helping organizations meet their goals. The priority of an employee is his/her future career in the organization. Career development programmes enhances employee motivation by share the plans initiated provide basis for promising and stable future career in the organization. Organizations should assist employees by helping bring the full potentials in them. They are thus motivated as they become experts at their field or profession. Failure by organization to initiate career development programmes leads to losing employees with technical knowhow who can work to increase productivity. There is the likelihood of low productivity as the committed ones are lost.

2.4.6 Job Design

In improving motivation in the workplace, job design is of prior importance to the organization. Greenberg and Baron (2000) notes that job is enlarged when the employee carries out a wider range of tasks of approximately the same level of difficulty and responsibility as before. The peace of mind and happiness experienced at the organizations enables employees to work hard to increase productivity.

2.4.7 Participative Management

According to Robbins (1998) participative management has often been promoted as a panacea for poor morale and low productivity. He states that participative management enables subordinates to share a significant degree of decision making power with superiors. Employees are delighted when they are involved in decision making of the organization. Management participation sets a good example for employees and also they have the opportunity to put their needs or suggestions that enhances the development of the organization. Team work enhances good performance at work as such management participation motivates employees as they are able to socialize with management. Employees grievances are addressed easily by management. Employees effectively and efficiently work since their future is assured by management.

2.4.8 Setting goals for employees

Motivation is enhanced when employees participate in setting individual goals as well as those of the group (Robbins, 1998). Setting target guides employees to achieve their goals and expectations. Failure to plan is planning to fail. Employees who have set goals are likely to be successful than employees who do not set goals. Setting

goals for employees motivate them as they are going to be successful within the organization. Their behaviour is being shaped by management through feedbacks on process towards achieving their goals. Goal setting has great success in performance within an organization.

2.4.9 Effective Communication

Effective communication channels, enhance motivation of employees in an organization. Nzuve (1999) defines communication as the process by which information is intentionally or unintentionally exchanged between individuals. Communication flows easy when the language used is understandable to employees. Employees are able to express their feelings and suggestions to management. Management are able to control employees by directing them to the job description and comply with policies to achieve the set goals of the organization. There is effective work performance of work through communications. Information on individual and group needs within the organization are easy understood by management.

2.4.10 Providing a good safe working environment

Employees are able to work hard when the working environment is free from ant health hazards. They are motivated when their security is guaranteed. Management of organization should provide a conducive environment which will enable workers to work hard to increase productivity. A sound mind leads to higher performance at work. Employees are able to exhibit the best of their abilities only when they work at a safe and conducive environment.

2.4.11 Providing Welfare Facilities

The most important priority of every individual is his welfare. Management should not only consider people at the top but also should be empathetic and see to the welfare of all employees. Providing welfare facilities such as medical aids, accommodation, transport facilities and if possible including their families with regards to the health facilities is a motivation tool that enhances good performance at work. The quality of life of employees are able to work leads to increase productivity in the organization.

2.4.12 Providing Adequate Tools and Equipment.

Availability of right tool for work enhance good performance in an organization. Employees are motivated when the tool require to perform a task are provided on time by management. The use of modern technology such as computers makes work easy and faster. Complicated works that will be difficult for employees to do can be done with some of the tools and equipment.

2.5 Effects of Motivation on Performance

The behaviour of employees can either break or increase productivity. Since the motive of the organization is to increase productivity. It is advisable for management to look out for the methods or factors of motivating employees. Motivation is the willingness to do something wrote Stephen Robbins and David A. DeCezo in their book “supervision today”. Motivation is anything given to boost their moral to increase performance at work. Motivation can be given in different forms. Money is seen as most motivational tool to employees but since individual needs are different not everyone is motivated by money. Management needs to know the individual needs of

employees. When to give these incentives to the workers to increase their performance at work.

According to Herzberg (1959) says having fewer dis-satisfiers does not motivate a worker to do a good job, but only to stay in it. Worker performance clearly depends on their level of motivation, which stimulates them to come regularly, work diligently, be flexible and be willing to carry out the necessary tasks. The performance and quality of organisation depends on the quality and motivation of human resources. Therefore, employee motivation is likely to have effect on the delivery of the outcome and performance of work. According to Kotelnikov (2008), the extent to which employees are motivated in their work depends on how well those employees are able to produce in their job. He goes further, to assert that motivation is expected to have a positive effect on quality performance; employees who are characterised by a high level of motivation will definitely show higher work and life satisfaction.

