



Adama Science and Technology University

School of Business and Economics

Department of Management

Role of Motivation on Employees' Job Satisfaction

(A case study in Injibara Poly Technique College)

By:

Kefale Dagnew

A research project submitted to Department of

Management in partial fulfillment of the

requirement for Master Degree in Business

Administration.

January, 2016

Adama, Ethiopia



Adama Science and Technology University

School of Business and Economics

Department of Management

**Role of Motivation on Employees' Job Satisfaction
(A case study in Injibara Poly Technique College)**

By:

Kefale Dagnew

**A research project submitted to Department of Management in
partial fulfillment of the requirement for Master Degree in
Business Administration.**

Advisor:

Tolla Berisso (PhD),

January, 2016

Adama, Ethiopia

Letter of Certification

This is to certify that Kefale Dagnew Fentie has carried out his project work on the topic role of motivation on employees' job satisfaction: Injibara Poly Technique College under my supervision. This work is original in its nature and it is suitable for submission in partial fulfilment of the requirements for the award of Masters Degree in Business Administration [MBA].

Tolla Berisso (PhD)

Advisor

signature

Date

Declarations

I Kefale Dagnew Fentie hereby declare that I have accomplished my study and this is my original work and have never been submitted to any University or any other academic institution for an award of a Degree in any field.

Signed.....

Date.....

Kefale Dagnew Fentie

Thesis Approval Form

Student's Name: **Kefale Dagnew Fentie**

Degree sought: Master in Business Administration.

Thesis title: role of motivation on employees' job satisfaction in case of Injibara Poly Technique College.

University: Adama Science and Technology University

We, the undersigned, recommended that the thesis stated above be accepted in partial fulfillment of the degree requirement.

Approved by Thesis Advisor:

_____	_____	_____
Advisor's Name	Signature	Date
Board of Examiner's:		
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
Chairperson	Signature	Date
_____	_____	_____
Approved by the Department		
_____	_____	_____
Head of Department	Signature	Date

Acknowledgement

My sincere thanks go to the Almighty God for making it possible for me to finish this study. I am very grateful to my advisor, Dr.Tolla Berisso founder president of Arsi University, for all the necessary support offered me right from its inception to end of my study. I am extremely grateful to all of my family for your overall support. I want to thank all my friends especially Ms.Michiko Akabane and Mr. Getachew Dagne for your guidance, moral and material support throughout my study.

Table of Contents

Topics	Page
Acknowledgements.....	i
Table of Contents.....	ii
List of tables	iii
Acronyms	iv
Abstracts	v
1.1. Background of the study.....	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the study.....	3
1.3.1. General objective of the study.....	3
1.3.2. Specific objectives of the study.....	3
1.4. Research questions.....	3
1.5. Scope of the study (delimitations of the study).....	4
1.6. Limitation of the study.....	4
1.7. Significance of the study.....	4
1.8. Organization of the study.....	5
2. Literature Review	6
2.1. Theoretical Literature or Framework.....	6
2.1.1. The Concept of Motivation.....	6
2.1.2. Intrinsic and Extrinsic Motivation.....	7
2.1.3. The role of motivation.....	8
2.1.4. The level of employee motivation.....	9
2.1.5. Motivation methods.....	10
2.1.6. Job satisfaction.....	11
2.1.7. Measuring job satisfaction.....	13
2.1.8. Factors influencing job motivation.....	14
2.1.9. Relation between work motivation and job satisfaction.....	15
2.1.10. The Concept of Job Performance.....	16
2.1.11. Performance measurement.....	17
2.1.12. Motivation and job performance.....	18

2.2. Theory that support the study.....	21
2.3. Empirical evidence.....	21
2.4. Conceptual framework of the study.....	24
3. Methodology.....	26
3.1. Research Design	26
3.2 Population and sampling frame.....	27
3.3. Sampling Design	27
3.4. Data Collection Method.....	27
3.5. Data Analysis methods.....	30
4. Data presentation, interpretation and discussion of findings.....	31
4.1. Profile of respondents.....	31
4.2. Intrinsic and extrinsic motivation survey analysis and results.....	33
4.3. Discussion of findings.....	37
5. Summery, Conclusion and Recommendations.....	50
5.1. Summery	40
5.2. Conclusions.....	41
5.3. Recommendations.....	42
5.4. Future research directions.....	42
References.....	43

Appendices

Appendix A

Questionnaires used in the study.

List of Tables

Tables	Page
Table 3.4.1. Intrinsic motivation variables and corresponding categories of the short form MSQ	28
Table 3.4.2 extrinsic motivation variables and corresponding categories of the short form MSQ	29
Table 4.2.1 Profiles of respondents.....	32
Table 4.2.2a descriptive statistics: level of employees' satisfaction on intrinsic motivation variables.....	33
Table 4.2.2b descriptive statistics: level of employees' satisfaction on extrinsic motivation variables.....	35
Table 4.2.3 descriptive statistics: overall mean for intrinsic motivation variables.....	35
Table 4.2.4 descriptive statistics: overall mean for extrinsic motivation variables.....	35

Acronyms

MSQ: Minnesota Satisfaction Questionnaire.

SPSS: Statistical Package for Social Science.

MoI: Mean of Intrinsic

MoE: Mean of Extrinsic

UAE: United Arab Emirate

Abstract

This research was carried out to investigate the role of motivation on employees' job satisfaction in Injibara Poly Technique College. The researcher has employed descriptive survey type of study design. To describe or explain the results of the respondents based on instruments employed the descriptive analysis tools; frequency, percentage distribution, mean and standard deviation were employed. The sampling procedure follows probabilistic sampling technique; the study has employed simple random sampling - lottery method. The total or Static population in Injibara Poly Technique College was 140 employees'. In the research a sample containing 103 employees' were randomly selected according to Krejcie and Morgan (1970) published table among the static population of 140 employees' of Injibara Poly Technique College. This research is limited to the questionnaires drawn from the short form Minnesota Satisfaction Questionnaires (MSQ) on extrinsic and extrinsic motivation variables to assess its role on employees' job satisfaction. The researcher recommends future study may involve personality factors like skill level and work perception of employees' relation with motivation and job satisfaction.

Key words: Intrinsic motivation, extrinsic motivation and employees 'job satisfaction.

CHAPTER ONE

The role of motivation on employees' performance

1.1. Back ground of the study

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behavior and performance. That is, process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs.

Job motivation is important to the effectiveness of an organization. In an educational organization, Sederberg et al., (1990) said that job motivation would produce a teacher with high vitality. This refers the positive quality of producing good products and in this case, it is good student performance. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible. Employees who have high work motivations keep on trying to get more promotion, and since they are constantly seeking better ways to carry out their duties and responsibilities, they will be promoted faster.

Injibara Polytechnic College as educational institution need to have such study that can help to develop and provide with employees appropriate motivational packages based on researched grounds for better performance.

Motivational and performance concepts that were employed in the study also help Injibara Polytechnic College management to consider the different investments which can be made in the staff motivation purpose. It is because investment in workers through motivational measures made today should relate with future benefits for the institution that is productivity or performance improvement. "In a world characterized by competition, customer focus and the need for speed and flexibility, in order to get the results you want, you still have to depend on your people to carry the day" (Storey, 2001). This therefore makes it a necessity to employ "talented individuals, who need to be developed, motivated, rewarded and provided with the organizational cultures and work processes that will make them to be successful" (Storey, 2001). One of the most important factors that move every human being to achieve his or her goal is motivation.

Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. This includes personal as well as professional goals and targets (Baumeister & Voh, 2004).

Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self- applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence which are derived from performing one's job well (Afful-Broni, 2004). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Mankoe, 2006).

In order to do this analysis, this research used conceptual framework that relates the key concepts of intrinsic and extrinsic motivation concepts for better employees' performance. It also engaged the use of motivation theories in its theoretical framework. The study has made critical analysis in its theoretical analysis of motivation and workers performance in Injibara Poly Technique College and has identified several motivation incentives which can help to raise better performance. In the same manner, the discussion and findings has undertaken in major elements: motivation and performance.

1.2. Statement of the problem

It has commonly known that education is a foundation for countries civilization by its vital role for society's quality of life. Due to this fact educational institutions need special concern in terms of staff proper management, it includes motivation of the employees' and growing up their performance. This is because employees' motivation is important for organizations to function properly. Without motivation employees' will not put their best and the company's performance would be less efficient (Halepota, 2005). Bearing that in mind it is important that organizations pay due attention to their employees' motivation packages in order to attain optimum level of employees' performance which in turn enhances overall efficiency and effectiveness of employees' at the workplace.

A lot of researches have been conducted about the different type of motivation in relation with overall performance of employees in the past time in different parts of the world. Among researchers in this regard includes; Eisenhower and Shanock (2003), Pink (2009), Ryan and Deci (2000) and others. With this regard researcher's finding suggest that extrinsic reward like financial incentives may have a negative impact on overall performance or decrease intrinsic motivation but a general agreement in this respect has not been reached. Therefore, this present study has attempted to explore both intrinsic and extrinsic motivations role on employees' performance in case of Injibara Polytechnic College. The researcher targeted the two types of motivation roles on employees' performance as a focus because first, majority of widely known motivational theories are western origin and their application in other part of the world such as Injibara Polytechnic College is questionable or doubtful and second, at this time of increased globalization lots of people especially from poor countries seek employment in other countries or to attractive salary positions in other organizations it seems that their prime motivator is financial incentive. Generally, the above two main reasons are considered as problems or limitations that demands for the need of the investigation in the researcher side. This present research is also unique and first time study in case of Injibara Poly Technique College in the area of role of motivation on employees' performance and attempts to close literature gap in the area. Therefore, the purpose of the present study is to assess the role of motivation on employees' performance in case of Injibara Poly Technique College.

1.3. Objectives of the Study

1.3.1. General Objectives of the study

The general objective of the study is to assess the role of motivational packages on employee performance at Injibara Polytechnic College.

1.3.2. Specific objectives of the study

- ✓ To determine the level of employees' satisfaction on intrinsic motivation variables at Injibara Poly Technique College,
- ✓ To determine the level of employees satisfaction on extrinsic motivation variables at Injibara Poly Technique College and

- ✓ To assess the correlation of intrinsic and extrinsic motivation with employees' performance at Injibara Poly Technique College.

1.4. Research questions

The research has addressed the following specific questions:

- ✓ What is the level of employees' satisfaction on intrinsic motivation variables at Injibara Poly Technique College?
- ✓ What is the level of employees' satisfaction on extrinsic motivation variables at Injibara Poly Technique College?
- ✓ Is the intrinsic and extrinsic motivations variables correlate with employees' performance at Injibara Polytechnic College?

The above questions were considered to be basic questions to conduct the study on the role of motivation on employees' performance.

1.5. Scope /delimitation/ of the study

The study has covered the junior and senior teaching staff and management of Injibara Polytechnic College in Awi Zone Amhara region to assess the role of motivation on employees' performance based on response of the respondents.

The study has considered motivation and employee performance concepts and focused to existing theories and models available for motivation and performance study. Therefore, the demarcation of my study was going through the general and specific objectives mentioned or the study limited above.

1.6. Limitations of the study

This research is limited and dependent on the questionnaires drawn from the short form Minnesota Satisfaction Questionnaires (MSQ) on extrinsic and extrinsic motivation variables to assess its role on employee's performance. The study does not examine other factors such as demographic characteristics of employees; gender, age, work experience, educational status or other personality factors relation or role with motivation and performance.

The study is also limited to only quantitative approach that is the survey questionnaires to assess the role of motivation on employees' performance and no qualitative approaches applied. This in return has effect to assess motivation roles on employees' performance in depth at Injibara Poly Technique College.

1.7. Significance of the Study

This study is expected to be vital because first of all the findings of the study help Injibara Polytechnic college employees' management or human resource unit to get informed on motivational packages or guidelines on how motivate their employee and providing the service. It informs management about the motivational reward problems found under the study that might help to develop strategies to minimize the problems.

Second the study might support other researchers to use as reference point in the future in the area of employees' motivation and performance.

Lastly, the study is so important for the researcher in partial fulfillment of the second degree in MBA (Masters of Business Administration) " requirements for the award of a postgraduate degree in Adama Science and Technology University (ASTU).

1.8. Organization of the study

This research paper organized in to five chapters and has presented in the following pattern. The first chapter elaborates introduction of the study it includes background of the study, statement of the problem, general and specific objectives of the study, basic research questions, scope of the research, limitation of the study, significance of the study and organization of the study. The second chapter provides the literature review of the study; the theoretical framework, imperial evidence and conceptual framework of the study. Chapter three is organized as methodology of the study it involves the research design, population and sampling framework, sampling design, data collection methods and data analysis. The fourth chapter deals with data presentation, interpretation and discussion of findings. The last chapter deals with conclusion from the research and proposed recommendations or suggestions given from the researcher based on the study out come.

CHAPTER TWO

Related Literature Review

2.1. Theoretical Literature or Framework

2.1.1. The Concept of Motivation

Motivation is a word that is rather cumbersome to define in a meaningful manner.

Huczynski and Buchanan (2007) argued that “Motivation” is “A combination of goals towards which human behavior is directed; the process through which those goals are pursued and achieved and the social factors involved.” According to Adams and Jacobson (1964) motivation deals with all the conditions that are responsible for variation in the intensity, quality and direction of behavior. From an organization point of view, motivation deals with everything that a manager knows or can use to influence the direction and rate of individual’s behavior towards job commitment (Bartol & Martin, 1998; Aborisade & Obioha, 2009). Therefore, employees’ motivation is the level of energy, commitment, and creativity that company workers apply to their jobs.

Luthans (1992) says “Motivation is a combination of needs, drives and incentives. Motivation is defined as the process that starts with physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Mullins (1999) says “The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation”. Mullins also distinguishes between extrinsic motivation related to tangible rewards such as money; and intrinsic motivation related to psychological rewards such as the sense of challenge and achievement.

Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work.” Halepota (2005) defines motivation as “a person’s active participation and commitment to achieve the prescribed results. Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times. According to Antomioni (1999) the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other

hand, individuals become de-motivated if they feel something in the organization prevents them from attaining good outcomes.

It can be observed from the above definitions that, motivation in general, is more or less basically concern with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions.

Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, and determines the form, direction, intensity and duration of a work-related behavior (Latham and Pinder, 2005).

In Franco's viewpoint, feelings to be proud, effective, honesty in management, job security and other factors such as financial or non-financial incentives and encouragements are considered to be the most important motivational factors (Franco et al., 2004)

One of the reasons for successfulness of employees and thus organizations is the presence of motivational factors at high degree in those organizations. The concept of motivation is used to explain the distinction between employees which have the same talents, abilities and opportunities to do their jobs in a similar organization and are under the same employment conditions and with the same facilities, but demonstrate different performances.

2.1.2. Intrinsic and Extrinsic Motivation

According to McCormick and Tiffin (1979) motivation can be either intrinsic or extrinsic. Intrinsic motivation stems from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the task or attaining his goals. Intrinsic motivation on the other hand are those rewards that can be termed psychological motivations and examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. While extrinsic motivations are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible motivations are often determined at the organizational level, and may be largely outside the control of individual managers.

Intrinsic motivation is defined as being the execution of a task or activity because of the inherent satisfaction arising from it rather than due to some separate outcome. Intrinsic motivation reflects the natural propensity of people toward learning and assimilation. Despite this, theorists (Ryan and Deci, 2000) have shown that this propensity appears to be expressed only under specifiable conditions. In contrast with intrinsic motivation, we speak of extrinsic motivation whenever an activity is done in order to attain some separable outcome (Ryan and Deci, 2000). Extrinsic motivation refers to motives that are outside of and separate from the behaviors they cause; the motive for the behavior is not inherent in or essential to the behavior itself (Hoyenga & Hoyenga, 1984). Intrinsically motivated behaviors are engaged in for their own sake- for the pleasure and satisfaction derived from their performance. When intrinsically motivated, people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints (Deci & Ryan, 1985). Intrinsically motivated behaviors represent the prototype of self-determination- they emanate from the self and are fully endorsed. Extrinsically motivated behaviors, on the other hand, are instrumental in nature. They are performed not out of interest but because they are believed to be instrumental to some separable consequence.

According to Grant, (2008) intrinsic motivation is the desire to expand effort based on interest in and enjoyment of the work itself while extrinsic motivation is the desire to expand effort to obtain outcomes external to the work itself such as rewards or recognition.

2.1.3. The role of motivation

According to (Smith, 1994) the reason why employers motivate employees is purposely for survival. Despite the fact workers always agitating for compensation for work done to keep them alive seems to have problem because, when workers are satisfy with their survival needs, they tend to fight for recognition and others. For example, some feel that, they should be sponsored to travel outside the country. They felt that, they should be part of decision making body in the organizational setup. Motivated employees are needed in our rapidly changing workplaces.

Motivated employees' help organizations survive. Motivated employees' are more productive. To be effective, managers need to understand what motivates employees' within the context of the roles they perform. Of all the functions a manager performs, motivating employees' is arguably the most complex. This is due, in part, to the fact that what motivates employees' changes constantly (Bowen and Radhakrishna, 1991).

For example, research by (Kovach, 1987) suggests that as employees' income increases, money becomes less of a motivator. In addition, as employees get older, interesting work becomes more of a motivator. The achievements of individuals and organizational goals are independent process linked by employee work motivation. Individuals motivates themselves to satisfy their personal goals, therefore they invest and direct their efforts for the achievements of organizational objectives to meet with their personal goals also. It means that organizational goals are directly proportional to the personal goals of individuals.

Robert (2005) reported that the manager's job is to ensure the work done through employees is possible, if the employees are self-motivated towards work rather directed. The manager's involvement is not so much important in the motivation of employees. The employees should motivate themselves to work hard. The major issue in all services organizations is the motivation of employees whether they are skilled or unskilled or professionals. It is a today's challenge for the management in this competitive world to motivate employees to offer efficient and good services that customers expect. The employees' motivation, their enthusiastic and energetic behavior towards task fulfillment plays a key role in the success of an organization (Chen, 1995). According to Petcharak (2002), one of the functions of human resource manager is related to ensure employees' workplace motivation.

2.1.4. The level of employees' motivation.

According to research conducted by Mosley et al., (2001) the direction of an employees' behavior is related to those behaviors, which the individual chooses to perform. It refers to how hard the individual is willing to work on the behavior. (The level of persistence, it refers to the individual's willingness to behave despite obstacles.

According to Mosley et al., (2001) there are three levels of employees' motivations. (1) The direction of an employees' behavior. It relates to those behaviors which the individuals choose to perform. (2) The level of effort. It refers to how hard the individual is willing to work on the behavior. (3) The level of persistence. It refers to the individual's willingness to behave despite obstacles. They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies would have a different motivational impact on diverse people.

Al Jenaibi (2010) explored the sense of job satisfaction and the struggles employees face in government organizations by using a case study of different organizations in the UAE. Job satisfaction occurs when someone feels he/she has proficiency, value, and is worthy of recognition. Therefore, job satisfaction is a worker's sense of achievement and is generally noted to be directly associated with improved efficiency as well as to personal welfare.

2.1.5. Motivation Methods

Due to the differences within an organization, it is important for a manager to get to know the employees and understand what motivates their performance. In the words of Frase-Blunt (2001) there are as many different methods of motivating employees today as there are companies operating in the global business environment: empowerment, creativity and innovation, learning, quality of life, monetary incentives e.t.c. Giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. As a result, feelings of frustration arising from being held accountable for something one does not have the resources to carry out are diminished (Coates and Jennifer, 1994). Furthermore, programs incorporating flextime, condensed workweeks, or job sharing, for example, have been successful in focusing overwhelmed employees toward the work to be done and away from the demands of their private lives (Kennish, 1994).

In problem-solving situations or innovative thinking it is important to be recognized as the person who solved the problem or came up with the new, brilliant idea. Extrinsic

motivation comes from rewards outside the workplace. According to McGarvey (1997) when employees are motivated by extrinsic rewards such as additional compensation, gift certificates or material rewards, managers may see improved performance. According to Frederick Herzberg's theory, the needs will motivate the worker but only by satisfying the worker's lower-level needs (Kennish, 1994). The downside is that employee will want better rewards or continue to expect the same rewards for maintaining the higher level of performance (McGarvey, 1997). In the end, a program that combines monetary reward systems and satisfies intrinsic, self-actualizing needs may be the most potent employee motivator.

Akintoye (2000) asserts that money remains the most significant motivational strategy. 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 (2005) 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. Information Availability and Communication: One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000).

2.1.6. Job Satisfaction

Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. According to Mitchell and Lasan (1987), it is generally recognized in the organizational behavior field that job satisfaction is the most important and frequently studied attitude. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander et al., 1997). Sometimes workers may quit from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. This later is common in countries grappling with dwindling economy and it's related such as poor conditions of service and late payment of salaries (Nwagwu, 1997). In such countries, people tend to migrate to better and consistently paying jobs (Fafunwa, 1971).

Flanagan et al., (1996) tend to agree that job satisfaction is essentially controlled by factors described in Adeyemo's (2000) perspectives as external to the worker. From this viewpoint satisfaction on a job might be motivated by the nature of the job, its pervasive social climate and extent to which workers peculiar needs are met. Working conditions that are similar to local and international standard (Osagbemi, 2000) and extent to which they resemble work conditions of other professions in the locality. Other researchers MacDonald (1996) and O'Toole (1980) argue in favor of the control of job satisfaction by factors intrinsic to the workers. Their arguments are based on the idea that workers deliberately decide to find satisfaction in their jobs and perceive them as worthwhile. Studies of job satisfaction and librarianship seem to consistently show there is a relationship between professional status and the job satisfaction. High levels of job satisfaction are observed in those professions that are of good standing in society. Horenstein (1993) reported on a study that examined the job satisfaction of academic librarians as it related to faculty status. The finding indicated that librarians with academic rank were more satisfied than non-faculty groups. Predictors of satisfaction included perceptions of participation and salary. Nkereuwen (1990) reviews theories on job satisfaction and evaluates their relevance to the work environment of libraries. Paramer and East (1993) discuss previous job satisfaction research among Ohio academic library support staff using Paul E. Specter's job satisfaction survey. The 434 respondents indicated general satisfaction among females with less experience who worked in public services.

Philips (1994) studied the career attitudes of 109 master level librarians and the relationship between age, career satisfaction and career identity. His results indicate that over time librarians become happier with their profession and more committed to their line of work.

According to Brookfield (1998), individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and will staying longer in organization. Also, studies have consistently reported that job satisfaction is one of the factors or reasons for employee intentions to leave the organization (Price, 2001). Hence, job satisfaction can be a determinant of employee's motivation and intention to stay or

leave the organization. In addition, research suggests that job satisfaction involves two dimensions: (i) Intrinsic; and (ii) Extrinsic factors (Hancer and George, 2003). Both intrinsic and extrinsic motivations are able to help increase the employees' job satisfaction and improve their performance in the work place.

Further, Frederick and Ryan (1993) found that intrinsic motivation facilitated a greater amount of hours and days per week of exercise and sport participation, and greater levels of satisfaction and competency, compared to extrinsic motivation, which facilitated greater anxiety, and decreased self-esteem. Similarly, Hodgins et al., (2002) found that intrinsically motivated rowers had greater performance than extrinsically motivated rowers. Chuang et al., (2008) also conducted a research to explore intrinsic and extrinsic factors impacting the job satisfaction of casino hotel chefs, and whether chefs' background characteristics are associated with their overall and specific facets of job satisfaction. This study builds upon prior research on hospitality employees by assessing the job satisfaction of 152 chefs from 25 casino hotels in Las Vegas, Nevada, a highly competitive gaming and tourism city. As the results indicated among extrinsic factors, they were most satisfied with "supervision" and least satisfied with "company policy" pertaining to sick leave and paid vacation (Chuang et al., 2008).

2.1.7. Measuring job satisfaction.

Considerable attention has been given to the measurement of job satisfaction since the Job Diagnostic Inventory (JDI) was developed in 1969 as a measure of job satisfaction. This instrument included the work itself, pay, supervision, coworkers, and opportunities for promotion as the five variables for job satisfaction (Smith et al., 1969). Based on Herzberg's Two-Factor Theory of Motivation, Weiss et al., (1967) also developed the Minnesota Satisfaction Questionnaire (MSQ) for measuring job satisfaction. Unlike the JDI, the MSQ divided the motivation variables into two categories: the intrinsic and extrinsic satisfaction factors. The former includes achievement, independence, security, and variety, and the latter refers to pay, promotion, policies, supervision, coworkers and working conditions. Both long and short forms of the MSQ have been used for measuring job satisfaction based on Herzberg's Two-Factor Theory of Motivation. The long-form MSQ measures job satisfaction by using 20 scales, such as achievement, activity,

advancement, authority, and independence, and each scale consists of five items. The short-form, in contrast, is composed of three scales: intrinsic satisfaction, extrinsic satisfaction, and general satisfaction. The long-form of the MSQ was used by Walsh (1980) to assess job satisfaction for residence hall service personnel. DeMicco and Olsen (1987) used the short-form MSQ to study how job satisfaction affected retirement intention in older employees. In hospitality research, job characteristics which are used to predict job satisfaction measured by some variations of the JDI or MSQ facets have been widely studied and generally supported as tools for measuring job satisfaction (Mount & Bartlett, 2002).

2.1.8. Factors Influencing Job Satisfaction.

Many researchers have studied factors leading to job satisfaction. Mullins et al., (1988) surveyed the job satisfaction of 439 employees who were department heads, dietary managers, licensed practical nurses, and nurse's aides from 46 non-profit nursing homes. Findings suggested this group of employees had the highest level of job satisfaction with working conditions where they were rewarded for good work. Pizam and Neumann (1988) chose 145 hotel employees in Central Florida to identify the effects of task characteristics as indicators of job satisfaction for employees in the hospitality industry. Task characteristics strongly determine two aspects of job satisfaction, satisfaction with co-workers and supervisors, which was determined by feedback from supervisors and peers, and the experienced meaningfulness of the job. Job characteristics as the indicators of job satisfaction were studied by Duke and Sneed (1989). Results of the study indicated that feedback and dealing with other workers give the highest levels of job satisfaction for 32 managerial and 147 non-managerial university foodservice employees. Mathieu et al., (1993) investigated the relationship between the perceptions of organizational commitment and levels of job satisfaction for 450 male engineers and their supervisors. Results showed that actual work conditions and departmentalization was directly related to employees' perceptions of job satisfaction. They also found demographic information such as education levels of the engineers had a significant effect on job satisfaction. The importance of the job itself or work conditions in terms of increasing job satisfaction was also studied by Watson and Slack (1993). They surveyed 82 full-time university

employees who took part in a wellness program. They found quality of life programs within the workplace, such as a fitness center and child care, had a significant association with one's job satisfaction. In addition, among the several factors of job satisfaction of 150 sales representatives in publishing firms, co-workers and working conditions had the most significant effect on organizational commitment and job satisfaction for well-established sales representatives (Russ & McNeilly, 1995). Extending previous studies considering single or multiple factors as the predictors of job satisfaction, Ting (1997) studied job satisfaction of 56,767 full-time federal government employees. He suggested that there were three primary groups influencing job satisfaction. Those three groups were job characteristics, organizational characteristics, and individual characteristics. Job characteristics were defined as pay satisfaction, task clarity, skill utilization, and task contribution. Organizational characteristics referred to relationships with co-workers and supervisors. Individual characteristics were variables describing the employees themselves. Interesting results were related to pay. Even if pay was revealed to increase job satisfaction at all levels of employees, the effect of pay diminished as the pay level increased. In terms of this result, Ting (1997) insisted extrinsic factors (pay) were less significant motivators than intrinsic rewards (making contributions to the organization) for job satisfaction as employees advanced to higher levels of position.

