# USING MOTIVATION AS A CONCEPTUAL FRAMEWORK FOR INSTITUTIONAL CAPACITY BUILDING AND DEVELOPMENT

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*Abstract:*


In this cooperate world, administrators are focusing on getting the best employees during recruitment and are also finding ways of retaining them. However, maintain them will stem from them observing the concept upon which motivation is built.

They must know how their employees think and what makes them think that way. Meeting the demands of this work prompted the researcher to seek secondary data to be able to bring to light the concept of motivation. It also led the researcher into looking for appropriate materials on the type of motivation. The research gives us a faster glimpse on the types of motivation (Intrinsic rewards are those which are felt directly, and include accomplishment, increased self-esteem,

and new skills; extrinsic rewards are provided by an outside agent and include bonuses, praise, and promotions).

  The theories were also looked into and their relevance brought out as to how they will help the institution. At the end of this research work, it is believed to help develop the institution by improving on employees' performance for the achievement of the institution's goal.

*Keywords: conceptual, framework, theories, development, institution, capacity building.*


## 1.0 INTRODUCTION

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the organization context within which they carry out that work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management. Motivation theory examines the process of motivation. It explains why people at work behave in the way they do in terms of their efforts and the directions they are taking. It describes what organizations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organization's goals as well as satisfying their own needs. It is also concerned with job satisfaction – the factors that create it and its impact on performance. In understanding and applying motivation theory, the aim is to obtain added value through people in the sense that the value of their output exceeds the cost of generating it.

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

to function effectively if they are based on proper understanding of what is involved. Further below we will look into the concept of motivation and what really it entails.

During not to the nineteenth century Sierra Leone was a pioneer of western style education in Sub-Saharan Africa. Fourah Bay College, the first tertiary education institute in the region, was founded in 1827, and the first boys school, Sierra Leone Grammar School, and the first girls school, Annie Walsh Memorial School, in the region founded in 1845 and 1849 respectively. The country was an important centre in training teachers, doctors and administrators for whole of West Africa in the first half of the nineteenth century.

The education system that developed in Sierra Leone during the nineteenth and twentieth century was styled on the British education system. It was elitist in nature aimed at urban middle class and focused on the academically gifted that would go on to tertiary education before taking up positions as civil servants in the government. During this period the majority of the population were not formally educated or only a couple of years of primary education. When Sierra Leone declared independence in 1961, under 15% of children aged five to eleven and only five percent of 12- to 16-year-olds attended school.

After independence there was pressure to change the education system, but it wasn't until the 1990s that this grew to the level that led to changes in the system. Reforms were proposed so that the education system would serve the social economic needs of the country more closely, centering on increasing access to education, particularly primary education and placing more emphasis on technical and vocational education. In 1993 the government adopted a four-stage approach to education and created the National Commission for Basic Education.

During the 1990s the Sierra Leone Civil War set these goals back destroying much of the country's infrastructure including schools; for example, 1,270 primary schools were

destroyed.[2] This created a shortage in schools which was compounded by a shortage in teachers and so made the legal requirement of universal basic education for all children difficult to obtain. At the end of the war in 2001 67 percent of school-age children were out of school.

## 1.1    Research Aim

The development and success of any educational institution is dependent on the motivation theory it uses. As institutions are competing on retaining their best staffs, the use of appropriate motivation theory is of great importance. Staff retention does not only mean providing them with financial rewards like incentives, salary bonuses etc., rather consideration should always be given to rewards like recognition, staff development etc. The focus of this study is to assess the various theories of motivation and recommend a suitable concept that will be used by institutions in Sierra Leone

## 1.2    Research Objectives

The study is focused on bringing out the different motivation theories as how they are being addressed by different scholars and school of thoughts. A variety of secondary data will be used as the objectives are highlighted. The general objectives are outlined as follows:

➢ Highlight the conceptual framework of motivation.
➢ Discuss the theories of motivation
➢ Establishing the implications of these theories and there relevance to institutional development

## 1.3    Significance of the study

The significance of motivation is apparent which makes it more useful for the appropriate theory to be used within this educational sector. For us to be able to achieve our goal we need motivation. Motivation stands as one of the paramount factor that determines us reaching our goals. Having said that, one will begin to imaging what progress we will make if we make motivation as a center piece in our administrative duties.