Having high level of motivation in itself is valuable for employees and a decrease in level of motivation might affect employees negatively, the motivation in this case will lead to higher level of initiative and creativity from the employees and where monitoring is difficult, motivation is therefore extremely important for ensuring high quality performance (Kotelnikov, 2008). A study carried out by Burney (1991) revealed that the level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits. Motivation is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards. Dessler (2003) observe that over-achieving, talented employees are the driving force of all institutions so it is essential that institutions strive to motivate and hold on to the best employees. The quality of human resource management is a critical influence on the performance of the institution. Concern for strategic integration,

commitment flexibility and quality, has called for attention for employees' motivation and retention. Financial motivation has become the most concern in today's organization, and tying to Maslow's basic needs, non-financial aspect only comes in when financial motivation has failed.

According to Greenberg (1999) and Baron (2000) definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals. Hitt, Esser and Marriott, (2002) observe that motivation can be intrinsic and extrinsic. Extrinsic motivation concerns behaviour influenced by obtaining external rewards. Praise or positive feedback, money, and the absence of punishment are examples of extrinsic or external rewards. Deci (2009) argues that intrinsic motivation is the motivation to do something simply for the pleasure of performing that particular activity. According to Hagedoorn and Van (2009) examples of intrinsic factors are interesting work, recognition, growth, and achievement. Linz (2004) revealed that several studies have found that there is positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction. This is significant to institutions in today's highly competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their institution and feel no pressure or need to move to a different institution.

Ryan and Deci (2000) conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance. A group of college students were asked to work on an interesting puzzle. Some were paid and some were not paid for the work. The students that were not paid worked longer on the puzzle and found it more interesting than the students being paid. When the study was brought into a workplace setting, employees felt that their behavior was being controlled in a dehumanizing and alienating manner by the rewards. It was discovered that rewards would seriously decrease an employee's motivation to ever perform the task being rewarded, or one similar to it, any time in the future. Another observation of the study was that employees would expect a reward every time the task was to be completed if the reward was offered at one time. Employees would require the reward in order to perform the job and would probably expect the reward to increase in amount. If the rewards were not increased or if they were taken away they actually served as negative reinforcement. Ryan and Deci (2000) in collaboration with two of their colleagues conducted a study to examine the effects of performance-contingent rewards on an employee's intrinsic motivation. The study also found that these types of rewards are very controlling since these rewards are directly associated with an employee's performance of some task (Cameron, Deci, Koestner, & Ryan, 2001). In that respect, performance-contingent rewards undermine intrinsic motivation; however, if the reward given to the employee conveys that the employee has performed on a truly outstanding level, the reward would serve to solidify that employee's sense of competence and decrease the negative effect on that employee's intrinsic motivation. Also significant in the study was the importance of the interpersonal atmosphere within which the performance-contingent rewards were distributed.

When Cameron et al. (2001) compared the administering of rewards in a controlling climate and in a non-controlling climate; they discovered that the performance-contingent rewards given in the more controlling interpersonal climate undermined intrinsic motivation. To prevent the decrease in employees' intrinsic motivation, the interpersonal climate when distributing performance-contingent rewards should be more supportive. Vroom (1964) proposes that people are motivated by how much they want something and how likely they think they are to get it. He suggests that motivation leads to efforts and the efforts combined with employees' ability together with environment factors which interplay's resulting to performance.

The role of motivation in performance can be summarized in the following formula:

Performance = Ability x Understanding of the task x Motivation x Environment

Accordingly, in order to perform well employees, need first to have the knowledge and skills that are required for the job. Then, they must understand what they are required to do and have the motivation to expand effort to do so. And last, employees need to work in an environment that allows them to carry out the task, Landy and Conte (2010) emphasized the importance of motivation - if motivation is equal to zero, even the most talented employee will not deliver. Similarly, an energized and highly motivated employee can reach good performance despite having some knowledge gaps. A good example for the latter situation is a new worker or trainee, who joins the institution fully motivated to work, yet lacks skills and experience. The motivation to learn and develop will quickly outweigh the weaknesses. The effects of motivation do not stop with performance. In the group of motivated employees there are fewer work accidents, fewer rates of ethical problems, less employee turnover and lower levels of absenteeism (Jurkiewicz, Massey & Brown, 2005).

Robison (2010) observe that motivated employees feel less stress, enjoy their work, and as a result have better physical and mental health Furthermore, motivated employees are more committed to their institutions and show less insubordination and grievance. They are also more creative, innovative, and responsive to customers, thus indirectly contributing to the long-term success of the institution. In short, motivated employees are the greatest asset of any institution. Mulwa (2003) conducted a study on employee performance in public audit institutions in Kenya. He explains the various motivation theories like Abraham Maslow's hierarchy of needs, Herzberg's two factor theories and the equity theory of Adams. The review shows that motivation is key for the productivity, profitability and sustainability of every institution - as the employees are its movers and its live blood. That motivation is not a one off undertaking rather it's a continuous undertaking by management as long as the organization does exist. That it is the responsibility of the management to continually work on employee motivation for sustainability of the organization.