2.1.9. Relation between Work Motivation and Job Satisfaction.

Gupta & Joshi (2008) has argued the impact and the connection between the job contentment and work inspiration for the employees. Productivity in the work of an employee is outcome of satisfaction and productivity can be taken as indicator of satisfaction. Employees have to spend most of their time at workplace and need satisfaction at that place. Herzberg et al.'s (1959) has described a relationship between two variables as Job Satisfaction is the result of two kinds of factors, intrinsic and extrinsic factor; intrinsic factors appraised the job satisfaction and extrinsic factors cause dissatisfaction and reduce the level of job satisfaction. The extrinsic factors were also called as hygiene factors. According to Herzberg, the hygiene factors results in the form of dissatisfaction and these were external or environmental features e.g. company policy and administration, supervision, work conditions, salary and benefits. The intrinsic

factors are also called satisfiers and motivators, included creative or challenging work, responsibility and advancement opportunities. Kovach (1987) also tried to identify the relationship; the need to provide the basic necessities of life motivates most people which in return make the employees satisfied from their jobs. Whereas Brown (1996) examines that when an organization is having some satisfied or delighted employees, it is likely to have satisfied or delighted customers. Brown said the employee satisfied and delightedness as a prerequisite of customer satisfaction. Thus Wagar (1998) explained that in the global market, one can be successful when it has highly motivated, skilled, and satisfied workforce that can produce quality goods at low costs.

2.1.10. The Concept of Job Performance

Job performance has been defined as the overall values which an individual does during a specified period of time as discrete pieces of behaviors which are expected by the organization (Motowidlo, 2003). People could act in their careers well on the condition that they have necessary motives, abilities and motivation to do a good performance (Spector, 2009). Motivation is an individual characteristic, but it can rise from the individual (e.g. personality) and also from the environmental conditions.

Improvement and enhancement of organization performance and increment of productivity in order to achieve maximum efficiency of used human and material resources is of the obvious and important management tasks. Rothmann (2002) defines the job performance as a multi-dimensional structure that shows the quality level of working employee's performance, their level of innovation, problem solving techniques and available resources utilization methods, and also their energy and time using manner to perform the duties of the job. According to Davidoff (1987) individual performance is generally determined by three factors namely; Ability – the capacity to do the job; Work environment – the tools, material and information needed to do job; and motivation – the desire to do the job.

According to Bartol & Martin (1998) since the ultimate goal of any organization is to increase performance, in form of increased productivity, hence, the actual performance is a function of ability, skills and working conditions of employees.

2.1.11. Performance Measurement

Chen and Silverthorne (2008) identify three types of performance. One is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measures is self-appraisal and self-ratings. As a result, the adoption of self-appraisal and self-rating techniques are useful in encouraging employees to take an active role in setting his or her own goals. Thus, job performance measures the level of achievement of business and social objectives and responsibilities from the perspective of the judging party (Hersey and Blanchard, 1993).

2.1.12. Motivation and Job Performance

According to De Cenzo et al., (1996) people who are motivated use a greater effort to perform a job than those who are not motivated. In other words this means that all thinkable factors of physical or psychological aspects that we interact with, leads to a reaction within our self or of the entire organization. Motivation is reason for individuals' accomplishments to carry out the project (La Motta 1995). There are many aspects of motivation in an organization; a person motivated by those aspects may not necessarily motivate another person, because there are many different factors that affect motivation for different level employees. On reaching the understanding and believing that people (employees) are naturally motivated, an organization simply provide the environment for their motivation to be enhanced and improved (Baron, 1983). It means that an organization is a better environment and working atmosphere provider, it only needs to believe that the people have the motivational behavior. It is widely recognized in management circles, that motivation plays a role in keeping an employee performing his or her best in any task assigned.

A motivated person have the awareness of specific goals must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nel et al., 2001). It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore if the roles of managers are assumed to successfully guide employees towards the organizational agenda of achieving its

objectives, then it is very important for them to educate and understand those psychological processes and undertakings that root cause the stimulation, direction of destination, determination and persistence of voluntary actions (Roberts, 2005).

2.2. Theory that support the study

2.2.1. Frederick Herzberg's Two-Factor theory

2.2.1.1. Hygiene Factors

The hygiene factors are also referred to as the maintenance factors and comprise of the physiological, safety and love needs from Maslow's hierarchy of needs. They are factors that are not directly related to the job but the conditions that surround doing the job. They operate primarily to dissatisfy employees when they are not present, however, the presence of such conditions does not necessarily build strong motivation, Gibson (2000). These factors include; company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status. Herzberg called these hygiene factors, since they are necessary to maintain a reasonable level of satisfaction and can also cause dissatisfaction. The hygiene factors are not direct motivators but are necessary to prevent dissatisfaction and at the same time serve as a starting point for motivation. However, improvements in these conditions do not create motivation, Huling (2003).

2.2.1.2. Motivator Factors

According to Herzberg, the motivator factors pertain to the job content, they are intrinsic to the job itself and do not result from "carrot and stick incentives". They comprise the physiological need for growth and recognition. The absence of these factors does not prove highly dissatisfying but when present, they build strong levels of motivation that result in good job performance. They are therefore called satisfiers or motivators. These factors include; achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility.

Combining the hygiene and motivator factors can result in some scenarios namely:

High hygiene + high motivation, the ideal situation where employees are highly motivated and have few complaints

High hygiene + low motivation: Employees have few complaints but are not highly motivated. The job is then perceived as a pay check.

Low hygiene + high motivation: employees are motivated but have a lot of complaints.

A situation where the job is exciting and challenging but salaries and work conditions are not

Low hygiene + low motivation: the worse situation unmotivated employees with lots of complaints.

This theory sought to encourage managers not to be one-sided in considering factors to motivate employees but rather consider all the two factors in order to optimally motivate and satisfy employees to get the best out of them. According to Herzberg (1987) managers need to eliminate the dissatisfaction by doing the following:

- ✓ Fix poor and obstructive company policies;
- ✓ Provide effective, supportive and non-intrusive supervision;
- ✓ Create and support the culture of respect and dignity for all team members;
- ✓ Ensure that wages and salaries are competitive;
- ✓ Provide job security;
- ✓ Build job status by providing meaningful work for all positions.

The above actions help in eliminating job dissatisfaction in organizations and there is no point trying to motivate people or employees until these issues are addressed. Addressing the above issues should not be an end in itself but rather managers are to be aware that just because someone is not dissatisfied does not mean one is satisfied either. It is crucial in the work environment to identify conditions for job satisfaction.

Herzberg et al., (1959) processed a research concerning motivation to work. They chose similar companies situated in Pittsburgh Industry area. They interviewed approximately 200 engineers and accountants working for those companies. The theory developed from this research concerns hygiene factors, which are necessary for the employee to experience but do not motivate them to work. The explanation for hygiene factors could be a person's relationship with the environment in which one operates. Herzberg argues that intrinsic job factors are motivating, whereas extrinsic factors only placate employees.

In this theory, there are two group factors. The first one is motivating factors or satisfaction and the second one is hygiene factors or dissatisfaction.

According to Herzberg, the workers get motivated when they are responsible for their work. Furthermore, Herzberg also recommended that the job should have sufficient challenges to utilize the full ability of the employee. If the job is not sufficiently challenging enough and not used for an employee's full abilities, the company should replace the employee with the one who has a lower level of skill to do the job (Shah and Shah, 2007). Most empirical studies have refuted predictions based on Herzberg's theory. According to Herzberg's theory, he concluded that hygiene factors are related to dissatisfaction rather than satisfaction. Herzberg's theory implication in real work life for a manager and management in the company who want to motivate their employees would include these activities: provide the employees with good compensation, flexible company policies and being connected to their own employees. In addition, the manager also recognizes the good work from their employees and gives their employees the opportunities to grow and develop their skills, knowledge and experience. A significant development in motivation was distinction between motivational and maintenance factors in job situation. This led to draw a distinction between what are called as 'motivators' and 'hygiene factors'. Thus, hygiene factors provide no motivation to the employees, but the absence of these factors serves as dissatisfied. Some job conditions operate primarily to dissatisfy employees when they are absent, but their presence does not motivate employees in a strong way. Many of these factors are traditionally perceived by management as motivators, but the factors are really potent as dissatisfies. They are termed as maintenance factors in job because they are necessary to maintain a reasonable level of satisfaction among the employees. The maintenance factors include, company policy and administration, technical supervision, interpersonal relations with supervision, interpersonal relations with peers, salary, job security working conditions and among others. Herzberg also identifies the motivational factors to include achievement, recognition, advancement, work itself and possibility of growth. There appears to be a great similarity between Herzberg's and Maslow's models. A careful examination of Herzberg's model indicates that what he actually says is that some employees may have achieved a level of social and economic progress in the society and for them higher level

needs of Maslow (esteem and self-actualization) are the primary motivators. However, they still must satisfy the lower level needs for maintenance of their current state. Thus, we can say that money might still be a motivator for operative employees and for some managerial employees (Chhabra 2010). In this hint, hygiene factors are not sufficient conditions in motivating employees but rather a precondition in enticing employees in promoting the organizational mission and objectives.

2.3. Empirical Evidence

Rewards that an individual receives are very much a part of the understanding of motivation. Research has suggested that rewards now cause satisfaction of the employee to be affected, which directly influences the performance of the employee. Lawler (1985) concluded that factors influence the performance with regards to work. Firstly, it depends on the amount received and the amount the individual feels he or she should receive. Secondly, comparison to what others collect influences peoples performance, and thirdly, and employee's satisfaction with both intrinsic and extrinsic rewards received affects overall job performance. Fourthly, people differ widely in the rewards they desire and in the value they attach to each. And the fifth, that many extrinsic rewards satisfy only because they lead to other rewards. All these observations suggest the need for a diverse reward system.

In the study carried out by Jibowo (1977) on the effect of motivators and hygiene on job performance among a group of 75 agricultural extension workers in Nigeria. The study basically adopted the same method as Herzberg et al. (1959) and it shows some supports for the influence of motivators on job performance. In another study carried out by Centres and Bugental (1970) they also base their research on Herzberg's two-factor theory of motivation, which separated job variables into two groups: hygiene factors and motivators. They made use of a sample of 692 subjects to test the validity of the two factor theory. And it was discovered that at higher occupational level, "motivators" or intrinsic job factors were more valued, while at lower occupational levels "hygiene factors" or extrinsic job factors were more valued.

From this work they concluded that an organization that satisfies both intrinsic and extrinsic factors of workers get the best out of them. Bergum and Lehr's (1984) study

which investigated the influence of monetary incentives and its removal on performance; showed that the subjects in the experimental group who received individual incentives performed better than those in the control group.

Daniel and Caryl (1981) study was designed to explore the ability of the investment model to predict job satisfaction and job commitment. The result showed that job satisfaction was best predicted by the reward and cost value of the job. And job commitment on the other hand was best predicted by a combination of rewards, cost values and investment size.

Assan (1982) also studied the effect of extrinsic and intrinsic job factors on job motivation and satisfaction, which leads to performance. It showed that though there was no significant difference in motivational level and job satisfaction across various categories of workers in different organizations.

Egwuridi (1981) also investigated motivation among Nigerian workers using a sample of workers of high and low occupational levels. The hypothesis that low income workers will be intrinsically motivated was not confirmed, and the expectation that higher income worker will place a greater value on intrinsic job-factors than low income workers was also not confirmed. This shows clearly the extent of value placed on extrinsic job factors. Nwachukwu (1994) blamed the productivity of Nigerian workers on several factors, among them is employer's failure to provide adequate compensation for hard work and the indiscipline of the privileged class that arrogantly displays their wealth, which is very demoralizing to working class and consequently reduced their productivity. Judging from all these empirical studies and findings, one may generally conclude that a good remuneration package, which ties financial rewards to individual performance, can be expected to result in higher productivity. Another study carried out, which is of importance to this research, is that of Wood (1974). He investigated the correlation between various workers attitudes and job motivation and performance using 290 skilled and semi-skilled male and female paper workers.

The study revealed that highly involved employees who were more intrinsically oriented towards their job did not manifest satisfaction commensurate with company evaluations of performance. They depended more on intrinsic rewards as compared to those who were more extrinsic in orientation.

