

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF BUSINESS AND LAW

DEPARTMENT OF MANAGEMENT STUDIES



**ASSESSING THE EFFECTS OF MOTIVATION ON EMPLOYEES'
PRODUCTIVITY IN THE MMDAs: A CASE STUDY OF FIVE SELECTED
MMDAs IN THE NORTHERN REGION**

ADITANGA VERONICA

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LAW,
DEPARTMENT OF MANAGEMENT STUDIES, UNIVERSITY FOR
DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS OF COMMERCE IN
HUMAN RESOURCE MANAGEMENT**

2022

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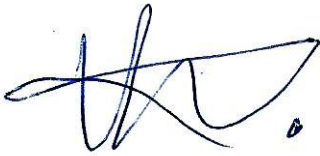
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DECLARATION

Candidate's Declaration

I hereby declare that this research work is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

NAME: ADITANGA VERONICA



17TH APRIL, 2023.

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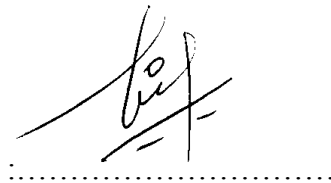
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the research work was supervised in accordance with the guidelines on supervision of long essay, laid down by the University for Development Studies

SUPERVISOR'S NAME: DR. ISSAH IDDRISU



10th MARCH, []

SIGNATURE

DATE

:

DEDICATION

I dedicate this work to my husband and the entire family

ACKNOWLEDGEMENT

I wish to express our deepest appreciation to my supervisor, Dr. Issah Iddrisu for the commitment and sacrifices he made in supervising this work. It would have been impossible to complete this work without his expert guidance.

I am also grateful to all field respondents who in diverse ways contributed towards the success of this study.

To my respective families and friends who have displayed a fervent wish to see me attain higher level of education and continue to make sacrifices in this direction, I say a special thanks and appreciation for their support, encouragement and understanding throughout the period of my study.

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ABSTRACT

High productivity in the MMDAs cannot be materialized if the current labour force agitation in the past and current government cutting across various labour unions for a common demand of better condition of services such as salaries increment, payment of entailment arrears, transfer grants allowances, undue delay in promoting qualified staff and failure to pay staff tier 2 benefits are not adequately addressed. The research sought to investigate “The impact of Motivation on Employees Performance in MMDAs in Northern Ghana. A descriptive survey design was used for the study. A sample size of 63 respondents was obtained using purposive sampling Technique. Questionnaires and interviews were used to gather data, and analysis was done using Statistical Package for Social Sciences (SPSS), and content analysis for qualitative aspects. The findings revealed that several factors contribute to MMDAs inability to motivate their workers. These factors are: shortage of resources, organization policy and lack of management willingness among others. The relationships between Job Performance, Incentive-Based Motivation, Recognition and Rewards and Attitude motivation using Spearman’s correlation coefficient show that there was a strong positive correlation between job performance and Incentive-Based Motivation ($r = 0.724$, $p < 0.05$). The results revealed that the three elements namely incentive-based motivation, recognition and rewards and attitude motivation explained about 58% of the variance in job performance. Based on the results, the following were recommended: The organization must create motivating reward systems in order to improve the performance of its employees. Both financial and non-financial motivation packages are very important in improving employee and organizational performance. It is proposed that Management of MMDAs should put

measures in place to ensure that the working conditions of employees are improved to bring out the best in them. Management of MMDAs must also ensure that factors which mitigate the implementation of motivation are carefully dealt with to open door for their workers to be fully motivated to put in their best at the work place.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Most strategic organizations especially the Metropolitan, Municipal and District Assembly (MMDAs) under the local government services are concerned with what should be done to achieve a sustained high-level productivity through highly motivated staff. Consequently, the subject of inadequate and poor incentives schemes of motivating public sector worker both the tactical and operational level workers are not appropriately motivator as the best way to manage and accomplish the organizational objectives or vision to a greater output with the least inputs of resources available.

According to Nnabuife (2009), motivation is the internal or external driving force that produces the willingness to perform an act to a conclusive end. Motivation, as a process, started with a need in human being which creates a vacuum in a person for the purpose of achieving high productivity in an organization. It is at that point that the public sector workers needs are identified and the means of meeting those needs with the limited resource. Until the employees' needs are identified and appropriately satisfied, they will always impede the smooth running of the organizational daily operations to the realization the organization objectives and vision.

