

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF MOTIVATIONAL FACTORS ON EMPLOYEES'
PERFORMANCE IN AN ORGANIZATION: A STUDY OF GOLDEN TULIP
KUMASI CITY HOTEL**


JAPHETH SOLOMON BOYE

2019

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**A PROJECT REPORT SUBMITTED TO SCHOOL OF GRADUATE STUDIES,
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THE REQUIREMENTS FOR THE AWARD OF A MASTER OF BUSINESS
ADMINISTRATION DEGREE IN HUMAN RESOURCE MANAGEMENT**

JULY, 2019

DECLARATION

STUDENTS DECLARATION

I, **JAPHETH SOLOMON BOYE**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work and that and that 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 and supervision of the dissertation laid down by the University of Education, Winneba.

Supervisor's Name: MR KINGSLEY AGYAPONG

Signature.....

Date.....

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I would also like to express my unending gratitude to my parents, Mr. Emmanuel Mensah and Mrs. Sarah Afrah Mensah, Rose Gyile and Vivian Mprah Annan for their wonderful support and encouragement given towards this project.

Finally, I would like to acknowledge all the authors whose work have been quoted directly or indirectly to support my research work, all my colleagues and friends who in one way or the other supported me throughout my studies.

DEDICATION

This research work is dedicated to my beloved parents Mr. Emmanuel Mensah and Mrs. Sarah Afrah Mensah, and my sisters Rose Gyile and Vivian Mprah Annan for their unlimited support in realizing this life time dream. May the Almighty God bless them exceedingly for making everything successful.

I also dedicate this piece of work to my loved ones and colleagues for their support and contribution in helping me to achieve this fate and dream.



ABSTRACT

The purpose of the study was to determine the impact of motivational factors on employees' performance in an organization, a study of Golden Tulip Kumasi City Hotel. The objectives of the study were to analyse the influence of monetary dynamics on employee's performance, to examine the outcomes of the various job designs on employee's performance, and to ascertain the effects of staff training and development on employee's performance. The population for the study was 120 respondents and a sample size of 97 was selected through the random sampling method. Questionnaire was the main instrument for data collection. The study revealed that, Golden Tulip Kumasi City Hotel uses monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances to motivate workers. Moreover, the Hotel uses non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms to motivate them. The study also revealed that, employees are happy with their job design in terms of the tasks that they perform and the Hotel involved them in the job design, thus motivating them to perform better. The study recommended that management of the Golden Tulip Kumasi City Hotel should continue to give frequent allowances to staff to motivate employees to work effectively. Moreover, worker's salaries should be increased to enhance employee's goal achievement and job performance. The study again recommended that, management of Golden Tulip Kumasi City Hotel should organize periodic career development programs to enhance employees' prospects for future developments and goal achievements. There is the need to provide sufficient funds to enhance employee commitment to training and also provide adequate infrastructure to enhance training and development initiatives.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every organization wants to be successful, even in current environment which is highly competitive. Therefore, companies irrespective of size and market, strive to motivate their best employees, acknowledging their important role and influence on organizational effectiveness (Dobre, 2013). In order to encourage performance, companies should create a strong and positive relationship with its employees and direct them towards task fulfilment (Albeiti, 2015). In order to achieve their goals and objectives, organizations develop strategies to compete in highly competitive markets and to increase their performance (Knapp & Mujtaba, 2010).

However, just a rare establishments consider the human capital as being their core asset, capable of leading them to success or if not managed properly, to deterioration (Dinler, 2008). This implies that, if employees are not satisfied with their jobs and not motivated to fulfill their tasks and achieve their goals, the organization cannot attain success. What makes the personnel of every organization 'go the extra mile' to deliver excellent service? The solution to this question rests on this self-conducted research paper. Motivation is actually an amalgamation of elements that operate within each individual and requires a combination of approaches. In general sense, motivation can be referred as a combination of motive and action. (Vroom, 2001) has suggested that performance can be thought of a multiplicative function of motivation and ability. That is $\{P=F(M.A)\}$. The model of motivation is based upon a definition of motivation as 'a process governing choices made by persons or lower organisms among alternative form of voluntary activity' (Vroom, 2001).

Also, research reveals that an employee's ability only partially determines his output or productivity (Bartol & Martin, 2000). The other major determinant is his or her motivational level. Psychologically, forces that determine the direction of a person's behavior in an organization, a person's level of effort and a person's level of persistence is motivation (Bernard Wiener, 2001). Employee motivation plays a vibrant role in the management field, both theoretically and practically. It is said that one of the important functions of human resource manager is to ensure job commitment at the workplace, which can only be achieved through motivation (Joseph Akhigbe, 2009).

There is general agreement that people are motivated in situations where they can participate, they can feel accomplishment and receive recognition for their work, where the communication is frequent and where there are opportunities for career development and knowledge growth (Bernard Wiener, 2001). A central concern of industrial relations is the identification and measurement of factors associated with individual differences in employee job performance.

And this identification and measurement are the basic function of motivational factors or tools. Motivation is crucial for good performance and therefore it is increasingly important to study what motivates employees for better performance, so the researcher of this study suggests that more and more research should be conducted to find out the other factors that affect employee performance significantly.

1.2 Statement of the problem

Numerous studies have been carried out relating to employee motivation, but few have concentrated on its impact on employees' performance, rather focusing on the motivational techniques (Dinler, 2008). A study by Uzona (2013) revealed that employees from different regions and cultures would not be motivated using the same

motivational techniques, meaning that different techniques may need to be applied for different regions and cultures. In the modern competitive world, business organizations are facing ever-growing challenges regarding commitment, engagement, belief, recruitment and retention of their employees. Multiple studies in different countries and across industries show that employees who are passionate about their jobs and the organizations in which they work are in the minority. Motivation is about giving your staff the right combination of guidance, direction, resources, and rewards so that they are inspired and keen to work in the way that employer might want them to do. So, a large portion behind these difficulties can easily be solved by imparting proper motivation. In the fierce era of competition, organizations nowadays are more emphasizing on the management of human resources and manager's ability of managing his employee effectively is a successful one. Therefore motivational tools are the most effective in this context and there is the need to always keep in mind that employees are not motivated solely by money and employee behavior is linked to their attitudes.

The essence of the study is to find out at what level of employee engagement in decision making can motivate the employees to not only ameliorate their diligence but also their perseverance and resolution. Motivation has the role to develop and intensify the desire of every member of an organization to work effectively and efficiently. Therefore, this sought to find out the impact of motivation on employees' performance at Golden Tulip Kumasi City Hotel in the Ashanti Region of Ghana.

Staff Training and Employees motivation

No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. For example, the employees at the Golden Tulip City Hotel should have good training programme. This will give the employees professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task at the workplace.

1.3 Purpose of the Study

The purpose of this study was to determine the impact of motivation on employees' performance using the case of Golden Tulip Kumasi City Hotel in the Ashanti region of Ghana.

1.4 Objectives of the study

The objectives of the study were:

1. To analyze the influence of monetary dynamics on employees' performance
2. To examine the outcomes of the various job designs on employees' performance
3. To ascertain the effects of staff training and development on employees' performance

1.4.1 Research questions

1. How can the analysis of monetary dynamics influence employees' performance?
2. what is the effect of job design on employees' performance?
3. How does training and development affect employees' performance?

1.5 Significance of the Study

Motivated employees are needed in our rapidly changing workplaces. Ghana as a developing country, to enhance continuous growth, it is imperative that our economy is well governed, and we can therefore provide our maximum effort in our workplaces to ensure that results are achieved. Consequently, we need to know where we standing right now in case of employee motivation and what else we need to do to ensure more efficient performance from our employee. Hence, the significance of this study is indisputable. The study therefore examines the impact of motivation on employees Performance at Golden Tulip Kumasi City Hotel. The motivation for the study is stimulated by the low level of awareness on employee motivation as compared to the employees of similar organizations. The study will therefore serve as a support to the body of existing literature related to motivation system in Ghana Hospitality Industry, which will serve as a guide to researchers and to provide data upon which further studies could be concluded. The research findings and results that will be reported in this study will provide the management of Golden Tulip Kumasi City Hotel with more dependable, consistent, and scientific way of motivating and appraising the level of their employees' performance.

1.6 Scope of the Study

The study is conducted in one of our country's renowned hotels in the hospitality industry, Golden Tulip Kumasi City in the Ashanti Region of Ghana. This research work is conducted in a single branch of Golden Tulip brands in the Ghana on about 80 employees. The survey is conducted on employees of different levels and on employees with different experiences. The research is conducted in Kumasi in the Ashanti Region, and there is the use of closed ended descriptive questionnaire for data collection from

the respondents. In Ghana, there are several more similar hotels where such studies can easily be conducted and the result could be used for their benefits and would also improve employee relationship with top management.

1.7 Limitation of the Study

The research has certain limitations and therefore is limited to Golden Tulip Kumasi City Hotel in the Ashanti Region of Ghana due to lack of adequate financial resources to acquire data from other branches. Also, time frame for the completion of this research would be a major limiting factor which might affect the conduct of a comprehensive research on the impact of motivation on employee performance in Golden Tulip Kumasi City Hotel. However, in spite of these constraints, all effort would be made to come out with comprehensive research findings.