2.4. Conceptual framework of the study

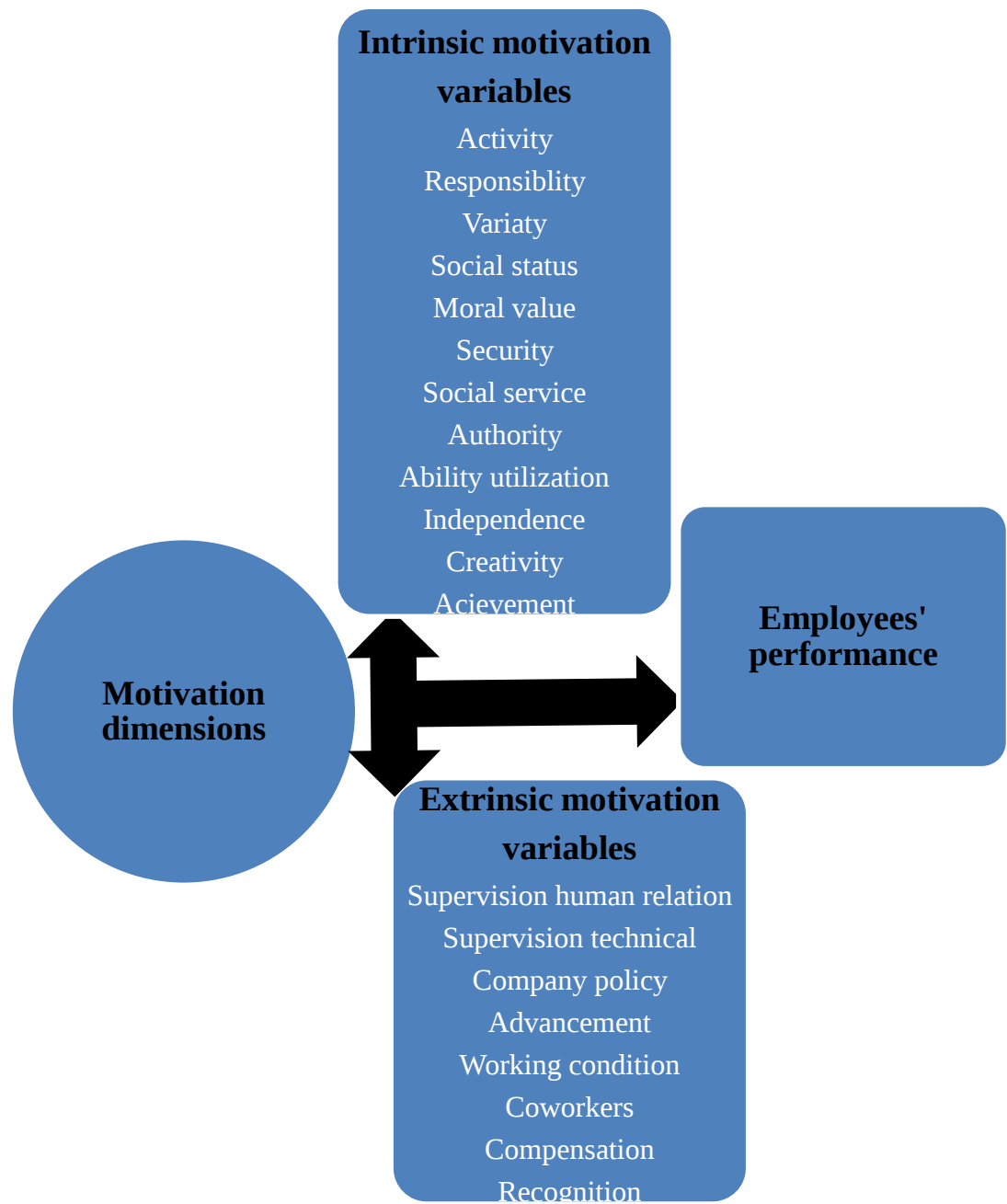


Fig. 1 Study Framework on intrinsic and extrinsic motivation variables and performance

Source: formulated by the researcher based on the short form Standardized Minnesota Satisfaction Questioners (MSQ)

The frame work of the study has clearly shown from the above diagram that motivation dimensions are independent variables whereas performances of employees' are dependent variable. The independent variables has categorized in to two dimensions as intrinsic motivation variables (activity, responsibility, variety, social status, moral value, security, social service, authority, ability utilization, independence, creativity and achievement) and extrinsic motivation variables (supervision human relation, supervision technical, company policy, advancement, working condition, coworkers, compensation and recognition). The dependent variable is represented by employees' performance.

CHAPTER THREE

Methodology

3.1. Research Design

The researcher has employed descriptive type of study design as appropriate tool for this study. Descriptive research permits the explanation of phenomena as they naturally transpire and without intervention from the researcher (Bernard, 2005). The purpose of descriptive surveys, according to Ezeani (1998) is to collect detailed and factual information that describes an existing phenomenon. To describe or explain the results of the respondents based on instruments employed the descriptive analysis tools; frequency, percentage distribution, mean and standard deviation were computed. In addition to the descriptive statistics used for explanation of the existing phenomenon, the study also involved co relational and regression analysis because there was objective to establish the relationship between intrinsic and extrinsic motivation on one hand, and the performance of employees on the other hand. Co relational research aims to ascertain if there are significant associations between two variables (Reid, 1987). The soft ware that has been used for analysis for both descriptive and inferential statistics in the present study was SPSS 19 version.

Quantitative approach or structured questionnaires have been used as instruments to collect the data from respondents.

Quantitative approach has an advantage that is highly structured, which allows for the cost efficient and less tedious data analysis (Schutt 2006). This quantitative methodological approach aided the researcher to collect data on senior and junior academic staff members and management of different level at Injibara Poly Technique College on variables underlying the study for conclusions to be made.

The short form of the Minnesota Satisfaction Questionnaires (MSQ) authored by Weiss et al, (1967) was selected for the purpose of the present research to collect data from the respondents.

3.2. Population and sampling framework

The population for the study was all senior and junior academic staff members and management at different levels of Injibara Poly Technique College. The total or Static

population in Injibara Poly Technique College was 140 employees'. In the research a sample containing 103 employees' were randomly selected according to Krejcie and Morgan (1970) published table among the static population of 140 employees' of Injibara Poly Technique College.

3.3. Sampling Design

The sampling procedure follows probabilistic sampling technique; the study has employed simple random sampling - lottery method. The researcher used this method because the population is uniform or has common characteristics; each element in the population has an equal chance of being included in the sample or it avoids any possible biases. Random sampling ensures the law of Statistical Regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe. This is the reason why random sampling is considered as the best technique of selecting a representative sample (Kothari, 1990).

The sample size has been determined from the population senior and junior academic staff members and management at different levels of Injibara Poly Technique College based on Krejcie and Morgan (1970) published table for standard sample size determination purpose.

3.4. Data Collection Method

Procedures for collecting the data involved two methods of data collection which has been used in the study, namely, secondary and primary data collection. To be able to build a comprehensive background of the study, the researcher has utilized materials from books, journals and online references. Primary data gathering has been conducted through the use of questionnaires.

The Close ended structured questionnaire or the short form of the Minnesota Satisfaction Questionnaires (MSQ) authored by Weiss et al. (1967) was selected for the purpose of the present research to collect data from randomly selected senior and junior academic staff members and management of different levels at Injibara Polytechnic College. The short form Minnesota Satisfaction Questionnaires (MSQ) authorized by Weiss et al., (1967) was consisted of 20 items and classified as; Intrinsic motivation category: activity,

independence, variety, social status, moral values, security, social service, authority, ability utilization, responsibility, creativity, and achievement. On the other hand, extrinsic motivation variables include supervision-human relations, supervision-technical, company policies, co-workers, and recognition, advancement, compensation and working conditions. The following are the items of the short form of the MSQ and the corresponding categories authored by Weiss et al (1967).

Table 3.4.1. Intrinsic motivation variables and the corresponding categories of the short form MSQ.

No.	Intrinsic motivation variables	Corresponding categories of MSQ.
1	Activity	Being able to keep busy all the time
2	Responsibility	The chance to work alone on the job
3	Variety	The chance to do different things from time to time
4	Social status	The chance to be “somebody” in the community
5	Moral value	Being able to do things that don’t go against my conscience
6	Security	The way my job provides for steady employment
7	Social service	The chance to do things for other people
8	Authority	The chance to tell people what to do

9	Ability utilization	The chance to do something that makes use of my abilities
10	Independence	The freedom to use my own judgment
11	Creativity	The chance to try my own methods of doing the job
12	Achievement	The feeling of accomplishment I get from the job

Table 3.4.2.Extrinsic motivation variables and the corresponding categories of the short form MSQ.

No.	Extrinsic motivation variables	Corresponding categories of MSQ.
1	Super - vision human relation	The way my boss handles his/her workers
2	Supervision technical	The competence of my supervisor in making decisions
3	Company policy	The way company policies are put into practice
4	Advancement	The chances for advancement on this job
5	Working condition	The working conditions
6	Coworkers	The way my coworkers get along with each other

7	Compensation	My pay and the amount of work I do
8	Recognition	The praise I get for doing a good job

No need to establish the instruments validity and reliability because it has been established before. MSQ has been widely studied and validated (Fields, 2002). Cronbach's alpha for the instrument is acceptable (Peters Jackofsky & Salter, 1981)

3.5. Data Analysis methods

Data gathered through questionnaires from the respondents were analyzed or discussed with descriptive data analysis tools; frequency, percentage, mean and standard deviation and inferential statistics measures; correlation and regression to assess the role of intrinsic and extrinsic motivation on employees' performance.

Here both descriptive and inferential statistics analysis were computed with the help of SPSS version 19 software.

The descriptive statistics tools were used to describe the basic features of the data in a study to provide simple summaries about the sample and the measures. The researcher has also used inferential statistics to determine relations of one variable to other variable that is the correlation and multiple linear regressions for determining how far the intrinsic and extrinsic variables affect performance of employees.

Pearson r was used to determine if there was a significant, positive association between each intrinsic and extrinsic motivation type and employee performance. Pearson r is a measure of the degree of association between two variables which are both measured in either the interval or ratio scale. Its value ranges from -1.0 to +1.0, with bigger absolute values indicating stronger relationship; the sign denotes the direction of association. A positive correlation indicates that as one variable increases, the other also goes up; meanwhile a negative correlation suggests that as one variable increases, the other correspondingly goes down (Reid 1987)

CHAPTER FOUR

Data Presentation, Interpretation and Discussion of the findings

4.1. Introduction

This present chapter basically presents the data, interpret and discuss the findings based on the responses to the questionnaire. The quantitative data collected under the survey questionnaires here organized and coded to be appropriate for analysis purpose. Both descriptive and inferential statistics were used to analyze the data. Means, standard deviations and percentages were used for broader view or description of the data and correlations and regression was also calculated to determine if there were significant relations between variables and to make predictions on independent variables that impacts the dependent variable.

The analyses of the survey data and the discussion of the findings have been presented in the following manner: First demographics of respondents and lastly both intrinsic and extrinsic motivation and performance survey analysis. The demographic data collected were gender, age, education attainment or status and number of years of experience of employees in their working area. As part of analysis both intrinsic and extrinsic motivation variables from the standardized short form of the Minnesota Satisfaction Questionnaire (MSQ) authored by Weiss et al., (1967) have been used. The standardized MSQ-short form also consisted of twenty (20) questions. The respondents were asked to answer according to a five level Likert Scale satisfaction levels; as very satisfied, satisfied, neutral, dissatisfied and very dissatisfied with corresponding values assigned 5, 4, 3, 2, and 1 respectively.

The short form MSQ questionnaires were broadly categorized and presented as intrinsic and extrinsic motivation variables. The intrinsic motivation consisted of ability utilization, moral value, achievement, creativity, activity, independence, responsibility, security, authority, social service, social status and variety. The extrinsic motivation also consisted of co - workers, recognition, advancement, supervision – human relations, supervision – technical, company policies, compensation and working conditions. Totally, 103 respondents responded to the survey questionnaires from which 72 were male and 31 female.

4.2. Descriptive Statistics Analysis

4.2.1. Profile of Respondents

A total of 103 responses were obtained in this study and secured for data analysis. Based on these data, a demographic profile of respondents is presented below. There are four demographic characteristics which were discussed including gender, age, educational attainment (status) and working experience of employees.

The number of respondents and percentages are the same in the following figure and the same applies to all statistics in this chapter. The researcher used this part of the analysis because it explained the response rate of respondents on their demographic characteristics, on the survey questionnaires and also to have a clear image on employees' (respondents) profile.

Table 4.2.1. Profile of Respondents

Characteristics		Frequency	Percentage
Gender of respondents	Male	72	69.9
	Female	31	30.1
Total		103	100
Age of respondents	18 – 25 years old	54	52.4
	26 – 35 years old	37	35.9
	36 – 45 years old	11	10.7
	46 and above years	1	1.0
Total		103	100
Educational attainment (Status) of respondents	Diploma holder	32	31.1
	Degree holder	69	67.0
	Masters holder	2	1.9
Total		103	100
Work experience of respondents	< 1 year	4	3.9
	1 – 5 years	43	41.7
	6 – 10 years	38	36.9

	11 – 15 years	18	17.5
	16 – 20 years	-	-
	21 and above years	-	-
Total		103	100

Source: field survey, 2015

Table 4.2.1 above presents the background information of the respondents of the study. The frequency and percentage breakdown by gender indicates that from a total 103 respondent's 69.9% (72) male and 30.1 % (31) female respondents are gender compositions in the poly technique college participated in the survey. In this distribution male respondents were dominated. All samples replied on the intrinsic and extrinsic motivation and performance questionnaires.

As far as age of respondents is concerned, majority of respondents 52.4 % were between 18 to 25 years old, 35.9% were between 26 to 35 years old, 10.7% were between 36 to 45 years old while 1 % of the respondents were above age 46 years old. The composition of these respondents indicated that all samples replied on the survey but majority of the respondents those performed in the job and replied on intrinsic and extrinsic motivation and performance questionnaires were between 18 to 25 years old.

With regard to educational attainment (status) of respondents, the result revealed that the majority of respondents which is 67 % had undergraduate or degree academic qualification, 31.1 % of respondents had diploma academic qualification and only 1.9 % of the respondents had post graduate or masters degree academic qualification. The proportion of these respondents indicated that majority of the respondents those performed in the job and replied on intrinsic and extrinsic motivation and performance questionnaires had undergraduate or degree academic qualification.

In relation to the frequency and percentage breakdown by work experience, the result revealed that the majority of the respondents 41.7 % have been with the college for 1 to 5 years, 36.9 % of the respondents have worked in the college 6 to 10 years, 17.5 % of the respondents have worked in their college for 11 to 15 years while 3.9 % of the respondents have worked for less than 1 year. The composition of these respondents

indicated that all the samples replied on the survey but majority of the respondents those performed in the job and replied on intrinsic and extrinsic motivation and performance questionnaires have been with the college for 1 to 5 years.

4.2.2. Intrinsic and extrinsic motivation survey Analysis and Results.

Table 4.2.2a.Descriptive statistics: the level of employees’ satisfaction on intrinsic motivation variables.