Also, employee motivation is one of the senior level management policies that must put in place to help increase high productivity of employees in an organization (Shadier et al. 2009). A motivated employee is responsive of the definite goals and objectives he/she must

achieve in that direction.

Rutherford (1990), argues that employees are more successful in executing even beyond their mandates and constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. However, its states that when they are not motivated as suppose they will be provoked and feel valueless hence not giving up their best to enhance productivity. According to Kalimullah et al (2010) getting employee to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenge and this can be made possible through motivating them (Kalimullah et al 2010).

One of the challenges facing the MMDAs is how best to get employees committed to their work and put in their best towards the accomplishment of the organization's objectives. It is the primary task of the top management to create and maintain a friendly environment in which employees can work efficiently and realize the objectives of the organization.

Moreover, inadequate motivation do occur since it concerns with certain employees who come to work with different expectations, behavior and outlook. These problems of individual motivation inadequately may be divided into two categories according to Bryans and Crouin, (2005).

In spite of all these apparent attendant problems of motivation, and productivity, every organization do necessarily seek the means of ensuring continuous increase in productivity, which would be geared towards the accomplishment of organizational goals. The organizational system under study cannot be said to be different in any way, interms of

producing the results for which it was set up.

This study seeks to examine to what extent the financial and non-financial incentives such as achievement, job security, recognition, promotion, staff durbars, staff further studies, job enrichment or regular training workshops should be embraced by management to raise the morale of the worker for high productivity. The study will identify elements that promote human dignity and thus raise the morale of the MMDAs worker for higher productivity. The study will further investigate the effect of non- financial incentive packages here referred to as ‘non-economic motivators’ on the MMDAs workers and the consequent output. For the purpose of this study then, non- economic motivators is used to refer to those factors which are not necessarily computable in monetary terms but which drive’ the human mind from within to behave in a desired way and to the maximum realization of the organizational objectives while adequate motivation is simply defined as contentment, fulfillment or job satisfaction.

1.2 Statement of Problem

Employee motivation is crucial to the success of both employees and the organization. Employee and organizational performance are both affected by the level of motivation. Motivated employees are loyal, dedicated, and productive, and they deliver excellent service to the company. Unfortunately, motivation at the MMDAs, in Ghana is less than expected (Sevanson, 2014). The effects of poor motivation at the MMDAs in Ghana are higher employee turnover, lower levels of engagement, poor communication, and diminished productivity. Demotivated employee at the MMDAs can experience a lack of interest temporarily or, in the worst cases, permanently. It is important to tackle the issue before it becomes too deep and has the time to impact negatively on other team members.

When employees are not well motivated it also result into lower level of involvement or commitment, unusual delays or unexplained and repeated sick leave, repeated mistakes or signs of thoughtlessness and negative behaviours, attitudes and lower productivity and performance. The general problem inherent in the organizational set up is low salaries, irregular promotional structure and lack of recognition of workers achievements. All these tend to dampen workers morale and consequently affect their productivity. Various theoretical and empirical studies have been done in Ghana and outside of Ghana mainly exploring on impact, contribution and influence of motivation factors on employee performance. However regardless of endeavour in motivation practice, there are still challenges in general practice including what motivate employees and how motivation relates to employee performance. It is against this background that the planned study will focus on effect of motivation on employee performance at MMDAs in the Northern Part of Ghana with further intention to determine the challenges facing employee motivation practice that has not been researched before.

1.3 Research Objectives

The main objective of the study is to assess the effects of motivation on employee's productivity in MMDAs.

Specifically, the study seeks to

1. Examine the types of motivational tools/techniques adopted by the MMDAs in Ghana.
2. To evaluate the challenges hindering the successful implementation of the employee's motivation in the MMDAs.
3. assess the relationship between motivational factors and the job performance staff

of MMDAs.

1.4 Research Questions

The following research questions were set to guide the study:

1. What are the types of motivational tools/techniques adopted by the MMDAs in the Northern Region of Ghana?
2. What are the challenges hindering the successful implementation of the employee's motivation in the MMDAs in Northern Ghana?
3. Is there any relationship between motivational factors and the job performance of staff of MMDAs?

1.5 Significance of the Study

The findings from this study will support management of MMDAs to analyze the effects of employees' motivation by identifying the needs and desires of employees, the challenges of employees' motivations, and the ways of implementing employees' motivational policies to enhancing the organizational productivity. The findings will help to highlight those areas where there are problems among staff and thus will be of great benefit to the management of MMDAs and policy makers in motivating their workers. The results of this study would hopefully be significant in the sense that it would enable both the management and the labour unions to better understand how the various incentive packages could be implemented to inspire staff to increase and sustain productivity.