Positive emotions does not always represent motivation as fear of achieving a goal can also serve as a real motivating factor. A simple example of negative motivation is that of stress as most people might have the tendency of becoming narrow sighted when they are stressed. Some school of thought will argue achieving a goal motivates people, this might not be true. What really motivate workers are the rewards for reaching the goals of the satisfaction they get for being important. It is because of this perception that I have of motivation that prompted this work so that Milton Margai College of Education and Technology will adopt the best motivation theory to achieve its desired goals.

## 2.0    Literature Review

High performance is achieved by well-motivated people who are prepared to exercise discretionary effort. Even in fairly basic roles, Hunter *et al* (1990) found that the difference in value added discretionary performance between 'superior' and 'standard' performers was 19 per cent. For highly complex jobs it was 48 per cent. To motivate people it is necessary to appreciate how motivation works. This means understanding motivation theory and how the theory can be put into practice, as discussed in this chapter

Motivation is the answer to the question "**Why we do what we do**?". The motivation theories try to figure out what the "**M**" is in the equation: "**M motivates P**" (Motivator motivates the Person). It is one of most important duty of an entrepreneur to motivate people. (I strongly believe that motivating people with visionary and shared goals is more favorable than motivating through tactics, incentives or manipulation through simple carrot and stick approaches because motivating with vision is natural whereas the former is artificial and ephemeral)

Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action that will ensure that you get there. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs and wants.

Well-motivated people engage in discretionary behaviour – in the majority of roles there is scope for individuals to decide how much effort to exert. Such people may be self-motivated, and as long as this means they are going in the right direction to attain what they are there to achieve,

then this is the best form of motivation. Most of us, however, need to be motivated to a greater or lesser degree.

## 2.1     CONCEPT OF MOTIVATION

A precise definition of motivation is elusive since the concept involves numerous characteristics and perceptions of the employee and the current situation. But it is characterised by a certain level of willingness on the part of the employee to increase effort, to the extent that this exertion also satisfies some need or desire. At a basic level it can be seen that motivation is about 'motives' and 'needs'. Motives are the internal drives and energies of an employee; they direct behaviour, which results in outcomes. There are a number of competing definitions, so identifying the one that is just right in relation to reward management is practically impossible. It is better therefore to consider the common underlying assumptions which suggest that motivation is:

> ➢ an individual phenomenon – people are unique, and this means that motivation theories usually allow for uniqueness to be reflected in behaviour;
> ➢ intentional and results in behaviours that are the result of conscious choices;
> ➢ a multifaceted concept, which involves (a) factors that arouse people to action (b) choice of behaviour and (c) choices about the persistency and intensity of behaviour;
> ➢ valid as a theory because it helps predict behaviour by explaining what prompts the behaviour of people, which means that it has very little concern with simply describing or categorising behaviour.

A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways. The three components of motivation as listed by Arnold et al (1991) are:

> ➢ **direction** – what a person is trying to do;
> ➢ **effort** – how hard a person is trying;
> ➢ **persistence** – how long a person keeps on trying.

Going through the algorithms of the concept, it suggests that motivation is initiated by the conscious or unconscious recognition of unsatisfied needs. These needs create wants, which are desires to achieve or obtain something. Goals are then established which it is believed will satisfy these needs and wants and a behaviour pathway is selected which it is expected will achieve the goal. If the goal is achieved, the need will be satisfied and the behaviour is likely to be repeated the next time a similar need emerges. If the goal is not achieved, the same action is less likely to be repeated.

## 2.2    TYPES OF MOTIVATION

Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or at least leads them to expect that their goals will be achieved. Secondly, people can be motivated by management through such methods as pay, promotion, praise, etc.