Intrinsic variables	N	Mean	Std. Deviation	Questions on intrinsic motivation
Activity	103	3.17	.473	Being able to keep busy all the time
Responsibility	103	3.85	.452	The chance to work alone on the job
Variety	103	3.90	.533	The chance to do different things from time to time
Social status	103	3.09	.729	The chance to be “somebody” in the community
Moral value	103	4.31	.767	Being able to do things that don’t go against my conscience

Security	103	3.78	.753	The way my job provides for steady employment
Social service	103	4.01	.664	The chance to do things for other people
Authority	103	3.72	.772	The chance to tell people what to do
Ability utilization	103	3.07	.449	The chance to do something that makes use of my abilities
Independence	103	3.50	.959	The freedom to use my own judgment
Creativity	103	3.70	.815	The chance to try my own methods of doing the job
Achievement	103	3.59	.633	The feeling of accomplishment I get from the job
Valid N (list wise)	103			

Source: field survey, 2015

Here table 4.2.2a, the results have shown that from the intrinsic motivation variables category employees' satisfaction level, the following intrinsic variables were rated as satisfactory by respondents; Responsibility (mean 3.85 and standard deviation 0.452), Variety (mean 3.90 and standard deviation 0.533), Moral value (mean 4.31 and standard deviation 0.767), Security (mean 3.78 and standard deviation 0.753), Social service (mean 4.01 and standard deviation 0.664), Authority (mean 3.72 and standard deviation 0.772), Independence (mean 3.50 and standard deviation 0.959), Creativity (mean 3.70 and standard deviation 0.815), Achievement (mean 3.59 and standard deviation 0.633). In addition, the following intrinsic variables were rated as neutral by respondents. Activity (mean 3.17 and standard deviation 0.473), Social status (mean 3.09 and standard deviation 0.729) and Ability utilization (mean 3.07 and standard deviation 0.449).

Table 4.2.2b.Descriptive statistics: the level of employees’ satisfaction on extrinsic motivation variables.

Extrinsic variables	N	Mean	Std. Deviation	Questions on extrinsic motivation
Supervision human relation	103	4.18	.390	The way my boss handles his/her workers
Supervision technical	103	3.48	.712	The competence of my supervisor in making decisions
Company policy	103	3.71	.775	The way company policies are put into practice
Advancement	103	2.47	.777	The chances for advancement on this job
Working condition	103	4.16	.364	The working conditions
Coworkers	103	3.44	.696	The way my coworkers get along with each other
Compensation	103	2.45	.737	My pay and the amount of work I do
Recognition	103	4.25	.437	The praise I get for doing a good job
Valid N (list wise)	103			

Source: field survey, 2015

The results in table 4.2.2b the extrinsic motivation and the satisfaction level of employees’ addressed that the following extrinsic motivation variables were rated as satisfactory ; Recognition (mean 4.25 and standard deviation 0.437), Super – vision human relation (mean 4.18 and standard deviation 0.390), Working conditions (mean 4.16 and standard deviation 0.364), and Company polices (mean 3.71 and standard deviation 0.775). The following extrinsic motivations were rated as neutral by respondents; Supervision technical (mean 3.48 and standard deviation 0.712) and Coworkers (mean 3.44 and standard deviation 0.696).In addition, the following extrinsic variables were rated as dissatisfactory by respondents; Advancement (mean 2.47 and standard deviation 0.777) and Compensation (mean 2.45 and standard deviation 0.737).

Table 4.2.3.Descriptive statistics: Overall mean for intrinsic motivation variables.

Overall mean for intrinsic motivation variables	
Mean	3.64
Std. Deviation	.589
Valid N	103

Source: field survey, 2015

The result in the above table addressed that overall mean for intrinsic motivation variables were (mean 3.64 and standard deviation 0.589) which indicated that it was rated as satisfactory.

Table 4.2.4.Descriptive statistics: Overall mean for extrinsic motivation variables.

Overall mean for extrinsic motivation variables	
Mean	3.51
Std. Deviation	.565
Valid N	103

Source: field survey, 2015

The finding in the above table addressed that overall mean for extrinsic motivation variables were (mean 3.51 and standard deviation 0.565) which indicated that it was rated as satisfactory.

Table 4.2.5.Descriptive statistics: Overall performance of employees’ on the job at the current time.

Question	N	Mean	Std. Deviation
Your overall performance on the job at the current time 5 = very satisfied, 4 = satisfied, 3 = neutral, 2 = dissatisfied, 1 = very dissatisfied.	103	3.58	.496
Valid N (list wise)	103		

Source: field survey, 2015

With regard to overall performance of employees on the job results in the above table shows that current performance is (mean 3.58 and standard deviation 0.496) which indicated that it was rated as satisfactory.

4.3. Pearson Correlation Analysis

To achieve objective three of the study that is to determine the relationship between intrinsic motivation variables (activity, responsibility, variety, social status, moral value, security, social service, authority, ability utilization, independence, creativity and achievement) and employees’ performance and between extrinsic motivation variables (supervision human relation, supervision technical, company policy, advancement, working condition, co worker, compensation and recognition) and employees’ performance Pearson correlation was computed. Table 4.3.1 and 4.3.2 below presents the results of Pearson correlations between intrinsic motivation variables and employees’ communication and between extrinsic motivation variables and employees’ performance.

Table 4.3.1. Correlation analysis: Pearson r for intrinsic motivation variables and Overall performance of employees

Intrinsic variables	Overall performance of employees'	P	Correlation results
Activity			**.
Pearson Correlation	.314**		Correlation is significant at the
Sig. (2-tailed)		.001	0.01 level (2-tailed).
Responsibility			**.
Pearson Correlation	.426**		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Variety			**.
Pearson Correlation	.476**		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Social status			**.
Pearson Correlation	.373**		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Moral value			**.
Pearson Correlation	.757**		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Security			**.
Pearson Correlation	.457**		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Social service			**.
Pearson Correlation	.370**		Correlation is significant at the

	Sig. (2-tailed)	.000	0.01 level (2-tailed).
Authority			**.
	Pearson Correlation	.535**	Correlation is significant at the
	Sig. (2-tailed)	.000	0.01 level (2-tailed).
Ability utilization			**.
	Pearson Correlation	.305**	Correlation is significant at the
	Sig. (2-tailed)	.002	0.01 level (2-tailed).
Independence			**.
	Pearson Correlation	.696**	Correlation is significant at the
	Sig. (2-tailed)	.000	0.01 level (2-tailed).
Creativity			**.
	Pearson Correlation	.609**	Correlation is significant at the
	Sig. (2-tailed)	.000	0.01 level (2-tailed).
Achievement			**.
	Pearson Correlation	.702**	Correlation is significant at the
	Sig. (2-tailed)	.000	0.01 level (2-tailed).

Source: field survey, 2015

As it has been clearly presented on the above table 4.3.1 there is positive and significant relationship between all intrinsic motivation variables and employees' performance. The result indicated that the following intrinsic motivation variables were positively and significantly correlated or has positive and significant relationship with employees' performance which was rated by respondents in the poly technique: Activity ($r = .314^{**}$, $p = .001$); Responsibility ($r = .426^{**}$, $p = .000$); Variety ($r = .476^{**}$, $p = .000$); Social status ($r = .373^{**}$, $p = .000$); Moral value ($r = .757^{**}$, $p = .000$); Security ($r = .457^{**}$, $p = .000$); Social

service ($r = .370^{**}$, $p = .000$); Authority ($r = .535^{**}$, $p = .000$); Ability utilization ($r = .305^{**}$, $p = .002$); Independence ($r = .696^{**}$, $p = .000$); Creativity ($r = .609^{**}$, $p = .000$); and Achievement ($r = .702^{**}$, $p = .000$).

The rationale to use Pearson correlation here is to establish from the findings whether there is some degree of association between intrinsic motivation variables and employees' performance. From the table, the Pearson correlation coefficient showed significant positive association of all intrinsic motivation variables and employees' performance at 0.01 level of confidence.

The implication of the coefficient is that, each intrinsic motivation variable has significant positive association on employees' performance and for that matter, upward or increasing adjustments on each intrinsic motivation variables above would result in higher employees' performance. That is, when employees are intrinsically motivated their work efforts or performance would increase.

Table 4.3.2 Correlation analysis: Pearson r for overall intrinsic motivation variables and overall performance of employees'.

	Overall performance of employees'	P	Correlation result
Overall intrinsic variables			$**$. Correlation
Pearson correlation	$.593^{**}$		is significant at
Sig. 2 (tailed)		.000	the 0.01 level (2-tailed).

Source: field survey, 2015

The above table 4.3.3 has indicated that overall intrinsic motivation variables were significantly and positively correlated or has positive and significant relationship with employees' performance ($r = .593^{**}$, $p = .000$) at 0.01 significant level. The result implied that when employees' are motivated with intrinsic motivation factors their work efforts or performance would increase.

Table 4.3.3 Correlation analysis: Pearson r for extrinsic motivation variables and overall performance of employees'.

Extrinsic variables	Overall performance of employees'	P	Correlation results
Super vision human relation			**.
Pearson Correlation	.403 ^{**}		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Super – vision technical			**.
Pearson Correlation	.557 ^{**}		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Company policy			**.
Pearson Correlation	.829 ^{**}		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Advancement			**.
Pearson Correlation	.510 ^{**}		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).
Working condition			**.
Pearson Correlation	.363 ^{**}		Correlation is significant at the
Sig. (2-tailed)		.000	0.01 level (2-tailed).

Co workers	Pearson Correlation	.534 ^{**}		**.	Correlation is
	Sig. (2-tailed)		.000	0.01	level (2-tailed).
Compensation	Pearson Correlation	.515 ^{**}		**.	Correlation is
	Sig. (2-tailed)		.000	0.01	level (2-tailed).
Recognition	Pearson Correlation	.492 ^{**}		**.	Correlation is
	Sig. (2-tailed)		.000	0.01	level (2-tailed).

Source: field survey, 2015

The above table 4.3.2 has indicated that all extrinsic motivation variables were significantly and positively correlated or has positive and significant relationship with employees' performance as rated by respondents in the poly technique; Super – vision human relation ($r = .403^{**}$, $p = .000$); Super – vision technical ($r = .557^{**}$, $p = .000$); Company policy ($r = .829^{**}$, $p = .000$); Advancement ($r = .510^{**}$, $p = .000$); Working condition ($r = .363^{**}$, $p = .000$); Co worker ($r = .534^{**}$, $p = .000$); Compensation ($r = .515^{**}$, $p = .000$); Recognition ($r = .492^{**}$, $p = .000$). The rationale to use Pearson correlation here was to establish from the findings whether there was some degree of association between extrinsic motivation variables and employees' performance. From the table, the Pearson correlation coefficient showed significant positive association of all extrinsic motivation variables and employees performance at 0.01 level of confidence. The implications of the coefficient is that, each extrinsic motivation variable has significant positive association on employees' performance and for that matter, upward or increasing adjustments of the extrinsic motivation variables above would result in higher employees' performance.

That is, when employees are motivated with extrinsic motivation factors their work efforts or performance would increase.

Table 4.3.4 Correlation analysis: Pearson r for overall extrinsic motivation variables and overall performance of employees’.

	Overall performance of employees’	P	Correlation result
Overall extrinsic variables			**.
Pearson correlation	.589 ^{**}		Correlation is significant at
Sig. 2 (tailed)		.000	the 0.01 level (2-tailed).

Source: field survey, 2015

The above table 4.3.4 has indicated that overall extrinsic motivation variables were significantly and positively correlated or has positive and significant relationship with employees’ performance ($r = .593^{**}$, $p = .000$) at 0.01 significant level. The result implied that when employees’ are motivated with extrinsic motivation factors their efforts or performance would increase.

4.5. Regression Analysis

In the present study multiple linear regression models was applied to test how far the overall intrinsic and extrinsic motivation variables had effect on employees’ performance or to test the predictive relationship between overall intrinsic and extrinsic motivation variables with employee’s performance. Coefficient of determination R^2 is the measure of proportion of the variance of dependent variable about its mean that is explained by the independent or predictor variables (Hair et al., 1998). Higher value of R^2 represents greater explanatory power of the equation.

4.5.1. Regression analysis between overall intrinsic and extrinsic motivation variables and employees' performance.

Table 4.5.1a Regression Model for Overall intrinsic and extrinsic Motivation variables (MoI and MoE)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 ^a	.543	.534	.338

a. Predictors (Constants), MoE, MoI

Source: field survey, 2015

The above table 4.5.1a shows the R^2 value of 0.543. This result shows that the independent variable (overall intrinsic and extrinsic motivation variables) accounted for 54.3 percent of the variance in employees' performance. Thus 54.3 percent of the variation in employees' performance can be explained by overall intrinsic and extrinsic motivation variables and the other unexplored variables may explain the variation in employees' performance which accounts for 45.7 percent.

Table 4.5.1b Regression Model for Coefficients^a

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.270	.224		5.673	.000
	MoI	.566	.086	.673	6.555	.000

MoE	.072	.090	.082	.799	.426
-----	------	------	------	------	------

a. Dependent variable: Overall performance of employees'

Source: field Survey, 2015

Overall multiple linear regression models of Employees' performance with intrinsic and extrinsic motivation variables will be:

$$Y = a + b_1x_1 + b_2x_2 + \dots + b_nx_n.$$

$$Y = 1.270 + 0.566\text{MoI} + 0.72\text{MoE}$$

Where, Y = employees' performance, MoI = mean of intrinsic motivation, MoE = mean of extrinsic motivation.

The above table 4.5.1b shows that overall intrinsic motivation factors have a positive and significance effect on employees' performance with a beta value (beta = 0.566), at 99 percent confidence level ($P < 0.01$). On the other hand, the regression result on the above table shows that overall extrinsic motivation factors have positive relationship with employees performance but no significant effect on employees' performance with beta value of (beta = 0.072) , at 99 percent confidence level ($P < 0.01$).