Moreover, the study will serve as a good source of information for the government on the effects of motivational policies on employee productivity in the MMDAs in accordance with the human resource management policy with regards to employees' motivation.

The findings from this study would help to further highlight the likely problems of frustrations and how motivation can be used to either lessen these problems of demonization amongst staff of the MMDAs. The results from this study will help to showcase the concept of group dynamics and staff behaviour to work.

1.6 Organization of Study

Chapter one introduces the study with the background, statement of problem, objectives, questions, and significance of study. The chapter two reviewed literature on the empirical evidence of employee motivation, motivational theories, types effects of employee motivation and motivational factors. The chapter three deals with the methodology of the study. The fourth chapter will present the results and discussions while the final chapter (Chapter Five), contains the summary of findings, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Work is a basic fundamental, a fact that is inevitable in the life of individuals in any kind it is done, it is a series of activities and source of gratification one needs at a point in time. Employees are always aim at being satisfied in what they do and as a result expect management to understand their desire needs, problems faced by the employees and find a way of satisfying their needs and aspiration by motivating them to enhance the organizational productivity. Accordingly, when workers are motivated, the question of poor performance, ineffectiveness and inefficiency will be reduced drastically.

2.1 Definition and Concept of Motivation

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 an abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favourable 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 organisation prevents them from attaining good outcomes.

Bassett-Jones & Lloyd (2005) presents that there are two views of human nature behaves towards work. The first view focuses on Taylorism, which viewed people as basically lazy and work –shy”, and thus held that these set of employees can only be motivated by

external stimulation. The second view was based on Hawthorn findings, which held the view that employees are motivated to work well for “its own sake” as well as for the social and monetary benefits this type of motivation according to this school was internally motivated.

According to Mullins, (2006), the study of motivation concerns basically with why people behave in a certain way. The basic underlying question becomes “why do people do what they do?” In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

All organizations are concerned with what should be done to achieve and sustained a high level of performance in an organization through its workers. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership, and more importantly, the work they do and the organization's context within which they carry out their duties. The aim is to develop motivational processes and a working environment that will help to ensure that individuals deliver results following the expectations of management (Ifinedo, 2003).

Generally, motivated employees are willing to exert a particular level of effort, for a certain amount of time toward a particular goal. Motivation triggers one's desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal but lacks the push, the initiative, and the willingness to take action. This is due to a lack of motivation and inner drive (Remez (2001). When an individual is motivated, it helps strengthens the ambition,

increases initiative, and gives direction, courage, energy and the persistence to be focused.

It is generally believed that, motivation 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 towards work. It could also be deduced from the definitions that having a motivated work force in an established motivated environment still remains a challenge in enhancing productivity. This challenge may emanate from the simple fact that motivation is not a fixed trait –as it could change with changes in personal, psychological, financial or social factors. For this thesis, the definition of motivation by Greenberg & Baron (2003) is adopted, as it is more realistic and simpler as it considers the individual and his performance. Greenberg & Baron defines motivation as the set of processes that arouse, direct, and maintain human behaviour towards attaining some goal”.

(Greenberg & Baron, 2003)

2.2 Types of Motivation

The two basic categories of motivation are intrinsic and extrinsic motivations, which encompass all motivational forces. Intrinsic motivation refers to motivation based on internal benefits, whereas extrinsic motivation refers to motivation based on external rewards. However, there are more granular varieties of motivation that focus on individual motivating variables within these two broad categories. While it's necessary to have a general awareness of internal and external rewards, the motivational types that come under these broad intrinsic or extrinsic categories can help you find specific rewards and incentives to utilize to motivate.

2.2.1 Extrinsic Motivation

It can be termed as a tangible reward such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. These are what need to be done to or for people to motivate them. They are often determined at the organizational level and may be largely outside the control of the individual managers. Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long (Mullins, 2005; Armstrong, 2006). Bernard & Stoner (2005) also proposes the following as incentives for employees; salary, wages and conditions of service: To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service; and fringe benefits such as holidays with pay, pensions, and so on.