2.6 Factors that Motivate Employees

There are several factors that motivate employees in an organization. They include:

1. Organizational vision and values
2. Employees engagement
3. Appreciation of work done.
4. Financial reward.

2.6.1 Organization Vision and Values

For the organization to be successful there is the need to set target and draw plans or strategies that will lead to the achievement of the goals. Failing to draw a plan leads to the failure of the organization.

2.6.2 Employee Engagement

Employees are stakeholders of the organization. There is the need to include them when drawing a plan for the organization. Engagement influences motivation. Money is seen as a tool for motivation. However not everyone is motivated by money. Motivation can either be intrinsic and extrinsic. Intrinsic is seen to be very important and contribute to the success of the organization. It is the inner feelings of an individual with regards to where he/she finds himself or herself. It includes the employee providing excellent customer service, the success of the organization being your priority. And also the pleasure to do interesting work that will lead to an increase in productivity within the organization. Extrinsic focus on getting material or social rewards. The aim of the employee is to behave in a way that he/she will receive material or social reward. It is the responsibility of management to motivate employees to enhance their performance at work.

2.6.3 Appreciation of work done

The treatment employees receive is also a motivation tool that enhances performance of employees. A good treatment enhances effectiveness and success of the organization. The way management treat employees determine their performers of task in the organization. Again the feedback receives after a good work done determines their performance in the next task. Management should therefore ensure that employees

are motivated and satisfied by behaving and treating them that will increase their performance at work. The success of the organization depends on the correlation between management and employees. The recognition management gives to employees enables them to be committed to their work. The cordial relationship that exist between management and employees enhances motivation that increases productivity. The trust incurred by management is also a motivation tool that enhances performance at work. Management that are transparent to employees are likely to receive good results and new types of opportunities to develop talent.

2.6.4 Financial Reward

Money is considered the most important factor that changes the behaviour of an individual. Financial reward is seen as a motivational tool that drives employees increase their performance at work. Greater dedication to work by employees leads to increase in productivity. Management should therefore give incentives (money) to employees besides their monthly salary or wages. Employees will continue to stay in organization when their salary is increased frequently normally on quarterly basis. Organization will receive high level of production when search initiative is taken by management. Everyone want to be recognized at good work done. Monetary reward to workers will increase employees' performance and thus leads to increase in productivity.

2.7 Factors that Effects Productivity

Productivity is output per man hour. That is the quantity and quality of goods and services produced by a worker within a period of time. It is how employees utilize resources to produce goods or services. Some factors that affect productivity in an

organization. Such factors include; lack of Technical Knowhow that is employees not having knowledge or skill in performing a particular task; working condition of the work. The merits or demerits of work. How beneficial is the work to the employees? The job security as a motivational tool; the transportation and sanitation of the work place. Allowances such as transport and health; food can also serve as motivation tool to employees as it enhances effective labor force and thus increases productivity; team building by management enhances good performance at work and thus leads to increase in productivity.

2.8 Monetary Motivators versus Non- Monetary Motivators

Organizational motivation includes both monetary and non-monetary incentives. Monetary incentives include profit sharing, project bonuses, stock options and warrants, scheduled bonuses (e.g. Christmas and performance linked) and additional paid vacation time. Traditionally, these have helped maintain a positive motivational environment for employees (Kepner, 2001). Non-monetary includes flexible working hours, training, pleasant working environment intended to show appreciation for excellent work done. Herzberg (1968) who advanced the doctrine that money is not a motivational factor; increased wages could produce more commitment to production but their effect was declared to be short-lived but commitment and involvement were to come from other factors such as the opportunity for personal growth, challenge in the job and more recently opportunities to join in the decision making process. Research conducted indicate that monetary incentives differ for employees based on career stage and generation. Non-monetary incentives are affected by career stage to retirement. As employees get older the more they focus on retirement.

2.9 Job Performance

Daniels (op. cit.) defines the term performance as a process, which entails a number, or series, of behaviours, directed towards the achievement of some predetermined goal. The Oxford English dictionary defines performance as the "accomplishment, execution, carrying out, and working out of anything ordered or undertaken". The Longman's Dictionary of Contemporary English (new edition) defines performance as the action or manner of carrying out an activity, piece of work, etc.; the ability of a person to do something well; behaviour.' This refers to outcomes/outputs (accomplishment), but also states that performance is about doing the work, as well as being about the results achieved.

Armstrong and Murlis (2004) argue that "performance is a multi-dimensional construct, the measurement of which varies, depending on a variety of factors." They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behaviour. That is one should distinguish between outcomes (results/output) and behaviour (the process).

Factors Affecting Performance: According to Armstrong and Baron (op. cit.) performance as defined above is affected by a number of factors, including the following:

- a) Personal factors - the individual's skill, confidence, motivation and commitment.
- b) Leadership factors - the quality of encouragement, guidance and support provided by the managers and team leaders.
- c) Team factors - the quality of support provided by colleagues.
- d) System factors - the context of work and facilities (instruments of labour) provided by the organisation

- e) Contextual (situational) factors - internal and external environmental pressures and changes.