There are two types of motivation as originally identified by Herzberg et al (1957):

**2.2.1    Intrinsic motivation** comes from within the inner self of an individual or we can say that these are the internal factors that are driven by the interest and enjoyment in the job itself what the individual is doing rather than relying on the external factors. The intrinsic motivation can be produced within then individuals by identifying their psychological needs related to the jobs they are performing. Involving the employees in the decision making process by letting them participate in giving suggestions regarding designation of jobs, their interest in the related jobs, their priority related to the specific job, comfortable level to a certain job etc.; this practice can help managers to increase the intrinsic motivation within the employees of the organization and to increase the efficiency and effectiveness by achieving goals within specified time.

**2.2.2    Extrinsic motivation** All the external factors like rewards like money, promotions, recognition, coercion, threats of punishments are responsible for the extrinsic motivation for the individual. Likewise competition is one most commonly used extrinsic factor that encourages the performer to win and beat others. A crowd cheering on the individual and trophies are also extrinsic factors to make the individual to win the game.

## 2.3    THEORIES OF MOTIVATION

Motivation theories can be classified broadly into two different perspectives: Content and Process theories. Content Theories deal with "what" motivates people and it is concerned with individual needs and goals. Maslow, Alderfer, Herzberg and McCelland studied motivation from a "content" perspective. Process Theories deal with the "process" of motivation and is concerned with "how" motivation occurs. Vroom, Porter & Lawler, Adams and Locke studied motivation from a "process" perspective.

## 2.3.1   CONTENT THEORY

Content theory of motivation is concerned with the internal factors that actuate human behavior. Four of the most common content theories are...

Maslow's hierarchy of needs

Alderfer's ERG theory

Herzeberg's motivator-hygiene theory (Herzeberg's dual factors theory)

McClelland's learned needs or three-needs theory are some of the major content theories

### 2.3.1.1 NEEDS

   i.    Maslow

According to humanist psychologist Abraham Maslow our actions are motivated in order to achieve certain needs.

Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs.

While some of the existing schools of thought at the time tended to focus on problematic behaviors, Maslow was much more interested in learning about what makes people happy and the things that they do to achieve that aim.

As a humanist Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met such as the need for food, safety, love, and self esteem

There are five different levels of Maslow's hierarchy of needs

- In the first level, **physiological needs** exist which include the most basic needs for humans to survive, such as air, water and food.
- In the second level, **safety needs** exist which include personal security, health; well-being and safety against accidents remain.
- In the third level, **belonging needs** exit. This is where people need to feel a sense of belonging and acceptance. It is about relationships, families and friendship. Organizations fulfill this need for people.
- In the fourth level, **self-esteem needs** remain. This is where people looks to be respected and to have self-respect. Achievement needs, respect of others are in this level.
- In the top-level, **self-actualization needs** exist. This level of need pertains to realising the person's full potential.

### ii.     David McClelland        (need for achievement)

**Need for achievement** (**N-Ach**) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal. To have the determination to win". The concept of N-Ach was subsequently popularised by the psychologist David McClelland

This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation). Measured with the Thematic Appreciation Test (TAT), need for achievement motivates an individual to succeed in competition, and to excel in activities important to him or her.

Need for Achievement is related to the difficulty of tasks people choose to undertake. Those with low N-Ach may choose very easy tasks, in order to minimise risk of failure, or highly difficult tasks, such that a failure would not be embarrassing. Those with high N-Ach tend to choose moderately difficult tasks, feeling that they are challenging, but within reach.