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, (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. For instance, if an information professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that worker would in all probability be motivated to accept the new job offer. Banjoko (1996) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. One-way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). To this researcher it seems that there is no known organization in which people do not usually feel there should be improvement in the way departments communicate, cooperate, and collaborate with one another. Information availability brings to bear a powerful peer pressure, where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners. By sharing information, subordinates compete with one another.

Firms often use hedonic goods or services as non-cash rewards; items that are associated with pleasurable experience rather than more instrumental or functional items (Dhar & Wertenbroch, 2000). When considering whether to exert additional effort in pursuit of a bonus award such as this, the employee must predict what the item offered is worth to

them. The hedonic nature of the incentives triggers an affective reaction to the incentive that becomes a more salient attribute than the cash value of the incentive. Because these feelings are difficult to monetize, cognitive and motivational forces allow for the perceived value of the awards to be (McKenzie and Lee 1998). For example, research on motivated reasoning has found that people tend to imagine best case scenarios when imagining the consumption utility of a hedonic reward (Kunda, 1990). Even though the thought of a cash bonus may be emotionally charged as well, the economic value of money is more easily calculated. Cognitive dissonance reductions suggests that if an employee is working hard to achieve the award, then he or she will attempt to convince themselves that the award is worth a great deal to them, bringing their beliefs in line with their actions (Bem, 1967; Festinger, 1958; Quattrone, 1985).

2.2.2 Categorization of extrinsic motivation

Extrinsic motivation is a type of motivation that comes from external factors, such as rewards or punishments, rather than from within an individual. Extrinsic motivation can be further categorized into two types: tangible and intangible rewards.

2.2.2.1 Tangible rewards

Tangible rewards are one of the most commonly used forms of extrinsic motivation in the workplace. These rewards are typically in the form of bonuses, salary increases, promotions, and other monetary benefits that employees receive as a result of their performance. Research has shown that tangible rewards can be an effective way to motivate employees, but their effectiveness can be influenced by several factors.

One factor that can influence the effectiveness of tangible rewards is the perception of fairness. If employees perceive that the rewards system is unfair, it can actually have a

negative impact on their motivation and productivity. This is because employees may feel that their efforts are not being recognized or that they are being treated unfairly compared to their colleagues. Therefore, it is important for organizations to ensure that their rewards system is transparent and that employees understand how rewards are determined.

Another factor that can influence the effectiveness of tangible rewards is the frequency and magnitude of the rewards. Research has shown that small, frequent rewards can be more effective in motivating employees than large, infrequent rewards (Ariely & Wertenbroch, 2002). This is because small rewards provide employees with a sense of progress and achievement, which can motivate them to continue working hard.

Furthermore, the timing of the rewards can also influence their effectiveness. Research has shown that immediate rewards are more effective in motivating employees than delayed rewards (Ariely & Wertenbroch, 2002). Immediate rewards provide employees with a clear connection between their performance and the reward, which can reinforce the behavior and increase motivation.

In addition, the type of reward can also impact its effectiveness. Research has shown that personalized rewards can be more effective in motivating employees than generic rewards (Gino & Pierce, 2010). Personalized rewards, such as a personalized message or recognition of an employee's specific accomplishments, can create a stronger emotional connection and increase motivation.

It is important to note that while tangible rewards can be effective in motivating employees in the short-term, they may not be sustainable in the long-term. This is because employees may become accustomed to the rewards and begin to view them as entitlements rather than incentives. Therefore, it is important for organizations to consider other forms of

motivation, such as intangible rewards and intrinsic motivation, to maintain employee motivation and engagement over time.

In conclusion, tangible rewards are a common form of extrinsic motivation in the workplace that can be effective in motivating employees. The effectiveness of these rewards can be influenced by factors such as perception of fairness, frequency and magnitude of rewards, timing of rewards, and type of reward. While tangible rewards can be effective in the short-term, they should be balanced with other forms of motivation to maintain long-term employee motivation and engagement.

2.2.2.2 Intangible rewards

Intangible rewards are an important aspect of extrinsic motivation in the workplace. These types of rewards provide employees with recognition and a sense of accomplishment, which can enhance their job satisfaction and motivation to perform well (Cameron & Pierce, 2002).

One example of an intangible reward is praise. Praise is a form of positive feedback that acknowledges an employee's efforts and achievements. It is a simple yet effective way to motivate employees to continue performing at a high level. Research has shown that employees who receive regular praise are more engaged and motivated to perform well than those who do not receive praise (Gartner, 2019). Additionally, praise has been found to enhance an employee's self-esteem and confidence, leading to improved performance (Amabile et al., 2004).