All these factors should be taken into account when measuring performance for pay decisions. Research has proved that traditional approaches to performance appraisal attribute variations in performance to personal factors, when, in fact, they could actually be caused in part or entirely by situational or systems factors (Agrawal, 2010). Essentially, the assessment of individual performance must necessarily consider not only what individuals have done (the results), but also the circumstances in which they have had to perform. This assessment process should extend to the performance of the manager as a leader, because what the performer does is mainly a reflection of the manager's behaviour in terms of on-the-job training, coaching and guidance. Campbell, et al. (1993) argues that determinants of job performance are knowledge, skill and motivation factors. In his model of performance, Campbell argues that the three variables have a functional relationship the impact of which determines or influences an individual's performance.

2.9.1 Performance measurement in local government

The literature on performance measurement in government is starting to address issues of strategic linkages with operational performance and this is consistent with the literature on the dimensions of performance in general. However the literature on PM in local government is less strategic in focus. It is still largely grounded in operational concepts of efficiency, with a lower emphasis on the dimensions discussed above. Palmer (2007) research provides evidence that organisations concentrate on measuring what is easily measurable and in local government this results in a bias towards measuring performance in terms of economy and efficiency, rather than

effectiveness. Palmer concludes that the types of indicator most frequently used relate to costs, volume of service, utilisation rates, time targets and productivity – all measures of economy and efficiency, not effectiveness.

Increasingly there are many pressures on local government to plan for the future rather than adopt an incremental approach, which include the tender process and competition; central requirements for formal plans and increased ‘customer’ focus (Flynn and Talbot 1996). Flynn C. A. Bonsu & A. Kungsi and Talbot further suggest that much of the pressure for improved performance in the short term may militate against strategic planning and strategic performance management. Budget constraints, cost reduction strategies, purchaser/provider splits and a focus on financial performance can fragment local government and prevent a strategic overview being adopted.

Whether or not a strategic focus is evident, performance measurement and review is important in local government. Assessing the performance of employees according to Seidenfeld (2007), assessing employee performance and providing feedback to employees is a task most supervisors dread. Consequently, they tend to put it off, or worse still, avoid it all together. Yet providing feedback to employees is a crucially important management function. The psychology behind the dread of providing feedback usually has to do with the early-learned rule that we should not judge other people. In the supervisory role however, this generally good idea of not being judgmental is sadly misplaced. Supervisors should understand that, properly given, when they offer feedback they are not judging people; they are objectively assessing performance (Seidenfeld, 2007). Employees need and want frequent feedback on their performance. In fact, feedback is something we make use of constantly. For example, when driving, we constantly watch the road, judging how close to the centre line we are driving, then how close to the shoulder. We constantly use feedback

to keep us going straight down our lane. Imagine driving without getting visual feedback: disaster. Nobody ever learns new skills, or improves at anything, without feedback. Whether it's learning to ride a bike, when the feedback of falling over teaches us to not lean that way or learning to prepare a new recipe, when our gustatory feedback tells us we need to add more salts feedback is vital. It is even more vital when learning tasks and improving in something as complex as handling animals in a laboratory (Seidenfeld, 2007).

According to Seidenfeld, (2007) employees will perform without feedback. But without feedback from their supervisors, employees will make their own work assessments or try to get feedback from their friends and co-workers. Such self-assessment, by its nature, cannot be objective, and it is not likely to be very accurate (Seidenfeld, 2007). What supervisors must be concerned about when giving feedback are accuracy and objectivity, and how much it will help the employee do a better job. Only the employee's supervisor can give this kind of feedback. When employees perform well, they need positive recognition to keep them motivated; if their performance is not up to snuff, they need to know it. And they need to know very specifically, in behavioural terms, just what it is that isn't going right (Seidenfeld, 2007) There can be many reasons why an employee may not be performing well. For one thing, the employee may not see the job from a broad perspective and how his/her specific job meshes with other jobs in the organization. Or employees don't fully and clearly grasp what is expected of them which could lead to their not appreciating the level of performance quality that's required. Another source of poor performance may be employees never having been clearly told which aspects of their jobs have top priority. Other common causes of poor performance may be such factors as: lack of training, so employees do not know how to do certain things. Also, failure to understand

why thing must be done a certain way (Seidenfeld, 2007) and personal or emotional problems. Agin, boredom, so that little thought or energy is devoted to the work. Then, resentment towards the organization, or general dissatisfaction. Lastly, lack of motivation, not caring about the job.