1.8 Organization of the Study

This work would be organized into five chapters where, Chapter one would deal with the introduction. This takes a look at the background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, scope of the study, limitations of the study as well as the organization of the study. Chapter Two would deal with reviewing existing literature that primarily deals with discussions and review of literature related to the concepts of the research. The third chapter describes the methodology adopted for the study. This includes the research design, area of study, population, sample and sampling techniques, research instrument, administration of the questionnaire, and data analysis procedure. Chapter Four comprises compilation, analysis and discussion of data collected from the fieldwork. Chapter Five also looks at the summary of the findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature to cover the research objectives like the impact of monetary motivational factors on the performance of employees, the impact of job enrichment on the performance of staff, and the impact of staff training and development on the performance of employees. Moreover, issues like motivation, intrinsic motivation, extrinsic motivation, theoretical framework, types of motivation theories and their impact on employees performance, Herzberg motivation/hygiene theory and its impact on employee's goal achievement, Maslow's hierarchy of needs theory, Leader-Member Exchange theory, Lewin's Level of Aspiration Theory, Atkinson's Achievement Motivation Theory and its impact on employee goal achievement, Clayton Alderfer's ERG Theory and its' Impact on Employees goal achievement, McClelland's theory of needs and impact on employees goal achievement, equity theory and impact on employees goal achievement, reinforcement theory and impact on employee goal achievement, Goal-Setting Theory by Locke and Latham, impact of monetary factors on employee performance, monetary rewards, impact of job design on employee, job rotation, job enrichment, job enlargement, impact of staff training and development on employee performance, formal training courses and development programs, job rotation and transfers, coaching and/or mentoring, orientation, conferences, role playing, effect of training on performance, and factors that hinder employee performance.

2.1 Definition of Terms

2.1.1 Motivation

According to Re'em (2011) motivation is coined from the Latin word motus, a form of the verb movere, which means to move, influence, affect, and excite. Motivation can also be defined as the act of providing motive that causes someone to act (Shanks, 2012).

2.1.2 Intrinsic Motivation

Intrinsic motivation originates from within the individual and causes the individual to feel stimulated internally (Re'em, 2011). According to Burton (2012) intrinsic motivation is more about an individual's self-satisfaction and the reward is normally within the action itself and does not need any external factors to influence behavior.

When one pursues an activity for the pure enjoyment of it, he or she does that because he or she is intrinsically motivated. One's motivations for engaging in the behavior arise entirely from within rather than out of a desire to gain some type of external rewards such as prizes, money, or acclaim. Of course, that is not to say that intrinsically motivated behaviors do not come with their own rewards. These rewards involve creating positive emotions within the individual. Activities can generate such feelings when they give people a sense of meaning like participating in volunteer or church events. They might also give a sense of progress when one sees that work is accomplishing something positive or competence when one learns something new or becomes more skilful at a task.

2.1.3 Extrinsic Motivation

People sometimes act because external factors have influenced them or prompted them to act in a certain way, and this is referred to as extrinsic motivation (Ryan & Deci,

2000). As opposed to intrinsic motivation where the reward of the action is within the action itself, for extrinsic motivation the outcome or reward is separable from the activity itself and is caused by external factors (Re'em, 2011).

Extrinsic motivation is usually demarcated as the tendency of engaging in activities in order to gain some type of known, and external reward. It is important to note that these rewards can either be tangible or psychological in nature. Money and trophies are two common types of tangible rewards. People engage in activities that they might normally not find terribly enjoyable or rewarding in order to earn a wage. For example, athletes often engage in strenuous and difficult training sessions in order to be able to compete in sporting events in order to win trophies and awards.

Psychological forms of extrinsic motivation can include praise and public acclaim. For example, a child might clean her room in order to receive positive praise from her parents, an actor might perform in a role in order to obtain attention and applause from his audience. In both of these examples, while the reward is not physical or tangible, it is a type of motivating reward that is external to the actual process of participating in the event.

2.2 Theoretical Framework

2.2.1 Types of Motivation Theories and their impact on Employees Performance

This section dealt with motivational theories like Herzberg motivation theories, expectancy theories of motivation and their impact on employee goal achievement, Lewins' level of aspiration theory, Atkinson's achievement motivation theory and its impact on employee goal achievement, Vroom's expectancy theory and impact on employee goal achievement, Clayton Alderfer's ERG theory and impact on employees goal achievement, McClelland's theory of needs and impact on employees goal

achievement, equity theory and impact on employees goal achievement and reinforcement theory and impact on employee goal achievement.

2.2.2 Herzberg Motivation/Hygiene Theory and its impact on employee's goal achievement

Herzberg's motivation/hygiene theory is also known as the two-factor theory. Herzberg started to study job satisfaction in the 1950's in Pittsburg. The basis of Herzberg's work is in the Maslow's Hierarchy of Needs. He started with the idea that what causes the job satisfaction are the opposite of those things that cause job dissatisfaction (Salanova and Kirmanen, 2010). However, after studying thousands of books he could not draw any guidelines. He conducted a survey where he asked participants to identify those things that made them feel positive with their job and those that made them feel negative.

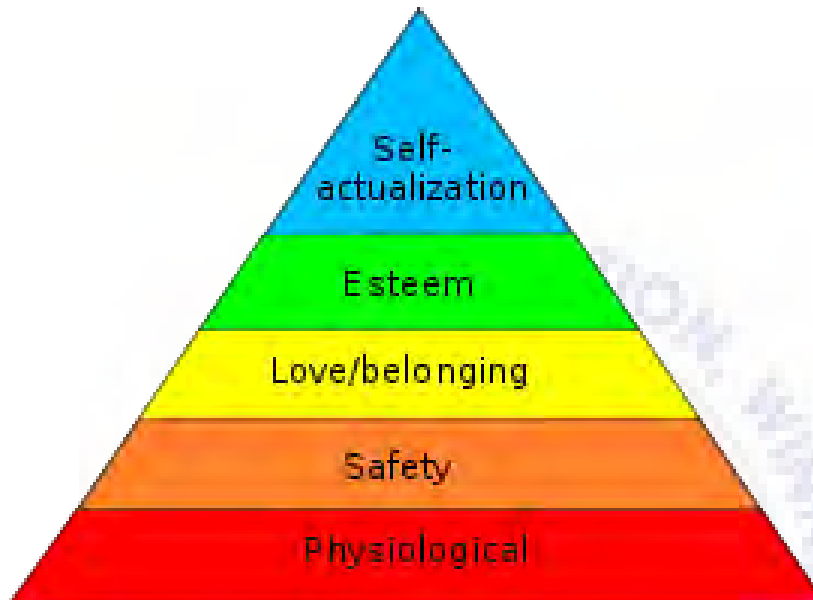
As a result Herzberg found out that what makes people happy is what they do or the way they are utilized and what makes people unhappy is the way they are treated. Things that make people satisfied at work are different from those that cause dissatisfaction so those two feelings cannot be opposite. Based on these findings Herzberg created his theory of Motivators and Hygiene factors. Both factors can motivate workers but they work for different reasons. Hygiene factors tend to cause only short-term satisfaction to the workers while motivators most probably cause longer-term job satisfaction (Mullins, 2007).

2.2.3 Maslow's hierarchy of needs Theory

According to Maslow a need is a requirement for survival and well-being and motivation of a person depends on the strength of their needs. Maslow (1946) suggested

that human needs are arranged in a series of levels, a hierarchy of importance, usually displayed in the form of a pyramid as shown in Figure 2.1.

Figure 1: Maslow's hierarchy of needs



Source: Maslow, (1946)

The lower-level needs (psychological, safety and social) are at first predominant: people's behaviour is directed towards satisfying these needs. Once the lower-level needs are met, people direct their behaviour toward satisfying their need for self-esteem and self-actualisation (the ultimate motivator). Physiological needs i.e. a person's needs for food, drink, shelter, sex and other physical requirements. Safety needs i.e. a person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met. Social needs i.e. a person's needs for affection, belongingness, acceptance, and friendship.

Esteem needs i.e. a person's needs for internal esteem factors, such as self-respect, autonomy, and external esteem factors, such as status, recognition and attention. Self-actualisation i.e. a person's needs for growth, achieving one's potential, and self-

fulfillment; the drive to become what one is capable of becoming. Wahba & Bridwell (2016), found little evidence for the ranking of needs that Maslow described or for the existence of a definite hierarchy at all. Hofstede (2014) described the order in which the hierarchy is arranged (with self-actualization as the highest need) as being ethnocentric.

Cianci and Gambrel (2013) reinforces these criticisms in their argument that:

“Maslow's hierarchy of needs fails to illustrate and expand upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The needs and drives of those in individualistic societies tend to be more self-centered than those in collectivist societies, focusing on improvement of the self, with self-actualization being the apex of self-improvement. In collectivist societies, the needs of acceptance and community will outweigh the needs for freedom and individuality”.

In an article by Bennett (2009), he stated that while Maslow's theory has its uses, most modern management experts and psychologists regard it with some suspicion. One obvious criticism is that the hierarchy doesn't take into account acts of selflessness, bravery, charity and heroism. Herzberg (1968) proposed another well-known approach which is also known as motivator-hygiene. This theory implies that there are two different sets of factors, hygiene and motivators or satisfiers, which affect individual motivation and job satisfaction (Ott, 2009). Herzberg (1968), discovered that there were certain factors associated with job satisfaction (motivation factors) which are those factors that are related to the content of one's job and are necessary to maintain a reasonable level of motivation among employees, such as the nature of the work itself, the possibility for growth, responsibility, advancement, recognition and status.