People high in N-Ach are characterised by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements. Sources of high N-Ach include:

1. Parents who encouraged independence in childhood
2. Praise and rewards for success
3. Association of achievement with positive feelings
4. Association of achievement with one's own competence and effort, not luck
5. A desire to be effective or challenged
6. Intrapersonal Strength
7. Desirability
8. Feasibility
9. Goal Setting Abilities

### 2.3.1.2     ERG MODEL (Alderfer's)

In an attempt to line up Maslow's Theory of Needs with empirical studies, Alderfer's ERG Theory elicits three core requirements: Existence, Relatedness, and Growth. This categorization reduction is the result of earlier research on Maslow Hierarchy of Needs that indicates some overlap within the middle levels. According to Alderfer, the needs aren't in any order and any

desire to fulfil a need can be activated at any point in time. This results in the the lower level needs not requiring to be satisfied in order to satisfy a higher level need. Alderfer's ERG Theory can actually be utilized as a frustration-regression principle where an already satisfied lower level need can be "re-activated" when confronted with the impossibility of satisfying a higher level one.

- **Existence:** Relates to a person's physical needs such as food, clothing, and shelter.

- **Relatedness:** Relates to a person's interpersonal needs within his personal as well as professional settings.
- **Growth:** Relates to a person's needs of personal development.

## 2.3.1.3.        TWO- FACTOR MODEL (Fredrick Herzberg)

In the 1950 and 1960's Fredrick Herzberg examined employee satisfaction. His research was aimed at how attitude affected Motivation. To do this he wanted to know in what situations people felt. Herzberg's theory is called the Motivation-Hygiene Theory and has Motivators-Hygiene Factors.  It is sometimes called the Two-Factor Theory.

He believes that two groups of factors affect motivation at work.  Intrinsic 'motivators' (relate to Maslow's higher needs) such as achievement and recognition can positively influence motivation, while extrinsic 'hygiene factors' (relate to Maslow's lower needs) such as pay and working conditions can negatively impact motivation if they are not satisfactory.  Hygiene factors do not motivate, but can negatively affect motivation if they are absent.  Motivators improve motivation but do not eliminate dissatisfaction.

Although Herzberg is most noted for his famous 'hygiene' and motivational factors theory, he was essentially concerned with people's well-being at work. Underpinning his theories and academic teachings, he was basically attempting to bring more humanity and caring into the workplace. He and others like him did not develop their theories to be used as 'motivational tools' purely to improve organisational performance. They sought instead primarily to explain how to manage people properly, for the good of all people at work.

Herzberg's research proved that people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is temporary. Then as now, poorly managed organisations fail to understand that people are not 'motivated' by addressing 'hygiene' needs. People are only truly motivated by enabling them to reach for and satisfy the factors that Herzberg identified as real motivators, such as achievement, advancement, development, etc., which represent a far deeper level of meaning and fulfillment.

Examples of Herzberg's 'hygiene' needs (or maintenance factors) in the workplace are:

Policy, relationship with supervisor, work conditions, salary, company car, status, security, relationship with subordinates, personal life

Herzberg's research identified that true motivators were other completely different factors, notably:

Achievement, recognition, work itself, responsibility, advancement

### 2.3.1.4.        THEORY X AND THEORY Y (McGregor)

McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side Of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, Mcgregor's X-Y Theory remains a valid basic principle from which to develop positive management style and techniques.

McGregor's XY Theory remains central to organizational development, and to improving organizational culture. McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten. McGregor maintained that there are two fundamental approaches to managing people. Many managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop.

**Theory x ('Authoritarian Management' Style)**

The average person dislikes work and will avoid it he/she can .Therefore most people must be forced with the threat of punishment to work towards organisational objectives. The average person prefers to be directed; to avoid responsibility; is relatively unambitious, and wants security above all else.

**Theory y ('Participative Management' Style)**

Effort in work is as natural as work and play. People will apply self-control and self-direction in the pursuit of organisational objectives, without external control or the threat of punishment. Commitment to objectives is a function of rewards associated with their achievement. People usually accept and often seek responsibility. The capacity to use a high degree of imagination, ingenuity and creativity in solving organisational problems is widely, not narrowly, distributed in the population. In industry the intellectual potential of the average person is only partly utilised.

## 2.3.2   PROCESS/COGNITIVE THEORY

The group of motivational theories that falls under the umbrella category of Process Theories of Motivation is based on the use of our rational thought processes or cognitive processing abilities. Unlike a drive or needs-based theory, the process theories of motivation explore a step above the biological levels to examine how we think and rationalize our actions.