2.10 Summary

This chapter dealt with the framework of the study which was related to the theoretical and the empirical basis of the study. Literature have it that motivated employees feel less stress, enjoy their work, and as a result have better physical and mental health.

Furthermore, motivated employees are more committed to their institutions and show less insubordination and grievance. They are also more creative, innovative, and responsive to customers, thus indirectly contributing to the long-term success of the institution. In short, motivated employees are the greatest asset of any institution. The review also shows that motivation is key for the productivity, profitability and sustainability of every institution - as the employees are its movers and its live blood. That motivation is not a one off undertaking rather it's a continuous undertaking by management as long as the organization does exist. That it is the responsibility of the management to continually work on employee motivation for sustainability of the organization. Additionally, the literature reviewed indicated that here is positive effect of motivation on employee performance. Therefore, employee performance on the hand is used as dependent variable produced by the independent variables. The dependent variable deverified from the review literature consisted of; high productivity, increased revenue, quality of work, job satisfaction, boost employee morale, and loyalty to the organization.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology is the specific procedure or techniques used to identify, select, process and analysis information about a topic. This chapter covers the various techniques that have been employed to conduct the research work. It entails research design, sources of data target population, sample and sampling procedure, instrumentation, data collection and data analysis.

3.1 Research Design

A research design is described as a plan or a strategy of how a researcher intends to conduct the research in order to address the research questions. It is essentially a plan that enables answers to be obtained from the research questions (Brewer, 2009). A research design is a plan or blue print of how one intends to conduct a research (Kothari, 2006).

The research design that was used in the study was the descriptive survey. The purpose of descriptive survey, according to Merriam (2009), is to collect detailed and factual information that describes an existing phenomenon. Descriptive survey involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject under study. Descriptive survey ensures that the questions to be answered are clear and not misleading, getting questionnaire completed and returned so that meaningful analysis can be made (Fraenkel & Wallen, 2000). Descriptive survey design was considered appropriate to conduct this study.

3.2 Population

This is the subset of people for whom the program is designed or the potential participants to whom the researcher wants to conduct the research for study. This study was carried out within the Afigya Kwabre South district Assembly in the Ashanti Region. The target group include the Management and employees of the Assembly making a population hundred workers.

3.3 Sample Size and Sampling Technique.

A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. Sampling on the other hand can be defined as the process of selecting elements, which are the basic units from which data and information would be collected to represent the entire population (Polit and Beck, 2008:339). Sampling is group into two namely probability and non probability. Simple Random Sampling was used to avoid any form of bias in the in the selection process. Simple random sampling technique was used in selecting 50 staff out of the 100 staff who had work in the assembly office for more than two years.

3.4 Instrument for Collecting Data

Questionnaire was used as the main data collection instruments for the study. The questionnaire was closed-ended items. Questions asked include general information regarding the respondent's gender, amount of time worked and the position held within the organization. The closed ended questions, the possible answers were set out in the questionnaire and the respondents ticked the categories that best described their answers. Whereas in the open ended questions, no possible answers were given.

3.5 Data Collection Process

This refers to the techniques and procedure initiated by the researcher in gathering reasonable information for the study. Employees were asked on voluntary basis to complete the survey. Permission was seek from the district assembly director. The respondents were assured of their utmost confidentiality and then administered the questionnaires to them. Questionnaire was retrieved within three days. Questionnaires were designed and distributed to management and employees. Respondents were to express their views on the issue at hand. Questionnaires were issued to both management and employees. Fifty questionnaires were distributed to both management and employees and the completed questionnaires were to be collected within five days of distribution.

3.6 Data Analysis Procedure

To ensure accuracy in data collected, information received need to be coded, edited, cleaned and input into a computer. The data were processed using statistical package for social sciences (SPSS) software. Frequency distribution table and inferential statistics, thus, regression model analysis were used in presenting data generated.

CHAPTER FOUR

RESULT AND DISCUSSIONS

4.0 Introduction

This Chapter presents the result of collated data from the research in connection with the research objectives and questions discussed in the introductory chapter.

According to Pallant (2011), it is important to check and correct each if of the variable course that were out of the accepted range so as to avoid data incongruences. There was therefore the need to screen and clean data collected.

4.1 Demographic Characteristics of Respondent

Table 4.1: Showing Management Levels of respondents that took part in the study

Category of staff group	Responds	%
Management staff	10	20
Senior staff	25	25
Junior staff	15	55
Total	50	100

Source: Field work, 2022

Table 4.2: Gender of Respondent

Gender	Responds	%
Male	20	40
Female	30	60
Total	50	100

Source: Field work, 2022

This is category where data was collected according to the basis of male and female. This was shown below in table 2.

From the table 20 (40%) of the respondents are males and the remaining 30 (60%) are females.

4.1.1 Highest Educational Level

The level of educational of AFigya Kwabre South District Assembly Employees is represented in table.