The result indicated that overall intrinsic motivation variables are statistically significant predictor of employees' performance but overall extrinsic motivation variables are not statistically significant predictor of employees' performance at 99 percent confidence level ($P < 0.01$) for Injibara Poly Technique College employees'.

4.6. Discussion of Findings.

The discussion in this part has assessed the findings of the present research in relation with results found in the past empirical studies. Therefore, the analysis has done to address the study objectives mentioned below.

Objective1.To determine the level of employee satisfaction on intrinsic motivation variables

The present study conducted on the poly technique employees and the results of descriptive data analysis indicated that from the intrinsic motivation variables the following were rated as satisfactory by employees: Responsibility, Variety, Moral value,

Security, Social service, Authority, Independence, Creativity and Achievement. In addition, the following intrinsic motivation variables were rated by employees as neutral: Activity, Social status and Ability utilization.

The above result of employee's response showed that Injibara poly technique employees were satisfied because they have the freedom or chance to work alone on the job, the chance to do different things or the opportunity to try different tasks from time to time and being able to do things that don't go against their conscience or ethics. The way their job provides for steady employment, the chance to do things for other people, the chance or freedom to tell people what to do, the freedom to use their own judgment, the chance to try their own methods of doing the job and the feeling of accomplishment they got from the job also satisfied employees being they have been in their working area. In addition, employees have showed neutrality in terms of being able to keep busy or fully occupied all the time, about the chance to be "somebody" or known in the community and also with the chance to do something that makes use of their abilities or doing things autonomously using their own ways of doing. In general, the means or averages gathered from poly technique employees about satisfaction level on overall intrinsic variables were also rated as satisfactory.

Probst & Brubaker (2001) concluded that the difference between job satisfaction and dissatisfaction lies in the amount and the type of rewards provided or given to the employees and the amount and type of rewards that the employee expects he/she deserves. Job satisfaction "is often considered in terms of intrinsic and extrinsic factors, as proposed by Herzberg (1966). This is to mean that intrinsic factors (e.g., opportunities for advancement and growth, responsibility, achievement) promote job satisfaction (Szymanski & Parker, 1996). (Hull, 1943) also asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs.

Objective2.To determine the level of employee satisfaction on extrinsic motivation variables

Employees' in the poly technique rated their satisfaction level satisfactory for the following extrinsic motivation variables; Recognition, Supervision human relation, Working conditions and Company policy in the work place.

They rated their satisfaction level neutral with the following extrinsic motivation variables; Supervision technical and Coworkers.

In addition, the following extrinsic motivation variables were rated as satisfactory by employees' in the poly technique.

The results mentioned above indicated that Injibara poly technique employees were satisfied with the way their boss handles or manages them, the working conditions they involved in, the way company policies are put into practice or exercised and the praise they got or receive for doing a good job done. Employees in the poly technique also neutral or uncertain about the competence of their supervisor or boss in making decisions and the way their coworkers get along or progress with each other. On the other hand Injibara poly technique employees were expressed their dissatisfaction with the chances for advancement or progression on their job and also with pay and the amount of work they do. In general, the means or averages gathered from poly technique employees about satisfaction level on overall extrinsic variables were also rated as satisfactory.

Extrinsic factors (such as supervision, pay, policies, working conditions, interpersonal relations, security) prevent job dissatisfaction”(Szymanski & Parker, 1996). In order to prevent job dissatisfaction and retain employees in their current jobs, employers need to keep up with changing values related toward work. Items causing job dissatisfaction were named “hygiene factors” (Gruneberg, 1976). Hygiene factors concern conditions about a job like pay and supervision. Company policy, type of administration, supervision, salary, interpersonal relations and working conditions are certain hygiene factors which cause job dissatisfaction. The chief factors creating negative feelings were company policies and administration, relationships with supervisors, compensation and the negative impact of work on their personal life” (Cardona,1996).

According to a study conducted by Ahmad et al., (2010) employees are highly likely to feel ‘rewarded’ and ‘motivated’ when they know that they are able to get fair pay with

regards to the amount of work that they do. Employees who are able to experience and receive recognition for their work are also able to have a better perception of their work, their workplace and the people they work for Shore & Shore (1995). This idea is further reiterated or says again by Buchanan (1974) who adds that the recognition of contributions towards the organization has a positive relationship towards increasing the commitment of the employee towards the organization and its objectives.

Akintoye (2000) asserts that money remains the most significant motivational strategy. Similarly, Katz (2005) 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.

Dewhurst et al., (2010) added that there are other means to reward employees that do not just focus on financial compensation. Some of these include the praise that employees are able to acquire from their managers, the opportunity to take on important projects or tasks, and even leadership attention.

Objective 3.To assess the correlation of intrinsic and extrinsic motivation with employees' performance at Injibara Polytechnic College

The rationale to use intrinsic and extrinsic motivation and performance variables correlation here was to establish from the findings whether there was some degree of association between intrinsic and extrinsic motivation and employee performance variables. The Pearson correlation coefficient was used to determine the relationship between each intrinsic and extrinsic variables motivation and employees performance. The correlation coefficient below showed significant positive association of each intrinsic and extrinsic motivation variables and employees performance at 0.01 level of confidence. The implication of the coefficient is that, each intrinsic and extrinsic motivation variables mentioned below has significant positive association on employees' performance and for that matter, upward or increasing adjustments of the intrinsic motivation variables would result in higher employee performance. That is, when employees' are motivated with each intrinsic and extrinsic motivation factors mentioned, their work efforts or overall performance increase.

For the Poly technique employees' all of the following intrinsic motivation variables were established significantly and positively correlated with their current performance: Activity, Responsibility, Variety, Social status, Moral value, Security, Authority, Independence, Creativity, Ability utilization, and Achievement. In addition all of the following extrinsic motivation variables were found significantly and positively correlated with current overall performance of poly technique employees' ;Supervision human relation, Supervision technical, Company policy, Advancement, Working condition, Compensation and Recognition.

When the above correlation results were analyzed alongside with the means gathered to determine the satisfaction level of poly technique employees, it can be conclude that the intrinsic motivation variables; Moral value, Social service, Variety, Responsibility, Security, Authority, Creativity, Achievement and Independence were key or strong areas for poly technique employees in terms of their internal motivation and enhancement of overall performance. Therefore, it is to mean that Injibara poly technique college management need to leverage the above mentioned intrinsic motivation variables. However, Activity, Ability utilization and Social status from intrinsic motivation variables need to be improved because the means gathered indicated neutral for satisfaction level of employees even though the three variables have shown that strong correlation with performance.

With regard to the correlation results analysis alongside with means or averages gathered from the extrinsic motivation variables to determine the satisfaction level of poly technique employees, it can be conclude that the extrinsic variables; Recognition, Super – vision human relation, Working conditions and company policy were key areas for Injibara poly technique employees in terms of their extrinsic motivation and enhancement of overall performance. The extrinsic motivation variables Super vision technical and Coworkers have a significant and positive correlation with employees' performance but employees rated their satisfaction level as neutral.

Therefore, the result implied that Injibara poly technique college management need to improve the two extrinsic variables mentioned before because it has significant correlation with employees overall performance.

In addition, the extrinsic motivation variable; Advancement and compensation were rated by poly technique employees as dissatisfactory even though these two variables have significantly and positively correlated with performance of employees on the job. Therefore, Injibara poly technique college management need to improve and give due consideration for employees advancement on their job and the pay and the amount of work they do for better overall performance of employees

In general, the overall intrinsic and extrinsic motivation variables correlation with employees' performance also indicates that both independent variables categories were positively and significantly correlated with employees' performance.

With regard to the regression analysis made to test the effect of independent variable (overall intrinsic and extrinsic motivation variables) and employees' performance the result shows that the independent variable (overall intrinsic and extrinsic motivation variables) accounted for 54.3 percent of the variance in employees' performance. Thus 54.3 percent of the variation in employees' performance can be explained by overall intrinsic and extrinsic motivation variables and the other unexplored variables may explain the variation in employees' performance which accounts for 45.7 percent. The regression result coefficients in overall intrinsic and extrinsic motivation variables also indicated that overall intrinsic motivation factors have a positive and significance effect on employees' performance with a beta value (beta = 0.566), at 99 percent confidence level ($P < 0.01$). On the other hand, overall extrinsic motivation factors have positive relationship with employees performance but no significant effect on employees' performance with beta value of (beta = 0.072) at 99 percent confidence level ($P < 0.01$).

The result indicated that overall intrinsic motivation variables are statistically significant predictor of employees' performance but overall extrinsic motivation variables are not statistically significant predictor of employees' performance at 99 percent confidence level ($P < 0.01$) for Injibara Poly Technique College employees'.

The study revealed that intrinsic motivation significantly predicted job performance and this result is confirmed or supported with study by (Cole, 1995; Druker, 2002).

CHAPTER FIVE

Summery, Conclusions and Recommendations

5.1. Summery

This research was carried out to investigate the role of motivation on employees' performance in Injibara Poly Technique College.

A total of 103 responses were obtained in this study and secured for data analysis from a statistic population of 140 employees in Injibara Ploy Technique College.

In this study both intrinsic and extrinsic motivation variables and the corresponding categories of the short form MSQ were used to determine the satisfaction level of employees on the variables and to assess the correlation of the motivation variables with performance of employees.

Based on the study results obtained Injibara Poly Technique College employees rated the following intrinsic motivation variables as satisfactory: Responsibility, Variety, Moral value, Security, Social service, Authority, Independence, Creativity and Achievement. In addition, the following intrinsic motivation variables were rated by employees' as neutral: Activity, Social status, and Ability utilization.

With regard to the extrinsic motivation variables result Poly Technique College employees' rated the following variables as satisfactory: Recognition, Supervision human relation, Working conditions and Company policies in the working area. Poly technique employees were neutral with the following extrinsic motivation variables: Supervision technical and Coworkers. In addition the following extrinsic motivation variables were rated as dissatisfactory by employees' in the poly technique: Advancement and Compensation. The means or averages gathered from poly technique employees' about satisfaction level on overall extrinsic variables were also rated as satisfactory.

The assessment on intrinsic and extrinsic motivation correlation with performance indicates that all of the following intrinsic motivation variables were significantly and positively correlated with performance: Activity, Responsibility, Variety, Social status, Moral value, Security, Social service, Authority, Independence, Creativity, Ability utilization and Achievement.

The following all extrinsic motivation variables were found significantly and positively correlated with current overall performance of poly technique employees: Super – vision human relation, Super – vision technical, Company policy, Advancement, Working condition, Co workers, Compensation and Recognition.

The extrinsic motivation variables Super vision technical and Coworkers have a significant and positive correlation with performance but employees rated as neutral for their satisfaction level.

In addition, the extrinsic motivation variable; Advancement, and compensation have a significant and positive correlation with performance but poly technique employees were rated as dissatisfactory.

With regard to regression analysis result 54.3 percent of the variation in employees' performance can be explained by overall intrinsic and extrinsic motivation variables and the other unexplored variables may explain the variation in employees' performance which accounts for 45.7 percent.

The regression result coefficients in overall intrinsic and extrinsic motivation variables also indicated that overall intrinsic motivation factors have a positive and significance effect on employees' performance with a beta value (beta = 0.566), at 99 percent confidence level ($P < 0.01$). On the other hand, overall extrinsic motivation factors have positive relationship with employees performance but no significant effect on employees' performance with beta value of (beta = 0.072) at 99 percent confidence level ($P < 0.01$).

5.2. Conclusions

This present study was conducted to assess the role of motivation on employees' performance at Injibara Poly Technique College.

The study concludes that Injibara Poly Technique College employees' were satisfied with the following intrinsic motivation variables: Responsibility, Variety, Morale value, Security, Social service, Authority, Independence, Creativity and Achievement. In addition, employees' were uncertain or neutral with the following intrinsic motivation variables: Activity, Social status and Ability utilization and it satisfied objective one of the study.

With regard to the second objective of the study the result concludes that Poly Technique College employees' were satisfied with the following extrinsic motivation variables: Recognition, Super vision human relation, Working conditions and Company policies in the working area. Poly Technique employees' were in difference or neutral with the following extrinsic motivation variables: Super vision technical and Coworkers. In addition, Injibara Poly Technique Employees' were dissatisfied with the following intrinsic motivation variables: Advancement and Compensation and it satisfied objective two of the study. In general, Injibara Poly Technique College employees' were satisfied with overall intrinsic and extrinsic motivation variables.

As conclusions for the third objective, variables which were significantly and positively correlated with performance, all of the following intrinsic motivation variables were significantly and positively correlated with performance: Activity, Responsibility, Variety, Social status, Moral value, Security, Social service, Authority, Independence, Creativity, Ability utilization and Achievement.

In addition, all of the following extrinsic motivation variables were found significantly and positively correlated with current overall performance of poly technique employees: Super – vision human relation, Super – vision technical, Company policy, Advancement, Working condition, Co workers, Compensation and Recognition.

Generally, both overall intrinsic and extrinsic motivation variables were also positively and significantly correlated with employees' performance.

With regard to the regression analysis made to test the effect of independent variable (overall intrinsic and extrinsic motivation variables) and employees' performance the

result shows that the independent variable (overall intrinsic and extrinsic motivation variables) accounted for 54.3 percent of the variance in employees' performance.

The regression result coefficients in overall intrinsic and extrinsic motivation variables also indicated that overall intrinsic motivation factors have a positive and significance effect on employees' performance. On the other hand, overall extrinsic motivation factors have positive relationship with employees' performance but no significant effect on employees' performance.

The result indicated that overall intrinsic motivation variables are statistically significant predictor of employees' performance but overall extrinsic motivation variables are not statistically significant predictor of employees' performance at 99 percent confidence level ($P < 0.01$) for Injibara Poly Technique College employees'.