Process or cognitive theory can certainly be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques. The processes are:

● expectations (**expectancy theory**); ● goal achievement (**goal theory**); ● feelings about equity (**equity theory**).

### 2.3.2.1 Expectancy Theory (Vroom, Porter and Lawler)

The Expectancy Theory of motivation suggests that human beings are driven to accomplish a goal when they deem the benefits of achieving the goal desirable and because it seems likely that the goal can be reached. If a goal fits into the framework of an individual's expectations, appearing worthwhile and doable, he will be motivated to reach it. Three factors are implicated

in the process of motivation for the Expectancy Theory. The goal must have valence (or value.) A sense of instrumentality, or belief that there is a way to complete the goal, must be present. Finally, the individual must have a sense of expectancy, meaning that he feels capable of taking the steps to achieve the goal.

Thus, the expectancy theory concentrates on the following three relationships:

- Effort-performance relationship: What is the likelihood that the individual's effort be recognized in his performance appraisal?
- Performance-reward relationship: It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- Rewards-personal goals relationship: It is all about the attractiveness or appeal of the potential reward to the individual.

Vroom was of view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality.

Porter-Lawler Theory is similar to the Expectancy Theory of motivation in that they agree with the premise that an individual is motivated to complete an action based on what they expect to receive upon completion. This theory further delineates the two types of rewards or benefits that we might expect to get upon reaching a goal. Intrinsic rewards come from within us and include rewards such as self-satisfaction or feeling a sense of accomplishment. Extrinsic rewards include rewards such as a pay raise or bonus for reaching a sales goal

**2.3.2.2 Goal Theory(latham and Locke)**

In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.

In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.

Goal theory as later designed by Latham and Locke (1979) states that motivation and performance are higher when individuals are set specific goals, when goals are difficult but accepted, and when there is a feedback on performance. Participation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement reinforced by guidance and advice

The Needs Goal-Setting Theory puts forth the idea that individuals respond with great motivation when they presented with a goal that appears achievable, has clear parameters, and will garner them positive feedback. The number one thing that motivates us, according to the Needs Goal-Setting Theory, is our own desire to work. The parameters that will cause an individual to want to work are: a goal that fits into his value scheme, a goal that is clear and specific, a goal that is challenging but realistic and positive feedback from those around the individual. According to this theory, knowing that we have multiple, particularly defined tasks to complete within a finite amount of time will motivate us to complete the tasks more quickly than if we had one ambiguous, long-term goal.

### 2.3.2.3 Equity Theory (Adams)

Adams' Equity Theory calls for a fair balance to be struck between an employee's inputs (hard work, skill level, acceptance, enthusiasm, and so on) and an employee's outputs (salary, benefits, intangibles such as recognition, and so on).

According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees.

Adams' Equity Theory acknowledges that subtle and variable factors affect an employee's assessment and perception of their relationship with their work and their employer.
The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this is different ways, including de-motivation (generally to the

extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

It is important to also consider the Adams' Equity Theory factors when striving to improve an employee's job satisfaction, motivation level, etc., and what can be done to promote higher levels of each.

To do this, consider the balance or imbalance that currently exists between your employee's inputs and outputs, as follows:

**Inputs typically include**:

- Effort. Loyalty. Hard work. Commitment. Skill. Ability. Adaptability. Flexibility. Acceptance of others. Determination. Enthusiasm. Trust in superiors. Support of colleagues. Personal sacrifice.

 **Outputs typically include:**

- Financial rewards (such as salary, benefits, perks). Intangibles that typically include: Recognition. Reputation. Responsibility. Sense of achievement. Praise. Stimulus. Sense of advancement/growth. Job security.

While obviously many of these points can't be quantified and perfectly compared, the theory argues that managers should seek to find a fair balance between the inputs that an employee gives, and the outputs received.

And according to the theory, employees should be content where they perceive these to be in balance.