Table 4.3: Highest Educational Level

Educational level	Frequency	%
Masters	10	20
First degree	24	48
Diploma/ Certificate A	16	32
Total	50	100

Source: Field work, 2022

According to the study result as seen in table 4.3 below, it's indicated that out of 50 respondents, majority of the respondents were 24(48%) had First degree are the highest followed by 10 constituting 20% of the respondents had master's degree, and the remaining 16 representing 32 also had Diploma/Certificate A as their educational qualifications.

Table 4.4: Age Status

Age Distribution	Responds	%
20-30	20	50
31-40	25	40
41-55	5	10
Total	50	100

Source: Field work, 2022

The age of employees in the organisation is also important because the old and young will have different perception about motivation. Table 4 indicates that 50% were between ages 20-30 and 40% were between 31-40 and 10% between the ages of 41-55. It was observed that a large group fall within the youthful stage which about 90% of the respondents. The Organisation can therefore tap from the abilities and skills of these people to increase productivity for a long time.

Table 4.5: Duration of service

Duration	Frequency	%
2-5	10	40
5 And Above	40	60
Total	50	100

Source: Field work, 2022

Most of the employees who have served more than five years represent 60%. They are found in the middle and the top level of management. The lower level who have duration of one year include those offering national service. This can be shown in the table above.

Table 4.6: Respondent's department

Information	Frequency	Percentage (%)
Department:		
Health	14	28
Disaster prevention unit	6	12
Planning and coordinating	8	16
Finance	20	40
Social welfare and communication development	2	4
Total	50	100

Source: Field work, 2022

Table 4.7 displayed the demographic features of respondents. Some of the demographic features include gender, age, marital status, and department. With the gender distribution of the respondents, it is seen that, the males considered were 28(56%) and the females were 22(44%) indicating more males in the study as compared to their female counterparts. Furthermore, the age distribution of the respondents showed that, 24(48%) aged 20-29 years, 18(36%) aged 30-39 years, 4(8%) aged 40-49 years and 4(8%) aged 50-59 years, indicating that, more of the respondents were in their 20s and few were in the 40s and 50s. Moreover, with the marital status of the respondents, 18(36%) were not married and 32(64%) were married, indicating that, there were more married staffs in the study as compared to the unmarried staffs. Finally, for the departments of staffs, 14(28%) were from the health department, 6(12%) were from the disaster prevention unit, 8(16%) from planning and coordinating unit, 20(40%) from finance unit and 2(4%) from social welfare and communication development unit.

4.2 What are the factors that motivate workers at the Afigya Kwabre District Assembly to perform

Table 4.7: Factors that motivate workers at the Afigya Kwabre south district assembly to perform.

Items	Frequency	%
Good and regular salary	10	20
Good and safe working conditions	9	12
Open communication	5	10
Full appreciation of work done	6	12
Feeling of belongingness	4	8
Sympathetic help from management addressing personal problems of employees	9	18
Promotion and growth in the organization	7	14
Total	50	100

Source: Field work, 2022

From Table 4.8 above, it is indicated that good and regular salary is a key factor that motivates employees within the Afigya Kwabre District Assembly as 10(20%) representing majority of the respondents asserted to this. The most chosen factor among the indicators by respondents can be analyzed in the light of Maslow's theory of needs. Interesting work is related to self-actualizing need, good wages to physiological need, job security to safety need, feeling of being well informed and involved to social need and finally promotion and growth in the organization and full appreciation of work done to self-esteem need. According to Maslow the higher needs occur when the lower needs are fulfilled. According to Maslow the higher needs occur when the lower needs are fulfilled. This might explain why good wages are one of the most important factors for students. Money is needed to satisfy all basic needs related to everyday expenses. When externally focused these may include the desire for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance, and appreciation. This implies respondents apart from the enticing and fat salaries and the numerous incentive packages at their disposal offered by management is not motivated to increase performance rather having management and colleagues repose some level of trust in them and according them the due respect alone is enough for them to maximise their performance.

Good and safe working conditions and sympathetic help from management in addressing personal problems of employees was most responded to as 9(18%) of the participants confirm to this. This finding corroborate with Maslow's (1970) safety needs in the hierarchy. This he said in the work setting translates into a need for at least a specific qualification to ensure employment security, and the assurance that a worker cannot be dismissed or sacked for irrelevant reasons and that appropriate levels of effort and productivity will ensure continued employment. Recent studies have shown that,

employees have now become more particular about the environment in which they work. An indication of this reflected in the survey conducted, when good working condition was second highest.

Additionally, 7(14%) of the participant also agreed that promotion and growth in the organization helps to motivate employees in any organization. This outcome is in relation to Kovach (2005). In his study, Kovach indicated interesting work and promotions and growth in the organisation is important factor for employee's motivation. Full appreciation of work done also help in motivating employees as 6(12%) of the participants affirmed to this indicator. Open communication 5(10%) and sense of belongingness 4(8%) was least responded to as few of the participants affirmed to this indicator as a factor that influences employee's motivation.