A completely different set of factors are associated with dissatisfaction which are referred to as hygiene or maintenance factors. For instance, inadequate monthly salary to employees could cause dissatisfaction at work when hygiene factors are absent, for example, when good relations with supervisors and peers, good pay and working conditions, job security and among others are absent (Herzberg et al, 1959; Ott, 2009). However, a high salary would not necessarily cause job satisfaction. Herzberg (1968) work challenged the central thesis of Taylorism that job satisfaction was one-dimensional, ranging along a continuum from satisfaction to dissatisfaction.

Instead, Herzberg (1968) found motivation to be two-dimensional. Herzberg's (1968) theory has been labeled as the two-factor theory. Moreover, the hygiene factors, if correct, did not cause any dissatisfaction, neither did they motivate workers. However, when they were not right, they led to dissatisfaction and exerted negative impact. Thus, supervisors ought to look for the motivators. When management provides employees with the motivators such as recognition, acceptance and responsibility, job satisfaction is obtained and motivation is high. If such factors are not right, job satisfaction and therefore motivation will be lacking. Hackman and Oldham (2016) noted that the theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors. Mullins (2016) agrees that the motivation-hygiene theory by Herzberg has extended Maslow's hierarchy of need theory and is more directly applicable to the work situation. Herzberg's theory suggests that if management is to provide positive motivation then attention must be given not only to hygiene factors, but also to the motivating factors. McClelland (2008) suggests the need to satisfy basic human needs: achievement, power and affiliation. Employees are said to accomplish the most when they a need for high achievement. Employees with the strong need for achievement tend to set goals that are

moderately difficult, to set out feedback on their performance, and to generally preoccupy with accomplishment. Employees differ in the extent to which they experience need for achievement, affiliation and power. The theory is not preoccupied in specifying a hierarchical relationship among the needs but first three motives correspond roughly to Maslow's self-actualization, esteem and love needs. Many attempts have been made to classify needs because of the long standing debate as to how many categories of needs exist. Some claim there are only two needs while others say there are seven (7) and Existence, Relatedness, and Growth theory is a well-known simplification.

Alderfer (1972) reorganizes Maslow's needs hierarchy into three levels: Existence (Physiological and safety), Relatedness (social) and Growth (esteem and self-actualization). Alderfer (1972) maintains the higher and the lower order needs who agree with Maslow (1946) that satisfied needs motivate individuals. Therefore, based on Maslow (1946) work managers or leaders are expected to meet the lower-level needs of their employees so that they will not dominate the employee's motivational process. Management should get to know the people's needs and to meet them as a means of increasing performance. Unlike Maslow (1946) theory, the results of Alderfer (1972) work suggest that lower-level needs do not have to be satisfied before a higher-level need emerges as a motivating influence. Existence, Relatedness, and Growth Theory states that an individual is motivated to satisfy one or more basic sets of needs. Therefore if a person's needs at a particular level are blocked then attention should be focused on the satisfaction of needs at the other levels (Mullins, 2016).

2.2.4 Leader-Member Exchange theory

Leader-member exchange (LMX) theory and research suggest that the quality of the exchanges that develop between employees and their leaders are predictive of

performance-related and attitudinal job outcomes, especially for employees (Gerstner & Day, 2017; Graen & Uhl-Bien, 2015). LMX theory is unique among leadership theories in its focus on the dyadic exchange relationships between supervisors and each of their subordinates (Gerstner & Day, 2017). High-quality exchange relationships are characterized by mutual trust, respect, and obligation that generate influence between an employee and his or her supervisor. Low-quality exchange relationship, on the other hand, are characterised by formal, role-defined interactions and predominantly contractual exchanges that result in hierarchy-based downward influence and distance between the parties.

Goal orientations may influence how employees approach, interpret, and establish their relationships with their supervisors. Employees with mastery goal orientations strive to develop their competence, skills, and ability. Given this focus, supervisors should be of interest as valuable sources of work-related knowledge, information, and experience that can provide employees with prospects for skill development and self-improvement. Therefore, mastery-oriented employees may tend to frequently seek social exchanges with their leaders in order to discuss and learn how to better deal with emerging problems and opportunities when performing their jobs. These exchange interactions may help employees to succeed in their goal of improving ability and skill.

Furthermore, given mastery-oriented employees' intrinsic work motivation and willingness to work hard, supervisors may provide these employees with support, decision latitude, and freedom so that they can initiate, control, and carry out their tasks without excessive supervision. In turn, employees may reciprocate by working hard, doing extra tasks needed for performance improvement, and performing spontaneous and innovative extra role behaviors going beyond contractual expectations (Basu & Green, 2017; Howell & Hall-Merenda, 2009). As such, exchanges between mastery-

oriented employees and their supervisors are likely to develop to high levels. That is, they can count on each other for support and loyalty, share important informational and behavioral resources, and base the exchange process on mutual trust, respect, and obligation (Graen & Uhl-Bien, 2015; Howell & Hall-Merenda, 2009).

In contrast, employees with performance goal orientations strive to outperform others and to demonstrate superiority. Given this focus, they may perceive supervisors as threats, as their higher rank suggests that their attributes (such as intelligence and abilities) are superior to those of the subordinate employees. Moreover, performance oriented employees tend to believe that the attributes people have are fixed and primarily a product of innate talent (Dweck, 2009). Consequently, such employees may see little possibility of ever showing superior competence in their relationships with their supervisors. In exchanges with their supervisors, they will always be confronted, by definition, with their own inferiority. Therefore, employees with performance orientations may prefer to restrict their interactions with their supervisors to the necessary economic exchange behaviors required and mandated by their formal employment contracts.

Given their extrinsic work motivation and meaning systems (Dweck, 2009), supervisors might be less willing to provide performance-oriented employees with decision latitude and autonomy for carrying out their tasks. Thus, leader-member exchanges are likely to be formal and impersonal and characterized by economic exchange behaviors and social-emotional distance between the exchange parties (Graen & Uhl-Bien, 2015).

2.2.5 Lewin's Level of Aspiration Theory

The Lewin's Level of Aspiration Theory explains that if an individual used their skills at the level at which they are, then they could succeed (Lewin, 1935). He defined level of aspiration as "the goal or standard that an individual set for themselves in a task,

based on past experience and familiarity with the task". The findings suggested that expectancy and value are two of these key variables. In this theory, an individual's level of aspiration is based on two elements: Expectancy in regards to the possibility of achieving the task and the person's value components. In other words, one who is generally successful will select goals that are within their potential to achieve and will raise the bar as they progress.

Prior research by Schunk and colleagues found that successes at a task generally led to increased aspirations while failure led to decreased aspirations; as well as the fact that persons who are considered by either themselves or others to be of higher abilities, tended to set higher goals than those considered as having lower abilities (Schunk *et al*, 2008). This theory will persuade employees to strive hard to achieve success in their task for their aspirations to increase and shun attitudes like lateness that can decrease their aspirations.

2.2.6 Atkinson's Achievement Motivation Theory and its Impact on Employee

Goal Achievement

Atkinson (1957) developed a second theory called Atkinson's Achievement Motivation Theory. The theory goes beyond value and expectancy to add individual needs as a motivational factor. He labelled needs as motives, expectancies as the probability for success and values or valence as the incentive value. When these three were combined, they resulted in the individual's behavior or action. He categorized achievement motives as being either motive to approach success, which should propel an individual to seek success, and motive to avoid failure, which should deter an individual from failure.

The theory therefore argues that individuals whose motives for success were high would approach tasks with an attitude that they can and will be successful and therefore

engage in achievement tasks. On the other hand, if individuals had a high motive to avoid failure, and the embarrassment and shame that was associated with that failure, then they too would be motivated to participate and succeed in tasks in order to be spared the embarrassment. With this theory, employees will be able to raise their motives for success always high so as to achieve the desired results and resist motives that will affect their success to avoid embarrassment.

Cross (2001) added that expectancies are tied to self-perceptions. With expectancy, the individual has to believe that he or she has the ability to achieve a particular task. She asserts that if the individual doubts their abilities to be successful at a task, then there will be no motivation for that specific task. Further, she adds, the fear of failure is so intense for some that it causes the individuals to engage in behaviors that result in the feared failure (Cross, 2001). The motivation in this situation is not to be successful, but to avoid failure. Expectancy then hinges on two types of motivation: achievement motivation, which is the motivation to succeed; and fear motivation, which is the motivation to avoid failure.

The analogy Cross (2001) presented to paint a vivid picture of both types of individuals was that of a strong versus a weak swimmer falling down a waterfall. The stronger swimmer focuses his efforts on getting to safety, while the weaker swimmer fearfully tries to avoid being consumed by the water. The first is achievement-directed while the second is fear-threatened (Cross, 2001). This theory will enable employees to always boost their self-confidence and believe in themselves as having the required abilities to perform a given task.

Moreover, self-worth and attribution also influence expectations. Self-worth refers to the how the individual feels about his or herself and his or her abilities. The person with high self-worth will see himself or herself as being worthwhile and capable. Ironically,

Cross (2001) highlighted that based on the competitive nature of the American school system, a child generally prefers to be thought of as being lazy rather than being viewed as stupid. Covington and Omelich (2009) argue that effort is a “doubled-edge sword”, meaning effort can lead to success, but in the event of a task attempted and failed, it causes one to question abilities. Attribution, on the other hand, is a factor to which individuals attribute success or failure.