Recognition is another form of intangible reward that can boost an employee's motivation and productivity. Recognition can take many forms, including awards, certificates, and public acknowledgments. When employees are recognized for their hard work and

achievements, they are more likely to feel valued and appreciated by their organization, leading to increased job satisfaction and loyalty (Koys & DeCotiis, 1991). In addition, recognition can foster healthy competition among employees, which can lead to improved performance (Hill et al., 2008).

Feedback is also a valuable form of intangible reward. Feedback provides employees with information about their performance and offers suggestions for improvement. Effective feedback is timely, specific, and actionable (Kluger & DeNisi, 1996). Employees who receive feedback are more likely to be engaged and motivated to improve their performance (Wang et al., 2011). Additionally, feedback can enhance an employee's sense of competence and mastery, leading to increased motivation and productivity (Deci & Ryan, 1985).

Opportunities for personal and professional development are also important intangible rewards that can motivate employees. Employees who are provided with opportunities to learn and grow are more likely to be satisfied with their jobs and perform at a high level (Van der Heijden et al., 2018). Professional development opportunities can include training programs, mentorship, and job rotations. These opportunities can enhance an employee's skills and knowledge, leading to improved job performance and job satisfaction (Parker et al., 2010).

Overall, intangible rewards are important motivators for employees. Praise, recognition, feedback, and opportunities for personal and professional development are all effective ways to enhance an employee's job satisfaction and motivation to perform well. However, it is important to note that the effectiveness of these rewards can vary depending on an individual's values, goals, and preferences. Therefore, it is important for managers to tailor

their use of intangible rewards to meet the unique needs and preferences of their employees.

It is also important to recognize that extrinsic rewards, including intangible rewards, can have potential downsides. For example, when employees are solely motivated by external rewards, their intrinsic motivation can decrease over time (Deci et al., 1999). Additionally, employees may become overly focused on achieving the reward, rather than on the quality of their work (Cerasoli et al., 2014). Therefore, it is important for managers to balance the use of extrinsic rewards with intrinsic rewards, such as meaningful work and opportunities for autonomy and creativity.

In conclusion, intangible rewards are a valuable form of extrinsic motivation in the workplace. Praise, recognition, feedback, and opportunities for personal and professional development can all enhance an employee's job satisfaction and motivation to perform well. However, managers must be mindful of the potential downsides of extrinsic rewards and strive to create a work environment that balances both extrinsic and intrinsic motivation. By doing so, managers can foster a culture of motivation, engagement, and furthermore, recognition can be used to show appreciation for employees' hard work and contributions. According to a study by Bersin and Associates, companies that have a recognition program in place have a 31% lower voluntary turnover rate than those that do not (Bersin, 2012). In addition, feedback is another important intangible reward that can enhance motivation and productivity. Feedback is a process of providing information about an individual's performance and is essential for employees to improve their skills and knowledge. Providing constructive feedback can help employees understand what they are doing well and what they need to improve upon, which can lead to increased motivation

and better performance.

Moreover, opportunities for personal and professional development can also act as intangible rewards. Employees who are provided with opportunities to learn and grow are more likely to feel valued and motivated to perform well. These opportunities can come in the form of training programs, mentorship, and career development plans. A study by the Society for Human Resource Management found that career development opportunities are a top driver of employee satisfaction and engagement (SHRM, 2017).

Intangible rewards are a powerful tool for motivating employees and improving their productivity. By providing employees with recognition, feedback, and opportunities for personal and professional development, organizations can create a positive work environment that encourages employees to perform their best.

2.2.2 Intrinsic Motivation

Intrinsic Motivation refers to individual motivation stimuli that are coming from within. A desire to perform a specific task because its results are in accordance with his belief system or fulfill a desire and therefore importance is attached to it. Our deep-rooted desires have highest motivation power (Prasad, 2005). Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment (Kendra, 2019). When you pursue an activity for the pure enjoyment of it, you are doing so because you are intrinsically motivated. Your motivations for engaging in the behavior arise entirely from within rather than out of a desire to gain some type of external rewards such as prizes, money, or

acclaim. There three forms of intrinsic motivation. In the first form people engage in activity for its own sake since they find the activity itself as a source of joy and satisfaction. Example: can be hobbies that one chooses to pursue in the work context fulfilling an interesting task. The second form is activities which are tedious and unexciting but their accomplishment is a source of pressure. For instance, meeting a deadline at work brings a sense of achievement. Third form is about compliance it states that it is a matter of compliance with standard for their own sake that propels people to act. These standards may be ethical standards, commitment to group members, and desire to act according values of material or fairness procedure (Frey and Osterloh, 2002).