4.3 What is the effect of motivation on job performance of workers at the Afigya Kwabre South District Assembly.

The study continue to investigate the effect of motivation on the job performance of staff at the Afigya Kwabre south district assembly.

Table 4.8: Effect of motivation on job performance of workers at the Afigya Kwabre District Assembly.

Effects of motivation on job performance	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Promote quality of work	5(10%)	4(8%)	2(4%)	1(2%)	12(24%)
Increase employees moral	4((8%)	6(12%)	1(2%)	3(6%)	14(28%)
Survival and continuity in the organization	2(4%)	4(8%)	3(6%)	2(4)	11(22%)
Promotes organizational growth	3(6%)	6(12)	0(0%)	0(0%)	9(18%)
Employee's loyalty	1(2%)	3(6%)	0(0%)	1(2%)	4(8%)
Total					50(100%)

Source: Field work, 2022

In order to ascertain how employee motivation can positive impact on an organisation, the respondents were asked to indicate their agreement to this effect and rank them by using the following indicators 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly agree. The results are shown in table 4.9 above. From the table, it was shown that the respondents stated that the positive impact of employee motivation on an organisation are increase employees moral been the highest percentage, quality of work as the second highest, Survival/continuity in an organization, organisational growth, employees loyalty. Southern (2007) proposes that boosting employee morale and enthusiasm in the organization is one the most important things that can be done by management. Management need to pay much attention to boosting employee moral as this can extend to making employee enjoy doing what they do and this can also translate into employee loyalty. If management is not paying attention to the morale of employees, they can be assured that the business will begin to see drop in productivity, as well as a lack of loyalty. The keys to raising the morale of ones' office or workplace begin with one simply paying attention.

More so, commitment to a worthy course is one of the attributes of motivation. According to Joe and Associates (2005) many of the world's corporations today suffer from low employees' morale and performance, which lead to poor-quality products and services, and higher costs. This is because managers today in most corporations lack the listening, feedback, and delegation skills needed to enhance employee commitment and improve productivity.

Table 4.9: Chi-Square test of independence of motivation and job performance

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.058 ^a	1	.004		
Continuity Correction ^b	.500	1	.479		
Likelihood Ratio	1.040	1	.308		
Fisher's Exact Test				.043	.038
Linear-by-Linear Association	1.037	1	.309		
N of Valid Cases	50				

Source: Field work, 2022

Table 4.11 displayed the Chi-Square of independent test to determine whether there is a significance effect between motivation and performance. It is observed from the table that, the p-value (0.004) is less than the level of significance (0.05), indicating that, there is a significance association between performance and motivation of staffs.

4.4 What is the effect of gender of the job performance of workers at the Afigya Kwabre District Assembly.

Here the researcher seeks to find out the effect gender on workers job performance. This was done by finding out from the respondents whether or not there is a statistically significant effect of gender on the job performance of workers at the Afigya Kwabre District Assembly. This was answered using regression analysis from SPSS (version 23). Table 4.11 shows the results.

Table 4.10: Effect of gender of the job performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.395	.238		10.060	.000
	Gender	.401	.058	.400	6.877	.000

a. Dependent Variable: Job Performance
R=0.400, R²=0.016, F=47.287, P-value=0.000

Source: Field work, 2022

Regression model was performed to determine the effect of gender on the job performance of workers at the Afigya Kwabre District. The regression model was significant ($F = 47.287$, $p < .01$), with an R indicating that there is 40% of the effect of gender on the job performance of workers within the assembly which can be explained by the predictor variable (gender). Furthermore, the change in R was statistically significant indicating that gender has an effect on the job performance of workers within the district assembly unit, $0.016 < 0.05$ level (2 tailed).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents summary of the study, conclusions, recommendations and suggestions for further researches have also been provided in this chapter.

5.1 Summary of the study

This study investigated the effect of motivation on job performance of employees in the Afigya Kwabre south district assembly workers. The study was guided by three objectives, out of it, one researcher question and two research hypotheses were derived. A descriptive survey design was used with a sample of fifty employees was drawn out of the entire workforce of hundred employees using simple random sampling. The instrument used in gathering the data was closed-ended questionnaire. Data were analysed using frequency, percentages and regression model.

5.2 The findings of the study:

Factors that motivate workers at the Afigya Kwabre South District Assembly

The study found that the key factors that motivate Afigya Kwabre South District Assembly staff were good and regular salary, good and safe working conditions, sympathetic help from management in addressing personal problems of employees, promotion and growth in the organization, full appreciation of work done, open communication and sense of belongingness.