The four factors include ability, effort, task difficulty, and luck. Students who feel they have more power or control over their academic performance tend to be more highly motivated and are generally more successful than those who attribute their results to external variables such as luck (Cross, 2001). The impact here will be that employee’s will always expose themselves to feelings that will lead to positive outcome and resist feelings that can lead to negative outcome and realized that performance of work is dependent on their abilities not luck.

Vroom’s Expectancy Theory states that an individual’s choices are linked to the psychosomatic events occurring at the same time as the behavior (Vroom, 1964). He establishes the relationship between one’s expectations that they have the ability to do what is required, that the outcome is desirable and that the promised outcome will be delivered if they do their part. There has been expansive debate as to whether or not employees can in fact be motivated to work harder. This study investigates applying Vroom’s (1964) theory to their students. As previously stated, expectancy is the individual’s belief as to whether or not the outcome is possible.

Many seemingly “unmotivated” employees display timid attitude to work” where they simply stop trying or pretend to lack abilities (Bruns, 2012). From these theories, it can be deduced that, employee’s will be sluggish in the performance of their duties if they see no elements of motivation in what they do resulting in poor attitudes towards work

hence causing a reduction in performance. Hersey, Blanchard, and Johnson (2016) support the argument that needs cause behavior or force action, and motivated behavior will increase if one perceives that they have both the ability (expectancy) to achieve a valued task (valence) and are confident that they will be rewarded.

2.2.7 Clayton Alderfer's ERG Theory and the Impact on Employees goal achievement

Alderfer (1960) attempted to rebuild the hierarchy of needs of Maslow into another model named ERG that is, Existence – Relatedness – Growth. According to him there are 3 groups of core needs. The existence group is concerned mainly with providing basic material existence. The second group is the individuals need to maintain interpersonal relationship with other members in the group. The final group is the intrinsic desire to grow and develop personally. The major conclusions of this theory are: For an individual, more than one need may be operative at the same, if a higher need goes unsatisfied, then the desire to satisfy a lower need intensifies and it also contains the frustration-regression dimension (Alderfer, 1960). In short, if the major needs are unsatisfied, they will feel reluctant to contribute their quota to the task given them by their managers hence affecting their goal achievement and performance. Managers should always try to do their part to motivate their employees for them to work hard to increase productivity.

2.2.8 McClelland's Theory of Needs and Impact on Employees goal achievement

McClelland (2015) has developed a theory on three types of motivating needs. These are need for power, need for affiliation and need for achievement. Basically people with high need for power are inclined towards influence and control. They like to be at the center and are good orators. They are demanding in nature, forceful in manners and

ambitious in life. They can be motivated to perform if they are given key positions or power positions. In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves (McClelland, 2015). Social recognition and affiliation with others provide them motivation. People in the third area are driven by the challenge of success and the fear of failure. Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success. McClelland (2015) observed that with the advancement in hierarchy the need for power and achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives (McClelland, 2015). Managers should take concrete step to know what really motivate their employees.

2.2.9 Equity Theory and Impact on Employees goal achievement

Adams (2015) developed the equity theory and explained that, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparisons between different individuals. If people feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder accordingly (Adams, 2015). Here, when employees are motivated it will reduce labour turnover. And also if they are equally motivated for the task that they perform, it will enhance their performance.

2.2.10 Reinforcement Theory and Impact on Employee goal achievement

Skinner (2013) who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behaviour, individuals are directed by what happens in the environment external to them. Skinner (2013) states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

2.2.11 Goal-Setting Theory by Locke and Latham

According to Locke and Latham (2012), Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal's efficiency is affected by three features: proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. This explains why some children are more motivated to learn how to ride a bike than mastering algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success).

At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual. A classic example of a poorly specified goal is to get the highest possible grade. Most children have no idea how much effort they need to reach that goal (Locke and Latham, 2012). The impact of this theory on employees is that, when goals are well defined for them they will be able to

understand the given task and this will lead to increase in goal achievement and performance.

2.3 Impact of Monetary Factors on Employee Performance

Agreeing to Wallace and Zeffane (2011), management depend upon rewards like money as the main factor of motivation because according to Maslow's hierarchy of needs, money is a unique reward that can satisfy different needs like physiological need for food. In McClelland's acquired needs theory, money is an important source of performance feedback for high-need achievers.

Non-monetary rewards on the other hand attract persons with a high need for affiliation through verbal recognition, and high achievers through challenging jobs. Skinner (1953) argued that, the use of rewards in the classic work performance paradigm is based primarily on the reinforcement theory which focuses on the relationship between a target behavior such as high performance and its consequences, for example pay (Langton & Robbins, 2007). This study was framed from Herzberg's two factor theory and Skinner's Reinforcement.

Rewards are divided by Armstrong (2007) into two groups; these are monetary and non-monetary rewards. The monetary rewards include base pay, merit pay, incentives, commissions, bonuses, and healthy allowances. Non-monetary rewards include recognition, decision making roles, promotion, job satisfaction, flexible working hours and company uniforms. He further indicated that employees are rewarded in accordance with their contributions, skills and competencies and their market worth.

The prominence of money as a motivator has been consistently downplayed by most behavioral scientists like Herzberg who pointed out the value of challenging jobs, feedback, cohesive work teams and other non-monetary factors as stimulants to

motivation. However, money is the crucial incentive to work motivation because it is the vehicle by which employees can purchase the numerous need-satisfying things they desire (Robbins et al., 2013).

Researches reaffirm that for the enormous majority of the workforce, regular pay is absolutely necessary in order to meet basic physiological and safety needs, hence, lower level employees are caught in the trap (Wallace & Zeffane, 2011). Furthermore, money also performs the function of a scorecard by which employees assess the value that the organization places on their services, hence an element of being a valuable asset in the organization results in personal motivation resulting in money having a positive impact on motivation (Langton & Robbins, 2007).

Armstrong (2007) also pointed out that rewards can act as a goal that employees generally strive for, and as an instrument which provides valued outcomes. It is also a symbol which indicates the recipient's value to the organization and can act as a general reinforce because it is associated with valued feedback (Langton & Robbins, 2007). Many organizations face problems when trying to understand the relationship that exists between rewards and motivation, however, the authors argued that for rewards to motivate an individual, certain conditions must be met, that is, the type of reward must be important to an individual and should be perceived as a direct reward for performance; if it is money, the marginal amount should be perceived by the individual as being significant, therefore, for money to motivate, the marginal difference in pay increases between a high performer and an average performer or a high skilled and a low skilled should be significant (Wallace & Zeffane, 2011).

2.3.1 Monetary Rewards

Bates (2006) indicates that, for money to motivate, merit pay escalations must be at least seven percent (7%) of base pay for employees to perceive them as motivating and

to catch everyone's attention. Recent studies by Locke (2008) on the four methods of motivating employees indicated that money rated the second among lower-level employees. Such evidence demonstrates that money may not be the only motivator, but it is difficult to argue that it does not motivate. This therefore opens up the debate that non-financial rewards such as recognition, decision making, job satisfaction, and job security have a role to play in the internal motivation of employees that monetary rewards cannot address.

Langton & Robbins (2007) state that, to assume that financial incentives will always motivate people to perform better is therefore as simplistic as to assume that they never motivate people to perform better. The only issue that is certain about this is that multiplicities of interdependent factors are involved in motivating employees ranging from money to non-monetary. Another stream of analyses points out that people never rate money as their main motivator, most achievements are reached for reasons other than money, and it is a factor that attracts people but does not play a big role in retaining and motivating. Robert & Shen (1998) point out, salary and other hygiene factors yielded dis-satisfaction and only motivators directly influence motivation beyond the psychological neutral level.

In a survey by Ellis & Pennington (2014) direct financial reward play a critical role in attracting talented employees, but they have only a short term impact on the motivational levels of employees. Kohn quoted by Armstrong (2007) challenge what he calls the behaviorists dogma about money and motivation. He claims that, no controlled scientific study has found a long-term enhancement of the quality of work as a result of any reward system. Slater quoted by Armstrong (2007) also argued that the idea that everybody wants money is propaganda circulated by wealth addicts to make they feel better about their addiction.

Robert and Shen (2002) further contended that, a closer look on how employees are motivated indicates that it becomes disturbingly clear that the more you use rewards to motivate, the more employees tend to lose interest in whatever they have to do to get the rewards. The more reinforcing the reward is, the more it erodes intrinsic interest. Ellis and Pennington (2014) therefore suggested that, various devices can be used to get employees to do something, but that is a far cry from making people want to do something in this regard, non-monetary rewards apply. Theorists therefore point out the value of challenging jobs, feedback, cohesive work teams and other non-monetary factors as stimulants to motivation which should never be left out when addressing the subject of motivation in the workplace.

Armstrong (2007) also contends that employees do work for money but they work even more for meaning in their lives. Where there is no meaning of work, there is greater loss of loyalty and commitment and pay should therefore not substitute for a working environment high on trust, fun, and meaningful work. The above simply means, money should be used in conjunction with other motivating factors in order to win the attention of employees.

However, according to Wallace and Zeffane (2011), in a much publicized study, Gupta (2004) analysed thirty-nine studies conducted over four decades and found that cold-hard cash motivates workers whether their jobs are exciting or mundane in labs and real world settings alike. But the research team acknowledges that money is not the only factor that concerns employees, and that beyond a certain point higher salaries will make employees happier, but it will not buy better performance and motivation.