## 2.4    THEORIES AND THERE IMPLICATIONS

An understanding of motivation is important within reward management and the development of reward strategies for a multitude of reasons. Firstly, it enables organisations to 'humanise' work for employees so that work is inherently more satisfying, the assumption being that organisations have a moral obligation to make work as satisfying and enjoyable as possible. Secondly, an

appropriate understanding of motivation allows organisations to make the jobs more satisfying for employees within the company. The underlying assumption is clearly that if employees are happier at work then they will be more productive. However, these theories has implication which when studied properly will best advice on which one will be more appropriate to use.

### 2.4.1   Content theory and its implication

Referencing the need component, it is implied that:

- As far as the physiological needs are concerned, the managers should give employees appropriate salaries to purchase the basic necessities of life. Breaks and eating opportunities should be given to employees.

- As far as the safety needs are concerned, the managers should provide the employees job security, safe and hygienic work environment, and retirement benefits so as to retain them.

- As far as social needs are concerned, the management should encourage teamwork and organize social events

- As far as self-actualization needs are concerned, the managers can give the employees challenging jobs in which the employees' skills and competencies are fully utilized. Moreover, growth opportunities can be given to them so that they can reach the peak

- As far as esteem needs are concerned, the managers can appreciate and reward employees on accomplishing and exceeding their targets. The management can give the deserved employee higher job rank / position in the organization

- The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.

- Quite a few organizations use Theory X today. Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation

- Many organizations are using Theory Y techniques. Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction

### 2.4.2   Process/Cognitive Theory

Exponents of this component theory based their implications on the pretext that:

- The theory demonstrates that the individuals are concerned both with their own rewards and also with what others get in their comparison. Employees expect a fair and equitable return for their contribution to their jobs.
- The managers can correlate the preferred outcomes to the aimed performance levels.
- The managers must ensure that the employees can achieve the aimed performance levels.
- The deserving employees must be rewarded for their exceptional performance
- The employee's motivation level should be continually assessed through various techniques such as questionnaire, personal interviews, etc.
- Organizations must design interesting, dynamic and challenging jobs.
- The reward system must be fair and just in an organization

### 3.0      METHODOLOGY

Developing an institution requires a perfect selection of the motivation principle to adopt. Therefore measuring the style adopted by this institution requires me to go through secondary materials written on the said topic as to help me deduce which of the theories will be better use to achieve what is been desired by the administrators. I therefore used the qualitative approach to measure the methods that I deemed more efficient in this institution. For an institution to achieve its goal, it must bring into memory that employees are seeking for both financial and non-financial reward so as to get them motivated.

### 4.0 FINDINGS AND DISCUSSIONS

. As organizational theory states, employees need to be motivated to actualize their potential and there are several ways of enabling them and empowering them to do so. These include the role of reward systems in motivating employees according to their needs for extrinsic or external motivation and by providing them opportunities that appeal to their intrinsic or internal motivation needs. The other factors that motivate employees are the kind of job that they are asked to perform, the added benefits like extended vacations and perquisites like company provided accommodation and funding for kids schooling as well as provision of medical

insurance coverage for the employees and their families. In recent years, there has been lot of emphasis on motivating employees by organizing offsite events and fun and recreation events where the employees let their hair down and indulge in the much-needed stress relieving activities. Further, many employees are motivated because of the presence of famous business leaders in the top management of the company as is the case with AIRTEL, AFRICEL, SLBC, NRA etc.

The organizational structure is another aspect that can motivate employees. For instance, it has been found that flat organizations as opposed to hierarchical organizations motivate employees more. Next, the organizational culture plays an important role in motivating employees. The examples of Airtel, Africel, and startup companies where the organizational culture is open and collegiate are relevant in this regard. Third, the HR managers have an important role to play in motivating employees by interacting with them, finding their grievances, and proposing solutions to behavioral problems. There are many multinationals like Shangdong steel where the HR managers hold one on one sessions with the employees to foster an open and inclusive culture where employees do not hold anything back and where they are encouraged to be as forthright as possible. Fourth, organizations that promote diversity as an organizational imperative are known to motivate women employees who feel less threatened and less insecure than in organizations where bias and prejudice are rampant. Fifth, many organizations have the habit of saying one thing and doing something else altogether which means that they are hypocritical in their approach. Such organizations cannot motivate the employees particularly at the lower levels since the fresh recruits and those with less experience often look to the senior managers and the leadership for integrity and consistency.