Effects of motivation on job performance 88 percent of the respondents strongly agreed that motivation has effect on job performance of respondent. Also the study showed that motivated staff increases employees moral, improves quality of work, survival and continuity in an organization, organisational growth, and employees loyalty. Further, the study displayed the Chi-Square of independent test to determine whether there is a significance relationship between motivation and performance. The p-value (0.004) is less than the level of significance (0.05), indicating that, there is a significance association between job performance and motivation of staffs.

Effect of gender on the job performance of workers at the district assembly

In order to know this, regression model was performed to determine the effect of gender on the job performance of workers. The regression model was significant ($F = 47.287, p < .01$), with an R indicating that there is 40% of the effect of gender on the job performance of workers.

5.3 Conclusions

The study examined the effect of motivation on employee job performance at Afigya Kwabre south district assembly. The study has made it evidently clear that the motivational factors that influence an organisation's employees to give of their best to their organization. To this end, the study concludes that the effect of employee motivation on job performance are quality of work, high productivity, survival and continuity, organisational growth, employee loyalty to the organisation; and boost employee morale. Finally, gender had effect on the job performance of workers therefore management at the district assembly should encourage its worker, being either a male or female to work diligently whatever role they are responsible for.

5.4 Recommendation

Based on the findings revealed above, the following recommendations are provided for management at the Afigya Kwabre south district assembly.

1. It is highly recommended that the management should provide good and regular salary to the employees. Since the majority of the employees are in their youthful ages and it has been shown that the youthful are mostly motivated by good salaries while those in older age brackets are motivated by interesting work, management should continue in its good efforts to provide its employees with these good and regular salary.
2. Also, management should also ensure that employees are given promotions and seek their growth in the organisations. They should equally provide good working conditions, job security, opportunity for personal growth, full appreciation of work done, open communication and sympathetic help from management addressing personal problems of employees.
3. The management should increase staff motivation by providing rewards to those who 'give that little extra' hard work. Schemes that can be used to reward employee based on their performance include profit sharing and annual bonus.
4. Workers condition of services should be improved in order to promote and ensure workers safety, security, and healthy working environment.

5.5 Suggestion for further study

For future researchers who may embark on similar study to include all workers from all department in the assembly office. Also both quantitative and qualitative data should be gathered to help in the generalization of the study. This would help provide an extensive but wide reaching picture of the subject matter.

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APPENDIX
QUESTIONNAIRES

Dear Sir/Madam,

This study is being conducted on the topic “Effect of motivation on employee job performance at the Afigya Kwabre South District” for an academic purpose. I would be very grateful if could respond to the following questions. Information provided in this regard shall be used purposely for academic endeavour and shall be treated strictly confidential.

PART ONE: PERSONAL INFORMATION

Section A: Personal Data

1. Gender: a) Male [] b) Female []

2. Age:
 - a) Less than 21 years []
 - b) 21- 40 years []
 - c) 41-60 years []

3. What is your highest educational level?
 - a) Diploma/Certificate A []
 - b) First degree []
 - c) Masters []

4. How long have you been working with this organisation?
 - a) 2-5 years []
 - b) 5 years and above []

5. What is your rank?
 - a). Junior staff []

b). Senior staff []

c). Management []

6. Which department do you work with?

a). Health []

b). Disaster prevention unit []

c). Planning and coordinating []

d). Finance []

e). Social welfare and communication development []

PART TWO: Factors that Motivates Employees

Motivational schemes on production for workers at Afigya Kwabre South District assembly KODIE KUMASI

You are requested to indicate your agreement to the following factors or indicators that really motivate you to give of your best in terms of work performance in this organisation. Please tick (✓) as appropriate using the Scale: 1 = Strongly agree, 2 = Agree, 3 = Disagree, 4= Strongly disagree

S/N	Factors that motivate employees	1	2	3	4
8	Good and regular salary				
9	Good and safe working conditions				
10	Open communication				
11	Full appreciation of work done				
12	Feeling of belongingness				
13	Sympathetic help from management addressing personal problems of employees				
14	Promotion and growth in the organization				

PART THREE: Effect of Motivation on employee’s job performance

15. Do you agree that motivation can cause employees to contribute their maximum towards the achievement of the goals of the organisation?

a) Strongly agree []

b) Slightly agree []

c) Not sure []

You are requested to indicate your agreement to the following factors or indicators that really motivate you to give of your best in terms of work performance in this organisation. Please tick (√) as appropriate using the Scale: 1 = Strongly agree, 2 = Agree, 3 = Disagree, 4= Strongly disagree

S/N	Effects of motivation on job performance	1	2	3	4
16	Promote quality of work				
17	Increase employees moral				
18	Survival and continuity in the organization				
19	Promotes organizational growth				
20	Employee’s loyalty				

I am most grateful for your time and contributions