Gupta (2004) still warns that, employers who dole out small merit raises-less than seven percent of base pay and may do more harm than good. According to Gupta, small raises can actually be dysfunctional in terms of motivation because employees become

exasperated that their hard work yielded so little. Therefore, there are mixed feelings among scholars on whether money has a positive or negative impact on motivation and such a question can only be addressed through an empirical study.

A study by Nelson (2012), non-monetary rewards were given number one ranking by the lower level employees especially. These results of his study were in agreement with Herzberg's two factor theory of motivation which shows that a majority of employees indicate that it was very or extremely important to be recognized by their managers when they do good work but contradict with the general perceptions for example, in a much publicized study, Gupta (2004) analysed thirty-nine studies conducted over four decades and found that cold-hard cash motivates workers whether their jobs are exciting or mundane in labs and real world settings alike. These results also contradict with Arnolds and Venter (2007) whose results indicated that financial rewards are the best motivators.

There is an indication that low-level employees especially blue collar workers want more responsibility in their work, they want their jobs to be enriched with more freedom of decision making, space for creativity, skill variety, and task significance. This would increase meaningfulness of their jobs and result in higher internal work motivation and, high-quality work performance (Daft & Marcic, 2010). It is however often found that, additional work responsibility is not a notion generally linked to lower-level employees (Nelson, 2012).

The study by Daft and Marcic (2010) also showed that, lower level employees prefer flexible working hours, merit pay and recognition, in particular as the top three motivational rewards. This is an indication to management that monetary rewards one by one combined with non-monetary rewards would deliver better motivational results than monetary compensation alone which might be the case in many firms. Glasscock

and Grams' (2006) appeal that monetary rewards should not be confused with nonmonetary rewards such as recognition. According to these two, monetary rewards are impersonal in nature, geared toward supporting short-term objectives of the firm, based on the corporate budget of the firm and are infrequently distributed.

Therefore, organisations should consider balancing the monetary and non-monetary rewards especially among blue collar workers, such as flexible working hours. This can be as a result of the new trends in the working world which encourages individuals to live a healthy life (Daft & Marcic, 2010). There has been a visible increase in the value of flexibility in one's working hours so as to maintain and improve the well-being of employees.

2.4 Impact of Job Design on Employee

Performance Job design has been one of the most effective tools used for optimizing an employee's performance. It can be defined as changing the content and processes of a job to increase an employee's satisfaction, motivation and productivity (Knapp & Mujtaba, 2010). Effective job design is the measure of the degree to which the employee is involved in his tasks and assignments (Bennett, 2013). Currently it is believed that most of the employees are not happy with their job design or not assigned with the tasks that they feel encouraged and motivated to perform. An effective job design brings involvement of an employee in work related activities which clearly forecasts employee output, departmental productivity and organizational success (Bates, 2006).

Job design plays a crucial role in the achievement of organizational as well as personal goals. Job design is defined as specifying the contents or methods of any job in such a way that various requirements of the job holder can be effectively satisfied (Buchanan, 2000). These requirements may include social, technological, personal and

organizational desires. Job design is related to the process of transformation of inputs to outputs and it also takes into consideration the human factors as well as organizational factors which are of very much importance in the achievement of desired performance (Humphrey, Nahrgang & Morgeson, 2007). When employees get involved and are familiar with the job design they become more motivated to take active part in the achievement of organizational goals and as a result performance of employees increases which positively impacts the outcomes (Bakker, Albrecht & Leiter, 2011).

Job design of one's own choice brings involvement, satisfaction and motivation. Such employees bear more pain for their work, they enjoy their work and stay extra hours willingly. They consider work as virtue for them and a part of their lives (Bates, 2006), they feel that they are getting what they want from their jobs and fulfil their duties as ethical responsibilities. These motivated, involved and delighted behaviors tend to enhance the employee performance and ultimately organizational productivity (Knapp & Mujtaba, 2010).

On the contrary if the employees are not satisfied with their job design they feel exhausted and unwilling to work properly only for the sake of organizational goals (Bates, 2006). Frustrated employees do not utilize all their efforts instead they waste their time in non-productive issues and this is what is observed in most of the public sector organizations (Bakker, Albrecht & Leiter, 2011). These types of employees destroy the organizational culture. Dissatisfied and de-motivated employees become a burden for the organization if they remain and if they quit or shift to another company they cause high employee turnover cost for the organization (Knapp & Mujtaba, 2010). Some approaches to construct an effective job design are job rotation, job enrichment

and job enlargement, which can be used to engage, encourage and involve employees in their work (Knapp & Mujtaba, 2010).

2.4.1 Job Rotation

Job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity (Bennett, 2013). Job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels; when an individual experiences different posts and responsibilities in an organization, ability increases to evaluate his capabilities in the organization (Kaymaz, 2010). The job rotation applications are significant not only for production workers but also for employees considered as manager candidates. In United States (US) and Japanese firms, qualified workers who are expected to be promoted as managers are required to have a broad view of the entire firm. The workers have experienced various production segments by rotating through different jobs, effectively learning many aspects of the company from a manager point of view (Eguchi, 2005).

Job rotation is called service or cross training in some documents. Thus, an employee working in a unit can be trained in a different job with the required skills in a certain time period. Job rotation is considered a functional method for enrichment and development of jobs (Kaymaz, 2010). Rotation in jobs results in increased individual knowledge and experience and decreased burnout and exhaustion; this leads to intellectual development and innovation (Delpasand, Raiisi, Begdely & Shahabi, 2010). The main objective of job rotation is regularly shifting employees from one job to another in order to increase their motivation and enthusiasm (Bennett, 2013).

Job rotation is a very effective training method since a worker serves in different jobs and can earn more job skills. Thus shifting employees to new jobs is along with more

flexibility (Kaymaz, 2010). Job rotation improves management and supervision in an organization; it can effectively avoid organizational corruption. Job rotation can help form an interactive control mechanism in the organization; moreover, members of these special networks can rely on and support each other under certain circumstances (Bennett, 2013). Improving employees' professional levels, this approach enables them to reach scientific skills in different situations and get familiar to their job, all of which helps improve general quality. According to Bei (2009), regular rotation system can help validate decisions and decrease unnecessary operational errors; therefore, decisions are made based on rich information with minimum error. Furthermore, performing regular job rotation could create a mutual trust between the staff and help them to improve their job.

2.4.2 Job Enrichment

Job enrichment is seen as a process where management give increasing responsibilities which are often assigned to the superiors to the employees. The essence of this is to help employees build the sense of self-management and self-sufficiency (Kokemuller, 2008). Williams (2009) also postulated that job enrichment is a fundamental aspect of stimulating the effort of employees by expanding job responsibilities and giving increased autonomy over the task processes and completion. According to Feder (2010), job enrichment is a systematic way of inspiring employees by giving them the opportunity to use a number of different types of skills and capabilities in performing a task. Kotila (2011) added that job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

Job enrichment necessitates the practices that apportion greater responsibility for arranging, organizing, and designing work to the employees (Behson, Eddy, &

Lorenzet, 2010) who actually produce product. Job enrichment develops jobs vertically and increases the variety of tasks in a job (Robbins & Judge, 2011). While job enlargement increases job scope, job enrichment gives room for the employees to have greater control over their work. Rentsch and Steel (2008) asserted that the variety of tasks in an enriched job makes an employee accomplish a given activity with increased sense of autonomy, individuality and responsibility (Kamal et al., 2008); and feedback should be given to allow employees to assess and evaluate the level of completion which is the end result of the task itself (Armstrong, 2010). Where jobs have been enriched, employee satisfaction tends to increase with a decrease in labor turnover and absenteeism (Saavedra & Kwun, 2010).

2.4.3 Job Enlargement

Job enlargement is defined as assessing workers additional same level activities, thus increasing the number of activities they perform (Dessler 2005). Job enlargement is a job design in which the number of tasks associated with a job is increased to add greater variety to activities, thus reducing monotony (Muhsan, Musarrat & Sarfraz, 2012). Job enlargement deals with wider job range through increasing the required activities of the job rather than limited repetitive tasks that cause high levels of job discontent, boredom, turnover, absenteeism and dissatisfaction (Ivancevich et al., 2001).

Enlarging jobs depends highly on the individuals' perception. Employees might perceive enlarging their jobs positively as a tool or practice that improves their skills and abilities and as a sense of achievement that satisfies them and makes them feel worthwhile to the organization (Al-Salem, 2010). On the other hand, Muhsan, Musarrat and Sarfraz (2012) state that, other employees view the additional number of activities just as a practice that adds more routine or repetitive duties to their boring job. Kaymaz (2010) notes that enlarging jobs is a strategy the top management use to reduce costs of

hiring new employees, so it is just a matter of workload. Dessler (2005) states that, to help modify this point of view, enlarging jobs should be accompanied by providing rewards. This will persuade employees to avoid negative perception and dissatisfaction or feelings of unfairness.

Saavedra & Kwun (2010) states that employees are dissatisfied with specialized jobs. They do not like doing particular repetitive tasks. Job enlargement strategy contradicts the principles of specialization and the division of labour whereby work is divided into smaller units, each of which is performed by a specific individual (Kaymaz, 2010). In fact, job enlargement supports the expansion of work and the variety of skills that help make employees satisfied, motivated and, in the long run, committed. For job enlargement to be effective, it is recommended to train employees to practice the new tasks well though they are in the same level (Bennett, 2013).