5.3. Recommendations

Based on the study outcome the researcher recommends the following points;

The findings of the study indicated that Moral value, Social service, Variety, Responsibility, Security, Authority, Creativity, Achievement and Independence intrinsic motivation variables were key or strong areas for poly technique employees in terms of their internal motivation and enhancement of overall performance when the correlation results compared along side with means gathered from employees' satisfaction level on intrinsic motivation variables.

- Therefore, the study recommended that Injibara Poly technique College management needs to credence or leverage the above key or strong intrinsic motivation factors. Or management should credence or leverage;
 - the freedom or chance employees work alone on the job,
 - the freedom to do different things or the opportunity to try different tasks from time to time,
 - the freedom being able to do things that don't go against their conscience or ethics,
 - the chance to do things for other people,
 - the freedom for use of own judgment, try own methods of doing the job and the feeling of accomplishment they got from the job

- Activity, Ability utilization and Social status from intrinsic motivation variables need to be improved because the means gathered indicated neutral for satisfaction level of employees even though the three variables have shown that strong correlation with performance.

With regards to the extrinsic motivation variables finding the study result indicated that: Recognition, Super – vision human relation, Working conditions and company policy motivation variables were the key or strong areas when the correlation results compared along side with means gathered from employees' satisfaction level on extrinsic motivation variables.

- Therefore, the study recommended that that Injibara Poly Technique college management need to leverage or credence the above key or strong areas of extrinsic motivation variables. Or management need to credence or leverage;
 - the praise employees got or receive for doing a good job done,
 - the way the boss handles or manages employees and
 - the working conditions they involved in because of its strong correlation with performance

Poly Technique employees were neutral or uncertain about the extrinsic motivation variables: Supervision technical and Coworkers.

- Therefore, the study recommended that Injibara Poly Technique college management need to improve the competence of the supervisor or boss in making decisions and the way coworkers get along or progress with each other because the correlation with employees' performance was positive and significant.

The correlation result between extrinsic motivation variables Advancement, and compensation and employees' performance indicates significant and positive relation with employees' performance but poly technique employees rated their satisfaction levels on the two extrinsic variables as dissatisfactory.

- Therefore, the study suggested that Injibara Poly Technique college management needs to improve or look up the chances for advancement or progression on the job and also with the pay and the amount of work employees do for enhancement of employees' performance.

Generally, the regression result coefficients in overall intrinsic and extrinsic motivation variables indicated that overall intrinsic motivation factors have a positive and significance effect on employees' performance. On the other hand, overall extrinsic motivation factors have positive relationship with employees' performance but no significant effect on employees' performance.

- Therefore, Injibara Poly Technique college management needs to focus on employees' intrinsic rewards because it is positive and significant predictor for employees' overall performance.

5.4. Future Research Directions

The present study assessed only the intrinsic and extrinsic motivation variables relations with performance of employees on the job. Therefore, the researcher recommends future study may involve demographic characteristics of employees and other personality factors like skill level and work perception of employee's relation with motivation and performance.

References

- Adamas, U.S. and Jacobson, P.R.(1964). "Effects of Wage Inequalities on Work Quality", *Journal of Abnormal and Social Psychology*, 34,12 – 2.
- Adyamo, D.A.& Aremu, A.O.(1990), Career committeemen among secondary school teachers in Oyo state, Nigeria. The Role of biographical mediators. *Nigerian Journal of Applied Psychology* 5 (2), 184 – 194.
- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra: Yamens Press Ltd
- Ahmad, S., Ali, I., Rehman, K., Khan, M.A., and Waseemullah, 2010. Insecure job and low pay leads to job dissatisfaction, *Interdisciplinary Journal of Contemporary Research in Business*, vol. 1, No. 11.
- Akintoye, I.R. (2000). The place of financial management in personnel psychology A Paper Presented as Part of Personnel Psychology Guest Lecture Series. Department of Guidance and Counseling, University of Ibadan, Nigeria
- Alexander, J.A; Liechtenstein, R.O, & Hellmann, E. (1998). A causal model of voluntary turnover among nursing personnel in long term psychiatric setting. *Research in Nursing and Health* 21 (5), 415-427.
- Al Jenaibi, B. (2010). Job Satisfaction: Comparisons among Diverse Public.
- Antomioni, D. (1999), "What motivates middle managers"? *Industrial Management*, Nov,- Dec, Vol. 41, No 6, pp. 27-30.
- Armentor, J. & Forsyth, C.J. (1995). Determinants of job satisfaction among social workers. *International Review of Modern Sociology* 25 (20), 51– 63
- Assam, A.P. 1982. *Motivation and Job Satisfaction*. Unpublished MSc Dissertation University of Lagos, Nigeria.
- Baron RA (1983). *Behaviour in organizations*. New York: Allyn & Bacon, Inc.
- Bartol, K.M. & Martin, D.C. (1998). *Management*, (Third Edition), Boston: McGraw-Hill, 381 409

- Bergum, B and J. Lehr. 1984. "Monetary incentives and Vigilance." *Journal of Experimental Psychology*, No. 7: 197-198.
- Baumeister, R. F., & Voh, K. D. (2004). *Handbook of self-regulation: Research, theory and applications*. New York: Guilford Press.
- Bernard, H. R. (2005). *Research methods in anthropology: Qualitative and quantitative approaches* (4th ed.). Walnut Creek, CA: AltaMira Press.
- Bolarin, T.A. (1993). Late payment of teachers' salary as it affects the quality of education in Lagos state primary schools: A socio-psychological perspective. *Journal of National Association of Education Teachers* 6 (1), 11-15.
- Bowen BE, Radhakrishna RB (1991). Job satisfaction of agricultural education faculty: A constant phenomena. *J. Agric. Edu.* 32 (2). 16- 22.
- Brookfield HB (1998). The impact of flexible benefits plans on job satisfaction, organizational commitment and turnover intention", *Benefits Quarterly*, 1998: 10 (1): 84- 90. Pink Daniel. *Drive: The Surprising Truth about What Motivates Us*. USA: Published by Penguin Group. 2009.
- Brown, Mark G. (1996). *Keeping Score: Using the Right Metrics to Drive World-Class Performance*. New York: Quality Resources.
- Buchanan, B., 1974. Building organisational commitment: The socialization of managers in work organisations. *Administrative Science Quarterly*, vol. 19, pp. 533–546
- Cole, G.A. (1996). *Management Theory and Practice*. London: Letts Educational Aldine Place.
- C.R.Kothari (1990). *Research methodology; methods and techniques*, new age international (P) limited, publishers 4835/24, Ansari Road, Daryaganj, New Delhi – 110002
- Cardona, M. M. (1996). Job satisfaction not due to cash. *Pensions & Investments*, 24 9- 18.
- Centres and O, Bugental. 1970. "Intrinsic and Extrinsic Job motivators among different segments of the working population." *Journal of Applied Psychology*, 50: 193-197.
- Chen CC (1995). 'New Trends in Reward Allocation Preferences: A Sino-US Comparison', *Acad. Manag. J.* 38: 408–28.

- Chen, J. and Silverthorne, C. (2008). The impact of locus of control on job stress, job performance and job satisfaction in Taiwan, *Leadership and Organization Development Journal* Vol. 29 No. 7, 2008, Emerald Group Publishing Limited pp. 572-582.
- Chhabra TN (2010). *Fundamentals of Management*, (4th) by K V Sharma-978-81-906332-60
- Chuang, N. K., Yin, D. & Jenkins, M. D. 2008, "intrinsic and extrinsic factors impacting casino otel chefs' job satisfaction", *International Journal of Contemporary Hospitality Management*, Vol. 21, No. 3, pp. 323-340.
- Coates, J. F. and Jennifer, J. (1994). "Workplace Creativity," *Employment Relations Today*.
- Cole GA (2004). *Management Theory and Practice*, (6th Edition) Crewson PE (1997). *Public- Service Motivation: Building Empirical*
- Czajkowski, T. L. (1992). Job satisfaction of selected institutional foodservice supervisor *Journal of Foodservice Systems*, 7(1), 29.
- Daniel and Caryl. 1981. "Exchange variables as predictors of job commitment and turnover. The impact of rewards cost alternation and investments" *Journal of Organizational Behavior and Human Performance*, 27: 78-95.
- Daschler PJ, Ninemeier JD (1989). *Supervision in the Hospitality Industry*. East Lansing, MI: Educational Institute American Hotel and Motel Association.
- Davidoff, L. L. (1987). *Introduction to psychology* (3rd ed.). New York: McGraw-Hill.
- Deci Edward and Ryan Richard. *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press. 1985.
- DeMicco, F., & Olsen, M. (1987). The relationship of job attitudes to retirement intention of older foodservice employees. *Hospitality Education and Research Journal*, 11(2), 275 – 286.
- Dewhurst, M., Guthridge, M., Mohr, E., 2010. *Motivating people: getting beyond money*, Business Source Complete.
- Druker, P. (2002) *The Practice of Management*. New Delhi. Allied Publishers Private Ltd.

- Duke, K. M., & Sneed, J. (1989). A research model for relating job characteristics to job satisfaction of university foodservice employees. *Journal of the American Dietetic Association*, 89, 1087 – 1091.
- Egwuridi, P.C. 1981. Job Satisfaction: Effects on Job Characteristics. Un published MSc Dissertation University of Lagos, Nigeria.
- Eisenhower Robert and Shanock Linda, Rewards, Intrinsic Motivation and Creativity: A case Study of Conceptual and Methodological Isolation; *Creativity Research Journal* XV (2003).Consulted on April 6, 2010.
- Ezeani, S.I. (1998). Research methods: A realistic approach. Ibadan: Elohim Publishers.
- Fafunmwa, A.B. (1971). New perspective in education. London: Macmillan Education Limited.
- Fields, D. L. (2002), Taking the Measure of Work: A Guide to Validated Scales for Organizational Research and Diagnosis. Thousand Oaks, CA: Sage.
- Flanegan,T.J., Johnson, W.W. & Berret, K. (1996). Job satisfaction among correction executives: A contemporary portrait of warders of state prisons of adults. *Prison Journal* 76 (4), 385-397.
- Franco LM, Bennett S, Kanfer Rstubblebine P.(2004).Determination and consequences of health worker Motivation hospitals in Jordan and Georgia. *Soc Sci Med*, 2004; 58(2): 343- 55.
- Frase-Blunt, M. (2001). "Driving Home Your Awards Program." *HRMagazine*. February, 5/4
- Frederick CM. Ryan RM.(1993). Differences in motivation for sport and exercise and their relations with participation and mental health”, *Journal of Sport Behavior*. 1993: 16 (1): 124- 146.
- Gibson, J., Ivanevich, L., John, M. & Donnelly, J. H. (2000), “Organisations-Behaviour-Structure- Processes”” 10th Edition. Boston. McGraw-Hill. Gilmore, S. A., & Vyskocil-
- Grant, A. M. (2008). Does intrinsic motivation fuel the pro social fire? Motivation synergy in predicting persistence, performance, and productivity. *Journal of Applied Psychology*, 93, 48-58.

- Gruneberg, M. M. (Ed.) (1976). Job satisfaction: a reader. New York: John Wiley & Sons.
- Gupta K. Shashi & Joshi Rosy (2008). Human Resource Management, Pg (20.9 to 20.17)
- Hackman, J. R., & Lawler, E. E. (1971). Employee reactions to job characteristics. *Journal of Applied Psychology*, 60, 159 – 170
- Hair, J.F. Jr. , Anderson, R.E., Tatham, R.L., & Black, W.C. (1998). *Multivariate Data Analysis*, (5th Edition). Upper Saddle River, NJ: Prentice Hall.
- Hancer M. George RT.(2003) Job satisfaction of restaurant employees: an empirical investigation using the Minnesota satisfaction questionnaire”, *Journal of Hospitality & Tourism Research*. 2003: 27 (1): 85-100
- Helepota, H.A. (2005) “Motivational Theories and their application in construction”, *Cost Engineering*, Vol. 47, No. 3 pp. 14-35.
- Hersey, P. and Blanchard. K. H. (1993). *Management of Organizational Behavior: Utilizing Human Resources*, 6th edition, by Prentice-Hall, Englewood Cliffs, New Jersey.
- Herzberg, F.I. (1987), “One more time: How do you motivate employees?”, *Harvard Business Review*, Sep/Oct. 87, Vol. 65 Issue 5, p109-120.
- Herzberg, F. (1966) *Work and the Nature of Man*, Cleveland: World Publishing Company.
- Herzberg F (1959). *The Motivation to Work*; 2nd edition, John Wiley.
- La Motta T (1995). *Recognition: The quality way*. New York: Quality Resources.
- Herzberg, F., Mausner, B., and Snyderman, B.B., 1959, *The motivation to work*, New York: John Wiley & Sons.
- Hodgins HS. Yacko HA.(2002) .Gottlieb E. Goodwin G. Rath P. Autonomy and engaging versus defending against experience”, Unpublished manuscript, Skidmore College. 2002.
- Horenstein, B. (1993). Job satisfaction of academic librarians. An examination of the relation ship between satisfactions, faculty status participation. *College and Research Libraries* 56 (4), 341 350.
- Hoyenga, K. B., & Hoyenga, K. T. (1984). *Motivational Explanations of Behavior* Monterey, CA: Brookes/Coles Publishing Company.
- Huczynski A, Buchanan D (2007). *Organisational Behaviour, An Introductory Text*, Prentice Hall 6th Ed.