Having covered the various aspects of how the organizations can motivate the employees, it needs to be mentioned that mere reliance on salary and benefits cannot motivate employees completely. With the advent of the software and services sector, the attraction of being sent onsite has become an important motivator for the employees who when given the chance to go onsite ramp up on their performance noticeably. Apart from this, the fact that the brand image of the organization makes a lot of difference to the motivation levels of the employees is another factor. For instance, many graduates have their own preferences for dream companies or companies that they would like to work in after graduation. This important motivator attracts the

best talent to those companies that are often viewed as the benchmark for industry peers. Of course, if the image does not meet up to reality or if the hype is without substance, many employees lose motivation to work in such companies.

## 4.1    SUMARRY AND CONCLUSION

### 4.1.1   SUMMARY

Motivation is a state of mind. High motivation leads to high morale and greater production. A motivated employee gives his best to the organization. He stays loyal and committed to the organization. A sound motivation system in an organization should have the following features:

- Superior performance should be reasonably rewarded and should be duly acknowledged.
- If the performance is not consistently up to the mark, then the system must make provisions for penalties.
- The employees must be dealt in a fair and just manner. The grievances and obstacles faced by them must be dealt instantly and fairly.
- Carrot and stick approach should be implemented to motivate both efficient and inefficient employees. The employees should treat negative consequences (such as fear of punishment) as stick, an outside push and move away from it. They should take positive consequences (such as reward) as carrot, an inner pull and move towards it.
- Performance appraisal system should be very effective.
- Ensure flexibility in working arrangements.
- A sound motivation system must be correlated to organizational goals. Thus, the individual/employee goals must be harmonized with the organizational goals.
- The motivational system must be modified to the situation and to the organization.
- A sound motivation system requires modifying the nature of individual's jobs. The jobs should be redesigned or restructured according to the requirement of situation. Any of the alternatives to job specialization - job rotation, job enlargement, job enrichment, etc. could be used.
- The management approach should be participative. All the subordinates and employees should be involved in decision- making process.

- The motivation system should involve monetary as well as non- monetary rewards. The monetary rewards should be correlated to performance. Performance should be based on the employees' action towards the goals, and not on the fame of employees.
- "Motivate yourself to motivate your employees" should be the managerial approach.
- The managers must understand and identify the motivators for each employee.
- Sound motivation system should encourage supportive supervision whereby the supervisors share their views and experiences with their subordinates, listen to the subordinates views, and assist the subordinates in performing the designated job.

## 4.1.2. CONCLUSION

For maintaining motivation, the team should be given challenges (which must be difficult but achievable) consistently.

Giving a team responsibility accompanied by authority can also be a good motivator for the team to perform. The team should be provided with growth opportunities. The team's motivation level is high when the team members feel that they are being promoted, their skills and competencies are being enhanced, and they are learning new things consistently. Effective and true leaders can develop environment for the team to motivate itself. They provide spur for self- actualization behaviours of team members.

Devote quality/productive time to your team. Have an optimistic and good relation with your team members. This will make you more acquainted with them and you can get knowledge of how well they are performing their job. Welcome their views and ideas as they may be fruitful and it will also boost their morale. Motivation is all about empowerment. The skills and competencies of the team members should be fully utilized. Empowering the team members makes them accountable for their own actions. Provide feedback to the team consistently. Become their mentor. Give the team recognition for good and outstanding performance. Give the team a constructive and not negative feedback. Discover and offset the factors which discourage team spirit such as too many conflicts, lethargy, team members' escape from responsibilities, lack of job satisfaction, etc

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