2.5 Impact of Staff Training and Development on Employee Performance

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations (Cole, 2011). Cole (2011) further states that there are so many benefits associated with training, which include: high morale- employees who receive training have increased confidence and motivations, lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste, lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided, change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations, provides recognition,

enhances responsibility and the possibility of increased pay and promotion; and helps to improve the availability and quality of staff.

According to Wognum (2011), training and development needs may occur at three organizational levels namely; (1) strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed; (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units; and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. In order to enable an organization, formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programs create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels (Torrington et al., 2005).

2.5.1 Formal Training Courses and Development Programs

There are a number of methods which may be used to develop the skills required within an organization. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained (Beardwell, Holden & Claydon, 2004). Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held

within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization (Harrison, 2010).

2.5.1.1 Job Rotation and Transfers

Job rotation and transfers is a way of developing employee skills within an organization, it therefore involves movements of employees from one official responsibility to another, for example taking on higher rank position within the organization, and one branch of the organization to another (McCourt & Eldridge, 2013). For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees to acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

2.5.1.2 Coaching and/or Mentoring

This involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge, 2013; Torrington et al., 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2005). McCourt and Eldridge (2013) states that, the practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. Torrington et al. (2005) notes that, this however does not imply that older

employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

2.5.1.3 Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization (Wognum, 2011). They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Cole, 2011).

2.5.1.4 Conferences

As a training and development method, conferences involve presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole, not all trainees follow at the same pace during the training sessions, focus may go to particular trainees who may seem to understand faster than others and thus leading towards under training of other individuals (Wognum, 2011).

2.5.1.5 Role Playing

This involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained (McNamara, 2008). In

other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. According to McCourt and Eldridge (2013), this method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

2.5.2 Effect of Training on Performance

In the real world, hierarchical development and advancement is influenced by various variables. In light with the present exploration amid the improvement of organization, employee training assumes an indispensable part in enhancing execution and additionally expanding profitability. This thus prompts setting associations in the better positions to face rivalry and stay at the top (Wright and Geroy, 2011). This therefore suggests a presence of a noteworthy distinction between the organizations that prepare their workers and those that do not. Existing writing presents confirmation of a presence of evident impacts of preparing and improvement on employees' execution. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2013; Harrison 2010) while others have extended to a general outlook of organizational performance (Guest 2001; Swart et al., 2005). In whatever way, the two are connected as in worker execution is a component of organizational performance since employee performance impacts general organizational performance (Wright and Geroy, 2011).

In connection to the above, Wright and Geroy (2011) note that worker capabilities change through viable preparing programs. It does not accordingly just enhance the general performance of the employees to successfully play out their present occupations, however, it additionally improves the knowledge, skills and attitude of the employees for the future job, consequently adding to prevalent organizational performance. Training has been demonstrated to produce performance improvement related advantages for the worker and additionally for the organization by positively affecting employee performance through the advancement of employee knowledge, skills, ability, capabilities and behavior (Appiah 2010; Harrison 2010; Guest 2001).

Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a method for managing ability shortfalls and performance gaps as a method for enhancing employee performance. According to the author, connecting the performance gap alludes to actualizing an applicable preparing mediation for creating specific attitudes and abilities of the workers and improving employee performance. It is generally with the goal that employees have a specific measure of information identified with various employments.

2.6 Factors that Hinder Employee Performance

2.6.1 Working Conditions

Organizations cannot afford to waste the potential of employees to get the spirited advantage. There are several factors that impact on employee performance. There are key factors in the employee's workplace environment that impact greatly on their level of enthusiasm and performance. The workplace's environment affects employee confidence, output and commitment both positively and negatively. It is not just coincidence that new programs addressing lifestyle changes, work-life balance, health and fitness, previously not considered significant payback, are now primary

considerations of potential employees, and common practices among the most admired corporation.

2.6.2 Leadership

A leader is the one who gives life to an organization; he takes care that purpose of an organization for which it was made is fulfilled; in short, a leader who is capable is one who is able to move the organization to the direction he imagines and sets. By having certain leadership competencies and skills, a leader should have ability to adapt different leadership styles and behaviors to achieve organizational goals and objectives. At the individual level, leaders who are able to persuade, stimulate and direct employees will often be rewarded by devotion and performance of their employees (Mosadegh & Yarmohammadian 2006). Good and effective leaders matter to the overall performance and well-being of the organization and its members. Leadership is a central feature of organizational performance. This is an essential part of management activities of people and directing their efforts towards the goals and objectives of an organization.

2.6.3 Compensation

Compensation processes are based on remuneration philosophies and approaches which are developed and supervised to give and sustain suitable types and levels of financial compensation (Bob, 2011). Armstrong (2005) argued that compensation management is a vital part of human resource management and it moves toward organization's performance. It leads to design, implementation of compensation that are geared to the enhancement of organization and employee's productivity.

2.6.4 Conflict

Conflict is a major hazard for a workforce, and in every business conflict is a reality of life. Conflict happens within teams and divisions of an organization. That is,

discrepancies within member of a team relating in difference in ideas and views. Conflict is essential to the life and dynamics of teams. Task conflict and performance form the positive aspect of relationship. Organizational conflict arises when goals and ideas are different with each other. And in result of such conflict they irritate each other to obtain their goals. When resources are limited and freedom is not available conflict arises. Conflict is a part of organization's life and it occurs between individuals, and groups.

2.7 Chapter Summary

This chapter has looked at various factors of employee motivation. The section has highlighted the impact of monetary motivators on employee performance. The section also discusses the impact of the various job design like job rotation, enrichment, and enlargement on employee performance. The chapter also highlights the impact of training and career development on employee performance. The next chapter discusses the research methodology of the study.

2.8 Theoretical/Conceptual framework

Akintoye (2010) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, *et al.* (2015) demonstrates the motivational power of money through the process of job choice. He explains that money

has the power to attract, retain, and motivate individuals towards higher performance. Banjoko (2016) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

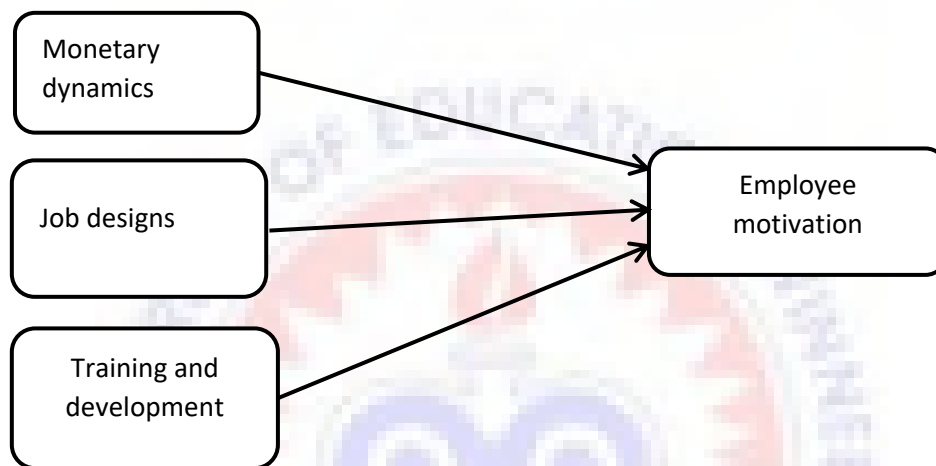


Figure 2: Conceptual model

Source: (Banjoko, 2016)

The conceptual framework assumes that monetary dynamics, job designs, training and development have an impact on employees motivation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology to be used to conduct this study. The chapter is organized as follows: research design, population and sampling techniques, data collection methods, research procedures, and data analysis methods.

3.1 Research Design

Saunders et al. (2003) describes research design as a procedure that provides answers to issues such as techniques to use to gather data, the kind of sampling strategies and tools to be used and how time and cost constrain will be dealt with. The study adopted a descriptive research design. According to Thornhill (2011) the key purpose of descriptive research is that it describes affairs as they exist and involves collection of data to test hypothesis regarding the current status of the study subject. The researcher deemed the descriptive research design as appropriate for the study because the study was concerned with finding answers to a key question of the motivational techniques implemented, the impact of these motivational techniques on the employees' performance and the challenges faced in implementing them.

3.2 Population of the Study

Babie and Halley (2010) define target population as the entire aggregation of respondents that meet the designated set of criteria within a study. According to Onwuegbuzie and Leech (2005) a population element is the study subject and may consist of a person, an organization, customer database, or the amount of quantitative data on which the study measurement is being taken. The population of this study comprises the employees of Golden Tulip Kumasi City Hotel in the Ashanti Region of

Ghana (120 in total), because they are the basis of the study and will provide the relevant answers to the study questions. The study population comprise of the staff members from various departments within the organization.

Table 3.1 Population Distribution

Category of staff	Population Distribution
	Employee Number
Front Office	38
House Keeping	32
Sales and Marketing	29
Account	21
Total	120

Source: Golden Tulip Kumasi City Hotel (2019)

3.3 Sample Size

A sample is defined as a small proportion of an entire population; a selection from the population (Lohr, 2010). Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Singh, 2008). The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Noy, 2008). Singh (2008) states that a sample is a subset of a population, but that subset is only useful if it accurately represents the larger population.

The random sampling procedure was used to select ninety two (92) respondents for the study. This method was used because this method gives equal chance for all members to have an equal chance of being selected. Since the number of population

of the selected institution was large this was selected to give equal chance for respondents to be selected for the study. Moreover, the ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size.