- Huling, E. (2003), "Rough Notes", *Journal of Applied Psychology*, Vol. 2 No. 1 pp. 17-24.
- Hull, C. L. (1943). *Principles of behavior*. New York: Appleton–Century–Crofts..
- Jibowo, A.A. 1977. "Effect of motivators and hygiene factors on job performance among extension workers in the former Western State of Nigeria". *The Quarterly Journal of Administration*, 12 (1): 45-54.
- Katz, R. (2005) "Motivating Technical Professionals Today", *Journal of Research Technology Management*, Nov-Dec, vol. 48, Issue 8, pp. 21-30
- Kennish, J. W. (1994). "Motivating with a Positive, Participatory Policy, Security Management'
- Kovach, K.A. (1987) "What motivates Employees? Workers and Supervisors give different answers", *Business Horizons*, Sept/Oct, Vol. 30, No. 6, pp. 58-65
- Latham, G. P. & Pinder, C. C. (2005). "Work motivation theory and research at the dawn of the twenty-first century." *Annual Review of Psychology*, 04, 230-516.
- Lawler, E.E. (1985). "The effects of performance of job satisfaction" *Industrial Relations*, 7: 20
- Luthans, F. (1998). *Organizational Behavior*. 8th ed. Boston: Irwin McGraw-Hill.
- Luthans F (1992). *Organizational Behavior*, Mc Graw Hill. 2nd Ed. Irwin. Boston.
- Mullins LJ (1999). *Management and Organizational Behavior*, 5th Ed. Pitman FT.UK pp.102-6, 1003.
- Mabonga, Mike (2000) "Human Resources Management in Local Governments under Decentralization in Uganda: What has changed?" Masters Dissertation, Institute of Social Studies. Den Haag.
- MacDonald, R. (1996). *Labours of love: Voluntary working in a depressed economy*. *Journal of Social Policy* 25 (1), 19-38.
- McCormick and J. Tiffin. 1979. *Industrial Psychology*; New York: George, Allen and Unwin.
- McGreevy, R. (1997). "Inspiration Points: Unmotivated Employees Could Cost You Your Business, *Entrepreneur*. September
- Mankoe, J. (2006). *Educational administration and management in Ghana (revised ed.)*. Kumasi: Payless Publication Ltd.

- Mathieu, J. E., Hoffman, D. A., & Farr, J. L. (1993). Job perceptions – job satisfaction relations. An empirical comparison of three competing theories: *Organizational Behavior and Human Decision Processes*, 56(1), 370 – 387.
- Mitchell, T.R. & Lason, J.R. (1987). *People in organization*: 3rd ed. New York: McGraw-Hill.
- Moser, K. (1997). Commitment in organizations: *Psychologies* 41 (4), 160-170.
- Mosley, D.C., Megginson, L.C. and Pietri, P.H. (2001). *Supervisory Management* Cincinnati, OH: South-Western College Publishing.
- Motowidlo, J. S. Job Performance, *Handbook of Psychology. Industrial & Organizational Psychology*, 2003, 12, 39-55.
- Mount, D. J., & Bartlett, A. L. (2002). Development of a job satisfaction factor model for the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 1(1), 19 – 22.
- Mullins, L. C., Nelson, C. E., Busciglio, H., & Weiner, H. (1988). Job satisfaction among nursing home personnel: The impact of organizational structure and supervisory power. *The Journal of Long-Term Care Administration*, 16, 12 – 18. Nel PS, Gerber PD, Van Dyk PS, Haasbroek GD, Schultz HB, Sono T, Werner W (2001). *Human Resources Management*. (5th ed.). Oxford University Press, Cape Town.
- Nkereuwem, E.E. (1990). Issues on the relationship between job satisfaction, job attitudes and work behavior among the staff in academic libraries. *Information Services and Use* 10 (5), 281-291.
- Nwackukwu, C.C. 1994. “Effective leadership and productivity. Evidence from a national survey of industrial organization.” *African Journal for the Study of Social Issues*, 1: 38-46.
- Nwagwu, C.C. (1997). The environment of crisis in the Nigerian education system. *Journal of Comparative Education* 33 (1), 87-95.
- Olajide, A. (2000). Getting the best out of the employees in a developing economy.
- Oshagbemi, T. (2000). How satisfied are academics with their primary tasks of teaching research and administration and management. *International Sustainable in Higher Education* 1 (2), 124 -136.

- O'Toole, A. (1980). Work in an era of slow economic growth. *Technological Forecasting and Social Change* 16 (4) 277-330.
- Paramer, C. & East, D. (1993). Job satisfaction among support staff in Twelve Ohio Academic Libraries. *College and Research Libraries* 54, (1), 43-57.
- Peters, L. H., Jackofsky, E. F., & Salter, J. R. (1981). Predicting turnover: a comparison of parttime and full-time employees. *Journal of Occupational Behaviour*, vol. 2, pp. 89-98.
- Pizam, A., & Neumann, Y. (1988). The effect of task characteristics on hospitality employees job satisfaction and burnout. *Hospitality Education and Research Journal*, 12, 99 – 105.
- Price J.L. (2001) Reflections on the determinants of voluntary turnover”, *International Journal of Manpower*. 2001 22 (7): 660-624
- Probst, M.T and Brubaker, T.L, 2001. The effects of job insecurity on employee outcome: cross-sectional and longitudinal exploration, *Journal of Occupational Health Psychology*, vol.6 no. 2, pp. 139 159. *Personnel Psychology Guest Lecture Series*. Department of Guidance and Counseling, University of Ibadan, Nigeria
- Petcharak P (2002). The assessment of motivation in the Saint Paul Hotel employ UW-Stout. Available at <http://minds.wisconsin.edu/handle/1793/40589?show=full>
- Reid, S. (1987). *Working with statistics: An introduction to quantitative methods for social scientists*. London: Polity.
- Roberts RL (2005). The relationship between rewards, recognition and motivation at Insurance Company in the Western Cape. Master dissertation, University of the Western Cape.
- Rothmann, S., Scholtz, P. E., Rothmann, J. C., Fourie, M. (2002). The Relationship Between Individual Variables and Work-Related Outcomes. *International Council for Small Business, 47th World Conference*, San Juan, Puerto Rico.
- Russ, F. A., & McNeilly, K. M. (1995). Links among satisfaction, commitment, and turnover intentions: The moderating effect of experience, gender, and performance. *Journal of Business Research*, 34, 57 – 65.

- Ryan RM. Deci EL.(2000a) Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being”, American Psychologist. 2000a: 55(1): 68-78.
- Ryan RM. Deci EL.(2000b) Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions”, Contemporary Educational Psychology. 2000b: 25 (1): 54-67.
- Sederberg, C.H., & Clark, S. (1990). Motivation and organizational incentives for high vitality teachers: A qualitative perspective. Journal of Research and Development in Education, Vol. 24, No. 1, Fall1990, p 6-13.
- Schutt, R. (2006) Investigating the social world: The process and practice of research (5th ed). Thousand Oaks, CA.
- Shah S, Shah H (2007). Current State of SHRM Research: Emerging Research Issues, Challenges and Directions for Future Research. In Gupta, P and Jain, R. and Dhar, U. (Eds), Enhancing Enterprise Competitiveness (Marketing, People, IT and Enterprise) (pp.401- 411). Excel Publications, New Delhi.
- Shore, L. M., & Shore, T. H., 1995. Perceived organizational support and organizational justice. In R. Cropanzano & K. M. Kacmar (Eds.), Organizational politics, justice, and support: Managing social climate at work (pp. 149–164). Westport, CT: Quorum Press.
- Smith GP (1994). Motivation. In W. Tracey (ed.), Human resources management and development handbook (2nd ed.)
- Spector, Paul. (2009). Industrial and Organizational Psychology. The translation of Shahnaz Muhammadi. Tehran: Arasbaran Publications.
- Storey, John. (2001) Human Resource Management:: London: Routledge.
- Szymanski, E. M. & Parker, R. M. (1996). Work and Disability. Austin, Texas: Pro-Ed, Inc.
- Tyagi, P.K. (1985), “Relative Importance of Key Job Dimensions and Leadership Behaviours in Motivating Salesperson Work Performance”, Journal of Marketing, 49 (Summer), 76-86.
- Ting, Y. (1997). Determinants of job satisfaction of federal government employees. Public Personnel Management, 26(3), 313 – 334.

- Wagar, Terry H. (1998). Determinants of Human Resource Management Practices in Small Firms: some Evidence from Atlantic Canada. *Journal of Small Business Management*, pp.13-23.
- Walker, J. (1998). Satisfying employees is a profitable strategy. *New Hampshire Business Review*, 20, 17-20.
- Walsh, T. E. (1980). Job satisfaction assessment of residence halls foodservice personnel at three selected state universities. *National Association of College and University Food service Journal*, 8, 9 – 16.
- Watson, D., & Slack, A. K. (1993). General factors of affective temperament and relations to job satisfaction over time. *Organizational Behavior and Human Decision Processes*, 54(1), 181 – 202.
- Weiss D.J. , Dawis R.V., England, G.W., & Lofquist L.H. (1967). Minnesota studies in vocational rehabilitation: xxii. Manual for the Minnesota Satisfaction Questionnaire, 23- 24.
- Wood A.T. 1974. “Effects of contingent and no contingent rewards and control on intrinsic motivation.” *Organization Behavior and Human Performance*, No 8, pp 217-229.

Appendices

Appendix A Questionnaires used in the study

**ADAMA SCIENCE AND TECHNOLOGY UNIVESITY (ASTU),
SCHOOL OF BUSINESS AND ECONOMICS (SoBE),
DEPARTEMENT OF MANAGEMENT,
POST GRADUATE (PG) PROGRAME IN BUSINESS ADMINISTRATION.
SURVEY QUESTIONNAIRS**

Dear Sir/Madam,

This survey questionnaire is designed to collect data regarding your job satisfaction levels on intrinsic and extrinsic motivations in your work environment and reflect those in a positive way to improve your working environment for better overall performance. Therefore, the primary objective of the study is to investigate the role of motivation on employee's performance in case of Injibara polytechnic college to improve employees work environment and secondary objective is for partial fulfillment to obtain my second degree in business administration.

Dear respondents, I would like to assure you that you will not face any economic, political and social problems by providing your response.

Thank you for your assistance with this study.

Instructions

- Do not write your name on the questionnaire sheet
- Circle the letter containing your choice, use tick (✓) or fill in the blank space

Parte one. Demographics

1. Gender
A. Male B. Female
2. Age

A. 18 – 25 B. 26 – 35 C. 36 – 45 D. 46 – above

3. Educational attainment /status/

A. High school graduate B. Diploma C. Degree

D. Masters E. Doctorate degree F. Other level specify-----

4. Work experience

A. < 1 year B. 1 – 5 years C. 6 – 10 years D. 11 – 15 years E. 16 – 20 years F. 21 – above

Part two. Rate your levels of satisfaction with the scales given below in relation with your job. Ask yourself: How satisfied am I with this aspect of my job?

5 = Very Satisfied

4 = Satisfied

3 = Neutral

2 = Dissatisfied

1 = Very dissatisfied

Rate your levels of satisfaction using tick (✓) mark on the scales given below.

N. o	Questions	Rate your levels of satisfaction using tick (✓) mark on the scales given below.				
		Very satisfie d	Satisfied	Neutral	Dissatisfie d	Very Dissatisfied
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be “somebody” in the community					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don’t go against my					

	conscience				
8	The way my job provides for steady employment				
9	The chance to do things for other people				
10	The chance to tell people what to do				
11	The chance to do something that makes use of my abilities				
12	The way company policies are put into practice				
13	My pay and the amount of work I do				
14	The chances for advancement on this job				
15	The freedom to use my own judgment				
16	The chance to try my own methods of doing the job				
17	The working conditions				
18	The way my co-workers get along with each other				
19	The praise I get for doing a good job				
20	The feeling of accomplishment I get from the job				
*	Your overall performance on the job at the current time.				

Thank you for your cooperation

With best regards,

Kefale Dagnew.

Appendices

Appendix A Questionnaires used in the study

**ADAMA SCIENCE AND TECHNOLOGY UNIVESITY (ASTU),
SCHOOL OF BUSINESS AND ECONOMICS (SoBE),
DEPARTEMENT OF MANAGEMENT,
POST GRADUATE (PG) PROGRAME IN BUSINESS ADMINISTRATION.
SURVEY QUESTIONNAIRS**

Dear Sir/Madam,

This survey questionnaire is designed to collect data regarding your job satisfaction levels on intrinsic and extrinsic motivations in your work environment and reflect those in a positive way to improve your working environment for better overall performance. Therefore, the primary objective of the study is to investigate the role of motivation on employee's performance in case of Injibara polytechnic college to improve employees work environment and secondary objective is for partial fulfillment to obtain my second degree in business administration.

Dear respondents, I would like to assure you that you will not face any economic, political and social problems by providing your response.

Thank you for your assistance with this study.

Instructions

- Do not write your name on the questionnaire sheet
- Circle the letter containing your choice, use tick (✓) or fill in the blank space

Parte one. Demographics

4. Gender

B. Male B. Female

5. Age

B. 18 – 25 B. 26 – 35 C. 36 – 45 D. 46 – above

6. Educational attainment /status/

B. High school graduate B. Diploma C. Degree

D. Masters E. Doctorate degree F. Other level specify-----

4. Work experience

A. < 1 year B. 1 – 5 years C. 6 – 10 years D. 11 – 15 years E. 16 – 20 years F. 21 – above

Part two. Rate your levels of satisfaction with the scales given below in relation with your job. Ask yourself: How satisfied am I with this aspect of my job?

5 = Very Satisfied

4 = Satisfied

3 = Neutral

2 = Dissatisfied

1 = Very dissatisfied

N. o	Questions	Rate your levels of satisfaction using tick (✓) mark on the scales given below.				
		Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be “somebody” in the community					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don’t go against my conscience					
8	The way my job provides for steady employment					
9	The chance to do things for other people					
10	The chance to tell people					

	what to do					
11	The chance to do something that makes use of my abilities					
12	The way company policies are put into practice					
13	My pay and the amount of work I do					
14	The chances for advancement on this job					
15	The freedom to use my own judgment					
16	The chance to try my own methods of doing the job					
17	The working conditions					
18	The way my co-workers get along with each other					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					
*	Your overall performance on the job at the current time.					

Thank you for your cooperation

With best regards,

Kefale Dagneu.