To address the existing gap, Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference. According to the Krejcie and Morgan (1970), a population of 120 requires a sample size of 92. Moreover, the simple random technique was used to select the participants for the study. This method of sampling therefore ensured that all respondents had an equal opportunity of being selected for the study. Furthermore, numbers 1-95 were written on white papers including blank papers, respondents who selected the first 92 papers formed part of the research.

3.4 Data Collection Instruments

Data collection methods refer to the process of collecting data after the researcher has identified the types of information needed which is based on the research questions guiding the study (Fielding, 2010). The researcher used primary data for the study and a structured questionnaire is the tool that was used to collect primary data. Singh (2008) notes that structured questionnaires are easier to administer, analyse and economical in terms of time and money. The questionnaire was issued to the respondents through informal self-introduction. Each entity within the questionnaire is developed to tackle a specific research question to fit best in the research problem. Structured questionnaires are more convenient since employees are busy people and it is expected that they would have less time to take part in oral interviews.

The questionnaire has four sections: The first part analyses demographic data, which is focused on obtaining information on personality characteristics that influence

employee motivation and how it impacts on the employee performance. The second part looks at the employee techniques to be implemented at Golden Tulip Kumasi City Hotel. This section consists of questions based on the identified motivational techniques studied in the literature review with an aim of determining if they apply to Golden Tulip Kumasi City Hotel. The third part of the questionnaire looks at how the motivational techniques impact on the employees' performance at Golden Tulip Kumasi City Hotel. The fourth part of the questionnaire looks at the challenges that will be faced in implementing the motivational techniques.

3.5 Sources of Data

There are two main sources of data. These are primary data and secondary data. Both primary and secondary data were used for the purpose of the study.

3.5.1 Primary Data

These are first-hand information collected from the field and it might be the first time of using such information (Bryman, 2008). Questionnaires were used in collecting data at the case study institutions. The researcher gathered information from the teachers and head teachers by the use of questionnaires for the needed information.

3.5.2 Secondary Data

Secondary data are already existing information which might have been used for several times. Secondary hand data were gathered from books, journals and theses.

3.6 Data Collection Procedure

A carefully fit organized questionnaire were created by the researcher, particularly for this study. The data collection method to be used is a structured questionnaire and more specifically, a self-administered structured questionnaire. The information collection

instrument (organized questionnaire) was piloted and tried with 10 respondents representing the different functions or divisions in Golden Tulip Kumasi City Hotel.

The issues experienced during the pilot testing of the information collection instrument were addressed by making important conformity to the questionnaire before managing it in all study test. After update of the information gathering instrument and refinement, the entire study test was subjected to the information collection instrument.

3.7 Data Analysis

Data analysis is the systematic organisation and synthesis of the research data and the testing of research hypotheses, using those data (Creswell & Plano, 2010). Data analysis also entails categorizing, ordering, manipulating and summarizing the data and describing them in meaningful terms (Pearson, 2010). As per Cooper and Schindler (2011), the reason for information analysis is to lessen aggregated information to a sensible size, creating synopses, searching for examples, and applying statistical techniques.

Descriptive analysis will be used to determine the proportions and frequency of the variables. Correlation tests will be used to draw inferences about the population from the sample, and Statistical Package for Social Scientists (SPSS) will also be used to facilitate the data analysis. The results will be presented in the form of tables and figures.

3.8 Ethical Considerations

Ethics in the study such as confidentiality, anonymity, access, betrayal, informed content were critically addressed. During the study, high ethical standards were maintained to ensure that no harm is caused to any of the participants. Steps were taken to keep information provided confidentially and anonymous, seeking the participants

consent was addressed. Interaction with the Management and employees of the Golden Tulip City Hotel was part of my profession as a front desk officer. Nonetheless for explicit purposes of this research, I negotiated with participants for their voluntary participation.

In particular, I assured them that, all information collected was purely for study purposes and would be strictly confidential; all information used in the dissertation would be member checked for accuracy; all audiotapes and notes of interviews would be destroyed at the end of the research; names of the respondents at the Golden Tulip City Hotel would not be revealed; and pseudonyms would be used to conceal the identities of participants.

3.9 Chapter Summary

This chapter introduces the different techniques and methods the scientist embraced in leading the study with a specific end goal to answer the exploration questions brought up in the first chapter. The chapter is organized in the following way: the research design, population and sample, data collection methods, sampling design and sample size, research procedures and data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The purpose of this study was to determine the impact of motivation on employees' performance using the case of Golden Tulip Kumasi City Hotel in the Ashanti region of Ghana. The chapter analysed and discussed the study based on the following research objectives; a) analysing the influence of monetary dynamics on employees' performance, b) examining the outcomes of the various job designs on employees' performance, and c) ascertaining the effects of staff training and development on employees' performance.

The researcher administered 92 questionnaires to the employees of Golden Tulip Hotel, out of the which 89 questionnaires were properly answered and returned/received, while 3 questionnaires were not returned. Therefore, the analyses of the study was based teachers and head teacher's questionnaires were based on 96.7% response rate.

Table 1: Demographic information of the respondents

Gender	Frequency	Percent (%)
Male	25	28.1
Female	64	71.9
Total	89	100
Department employees work		
Front office	26	29.2
Account	21	23.6
House keeping	22	24.7
Sales and marketing	20	22.5
Total	89	100
Working experience in the departments		
1-5 years	42	47.2
6-10 years	35	39.3
11-15 years	12	13.5
Total	89	100
Number of years employees work with Golden Tulip hotel		
1-5 years	21	23.6
6-10 years	25	28.1
11- 15 years	43	48.3
Total	89	100

Source: Field survey, 2019, N= 89

Table 1 shows that the majority (71.9%) were females while 25 respondents representing 28.1% were males. Moreover, 26 respondents representing 29.2% worked

at the front office, 22 respondents representing 24.7% were working at the house keeping department, 20 respondents representing 22.5% worked at the sales and marketing department, while 21 respondents representing 23.6% were working at the account department. Furthermore, 42 respondents representing 47.2% have 1- 5 years working experience at the department, 35 respondents representing 39.3% have 6-10 years working experience, while 12 respondents representing 13.5% have worked for 11-15 years at the department.

Also, 43 respondents representing 48.3% indicated that they have 12-15 years working experience, 25 respondents representing 28.1% have 6-10 years working experience, while 21 respondents representing 23.6% have 1-5 years working experience at the Golden Tulip City Hotel. This implies that the respondents have significant working experience at the Golden Tulip City Hotel.

4.2 Analysis of Results

4.2.1 Impact of Monetary Factors on Employee Performance

The first objective of the study analysed the influence of monetary dynamics on employees' performance. Table 2 assessed the influence of monetary dynamics on employees' performance.

Table 2: Correlation between Monetary Dynamics, Job Design, and Staff Training and Development

The correlation between Monetary Dynamics and performance	Pearson Correlation	1	.854**	.219
	Sig (2-tailed)		.000	.187
	N	114	114	114
The correlation between Job Design and performance	Pearson Correlation	.854**	1	.187
	Sig (2-tailed)	.000		.261
	N	144	144	114
The correlation between Staff Training and Development and performance	Pearson Correlation	.219	.187	1
	Sig (2-tailed)	.187	.261	
	N	114	114	144

** . Correlation is significant at the 0.01 level (1-tailed).

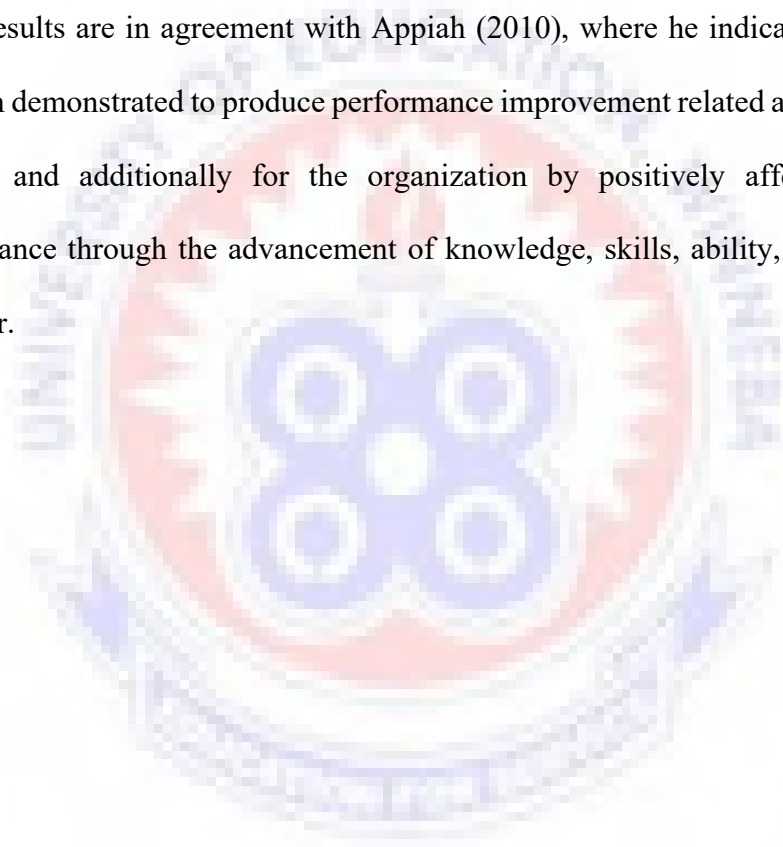
The above table indicates that, there is a positive and significant relationship between the motivational packages and employee's performance. Moreover, when the available motivational packages increased, the employee's goal performance also increased in a positive manner.

Monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances correlate well (Pearson Correlation coefficient value of 1) with employee's motivation and performance, specifying that monetary rewards have strong influence on employee's performance.

Also, job design correlates well (Pearson correlation coefficient value of 1) with employee's level of responsibility and the sense of freedom, autonomy and opportunity to decide what and how they perform their job.

Finally, training and development opportunities correlate well (Pearson correlation coefficient value of 1) with employee's job performance. That is, employees are given the opportunity to acquire requisite knowledge and skills to perform their respective jobs.

These results are in agreement with Appiah (2010), where he indicated that, training has been demonstrated to produce performance improvement related advantages for the worker, and additionally for the organization by positively affecting employee performance through the advancement of knowledge, skills, ability, capabilities, and behavior.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The concluding chapter of this study begins with a summary of the objectives of the study, its methodology and data analyses techniques. It proceeds with a summary of the findings, conclusions, recommendations and suggestions for further study.

5.1 Summary of Findings

The purpose of this study was to determine the impact of motivation on employees' performance using the case of Golden Tulip Kumasi City Hotel in the Ashanti region of Ghana. The study adopted a descriptive research design. Quantitative research approach was used. The population of this study comprises of the employees of Golden Tulip Kumasi City Hotel in the Ashanti Region of Ghana. (120 in total). The study population comprised of the staff members from various departments within the organization. Random sampling technique was used to select 92 employees for the study. Questionnaire was the main instrument used to gather primary data. Statistical Package for Social Scientists (SPSS) was used to facilitate the data analysis.

5.2 Major Findings of the Study

5.2.1 Objective One: To analyze the influence of monetary dynamics on employees' performance. The study shows that Golden Tulip City Hotel uses monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances to motivate them. Moreover, the Hotel uses non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms to motivate them. Also, the employees believed that money is a crucial incentive to

motivate them, because that is what they can use to purchase the numerous needs satisfying things they desire.

The study results indicate that employees observed a long-term enhancement on the quality of work as a result of the reward system in place.

5.2.2 Objective Two: To examine the outcomes of the various job designs on employees' performance. The study result shows that employees are happy with their job design in terms of the tasks that they perform and the Hotel involved them in the job design, thus motivating them to perform better.

The study reveals that the Hotel employs job rotation to help them earn new skills and job independence and also job rotation is also used in the organization to increase their motivation and enthusiasm. Furthermore, job enrichment system in their organization has facilitated the validation of decisions and decreased unnecessary operational errors and increase their responsibilities with the aim of building their sense of self-management and self-sufficiency.

5.2.3 Objective Three: To ascertain the effects of staff training and development on employees' performance. The study results reveal that employees are trained to acquire and improve their knowledge, skills and attitudes towards their work. Moreover, training gives them high morale since they become more confident and feel motivated. Also, training has helped employees to manage changes that have occurred by increasing their understanding and involvement and also adjust to new situations. Moreover, since they are trained, they have built a sense of security at their workplace. Additionally, as employees, they undertake courses and programs when they are off duty to increase their skill level and developed their skills within the organization through internal transfers.

Finally, training in their organization has facilitated the bridging of the performance gap by implementing a relevant training intervention that enhances employee performance.

5.3 Conclusions

The available motivational packages at the Golden Tulip City Hotel were annual increment in basic pay, payment of overtime, payment of commissions, travel/accommodation allowance, and provision for medical allowances. The employees were extrinsically and intrinsically motivated. Also, working at the Golden Tulip City Hotel gave the employees a great deal of job satisfaction and they enjoyed their profession. Supervisors gave employees recognition for their effort and work. The employees have prospects for career development in their profession. The employees are paid salary that is enough to cater for their basic needs. Extra allowances paid by their employers helped employees to work effectively. Promotion policy at the Golden Tulip City Hotel motivated employees to work effectively. The study results concluded that as a result of the motivation packages, employees work to the best of their ability and skills. Finally, there is a positive significant relationship between the motivational packages and employee's performance at the Golden Tulip City Hotel.

5.4 Recommendations

Based on the findings of the study, it was recommended that, management of the Golden Tulip City Hotel should continue to give frequent allowances to staff to motivate employees to work effectively. Moreover, worker's salaries should be increased to enhance employee's goal achievement and job performance.

The study again recommended that, management of Golden Tulip City Hotel should organize periodic career development programs to enhance employees' prospects for future developments and goal achievements. There is the need to provide sufficient funds to enhance employee commitment to training and also provide adequate infrastructure to enhance training and development initiatives.

Additionally, the study recommended that, Senior Managers must recognize and respect junior staffs at various department to enhance employee's goal achievement and job performance.

Furthermore, Management of the Golden Tulip City Hotel should establish car loan and housing loan schemes to provide job security and improve performance.

Finally, Management of the Golden Tulip City Hotel should provide effective promotion policy to increase employee goal achievement.

5.5 Suggestions for Further Studies

According to the conclusions and recommendations made, the researcher suggested that a similar study should be undertaken to investigate the impact of training and development on employee's commitment to duty using selected Hotels in the Kumasi Metropolis as a case study.

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APPENDIX A

QUESTIONNAIRE

The general objective of this study is to determine the impact of motivation on employees' performance in an organization. The study focuses on employees of Golden Tulip Kumasi City Hotel in the Ashanti Region of Ghana. The following questionnaire has been developed to help the researcher gather information necessary to answer the research questions of the study. Kindly fill it appropriately.

SECTION A: Demographics

1. Please indicate your gender:

Male [] Female []

2. Please indicate the department that you work in:

Front Office [] Account [] House Keeping [] Sales and Marketing []

3. How long have you worked in that department?

1-5 Years [] 6-10 Years [] 11-15 Years [] 16-20 Years [] 21 and above []

4. How long have you been working with Golden Tulip Kumasi City Hotel?

Less than a Year [] 1-5 Years [] 6-10 Years [] 11-15 Years [] 16-20 Years
[] 21 and above []

SECTION B: Impact of Monetary Factors on Employee Performance

5. Using the following keys (1='strongly disagree', 2='disagree', 3='neutral', 4='agree', 5='strongly agree'), how would you agree with the following statements in relation to monetary factors on employee performance?

Monetary Factors	1	2	3	4	5
Our company uses monetary rewards like base pay, merit pay, incentives, commission, bonus and healthy allowances to motivate us					
Our company uses non-monetary rewards like recognition, decision making roles, promotion, flexible working hours and company uniforms to motivate us					
I believe that money is a crucial incentive to motivate us, because that is what I can use to purchase the numerous needs satisfying things I desire					
I use the value of money to perform the function of a scorecard by which I assess the value that the organization has placed on my services					
In our organization, rewards have been viewed as goals that employees generally strive for, and as an instrument which provides valued outcomes					
My salary and other hygiene factors have led to a dissatisfaction of my employment					
Our organization has observed a long-term enhancement on the quality of work as a result of the reward system in place					
I find challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors					
As an employee I work more and harder for the meaning it has in my life than the monetary bit of it					
As an employee, I find small raises being dysfunctional in terms of motivation because I become irritated with the little appreciation of my hard work					



SECTION C: Impact of Job Design on Employee Performance

6. Using the following keys (1='strongly disagree', 2='disagree', 3='neutral', 4='agree', 5='strongly agree'), how would you agree with the following statements in relation to job design and employee performance?

Job Design	1	2	3	4	5
As an employee, I am not happy with my job design in terms of the tasks that I perform					
Our organization involves us in the job design, thus motivating us to perform better					
Our company employs job rotation to help us earn new skills and job independence					
Job rotation is also used in the organization to increase our motivation and enthusiasm					
Job rotation in our organization has improved management and supervision in the organization					
Job enlargement has helped our organization to form an interactive control mechanism					
Job enrichment system in our organization has facilitated the validation of decisions and decreased unnecessary operational errors					
Our management increase our responsibilities with the aim of building our sense of self-management and self-sufficiency					
I find my job satisfying due to the increased level of responsibility and the sense of freedom, autonomy and opportunity to decide what and how I perform my job					
Job rotation has been used in our organization to increase individual knowledge and experience as well as decrease employee burnout and exhaustion					

SECTION D: Impact of Staff Training and Development on Employee Performance

7. Using the following keys (1='strongly disagree', 2='disagree', 3='neutral', 4='agree', 5='strongly agree'), how would you agree with the following statements in relation to staff training and development and employee performance?

Training and Development	1	2	3	4	5
As an employee I am trained to acquire and improve my knowledge, skills and attitude towards my work					
Training gives me high morale since I become more confident and feel motivated					
My training has helped me manage changes that have occurred by increasing my understanding and involvement and also adjust to new situations					
Since I am trained, I have built a sense of security at my workplace					
As an employee, I undertake courses and programs when I am off duty to increase my skill level					
As an employee, I have developed my skills within the organization through internal transfers					
While I was a new recruit in the organization, I was given a mentor to guide and train me					
My orientation in the organization helped me to familiarize myself on the job					
My training has placed my organizations in the better position to face competition and stay at the top					
Training in our organization has facilitated the bridging of the performance gap by implementing a relevant training intervention that enhances employee performance					

Thank You