2.2.3 Types of Intrinsic Motivation

Intrinsic motivation refers to the drive to engage in an activity for its own sake, rather than for any external reward or incentive. It is often associated with a sense of enjoyment or fulfillment that comes from performing the activity itself. There are different types of intrinsic motivation, including:

2.2.3.1 Interest

Interest is one of the most common types of intrinsic motivation, and it refers to the drive to engage in an activity simply because it is enjoyable or interesting. Individuals who are motivated by interest derive satisfaction from the experience itself, rather than any external reward or incentive. Researchers have found that interest is a particularly strong motivator for learning and achievement (Hidi & Renninger, 2006).

Studies have shown that interest can have a powerful impact on motivation and performance. For example, in a study of college students, those who were more interested

in a particular subject were more likely to engage in deep-level processing of the material, which led to better performance on exams (Hidi & Renninger, 2006). Similarly, in a study of employees in a call center, those who were more interested in their work were more likely to meet or exceed their performance goals (Shantz, Alfes, & Latham, 2016).

One reason why interest is such a powerful motivator is that it leads to a sense of enjoyment and satisfaction in the activity itself. When individuals are engaged in activities that they find interesting or enjoyable, they are more likely to experience positive emotions, which in turn can increase motivation and engagement (Fredrickson, 2001). Additionally, when individuals are intrinsically motivated by interest, they are more likely to seek out opportunities to learn and develop their skills, which can lead to greater expertise and mastery in their chosen field (Ryan & Deci, 2000).

Managers and leaders can help to foster interest among employees by creating work environments that are stimulating and engaging. This can involve providing employees with opportunities to learn new skills or take on challenging assignments, as well as providing them with feedback and recognition for their efforts. It can also involve creating a culture that values creativity and innovation, which can help to encourage employees to explore new ideas and approaches to their work.

Interest is a powerful motivator that can drive performance and achievement. When individuals are intrinsically motivated by interest, they are more likely to experience enjoyment and satisfaction in their work, which in turn can increase motivation and engagement. Understanding the role of interest in motivation can be helpful for managers and leaders who are looking to create work environments that are stimulating and engaging

for their employees. By providing employees with opportunities to learn, grow, and explore new ideas, organizations can help to foster a culture of interest and intrinsic motivation, which can lead to greater productivity and success.

2.2.3.2 Mastery

Mastery is a type of intrinsic motivation that is focused on improving one's skills or abilities in a particular area. Individuals who are intrinsically motivated by mastery are driven by the desire to achieve their personal best, rather than by external rewards. Mastery is often associated with a sense of competence and confidence, as individuals work to develop their skills and knowledge in a particular domain (Ryan & Deci, 2000).

Research has shown that mastery can be a powerful motivator for individuals, particularly in the context of learning and skill development. In one study, for example, researchers found that students who were intrinsically motivated by mastery were more likely to engage in challenging academic tasks and to persist in the face of difficulty (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). Another study found that athletes who were intrinsically motivated by mastery were more likely to engage in deliberate practice and to work towards achieving their personal best, even in the absence of external rewards or incentives (Stoeber, Uphill, & Hotham, 2009).

One reason that mastery can be such a powerful motivator is that it provides individuals with a sense of autonomy and control over their own learning and development. When individuals are intrinsically motivated by mastery, they are able to set their own goals and work towards achieving them on their own terms. This sense of autonomy and control can help to promote engagement and persistence, as individuals are more likely to feel invested

in the learning process and to be willing to put in the effort required to achieve their goals (Deci, Koestner, & Ryan, 1999).

In addition to promoting engagement and persistence, mastery can also have a number of other positive outcomes for individuals. For example, individuals who are intrinsically motivated by mastery are more likely to experience a sense of competence and confidence in their abilities, which can in turn lead to increased self-esteem and self-efficacy (Ryan & Deci, 2000). Mastery can also help to promote a growth mindset, as individuals focus on developing their skills and abilities rather than on achieving a particular outcome or level of performance (Dweck, 2008).

Managers and leaders who are looking to promote mastery in the workplace can take a number of steps to support employee learning and development. One key strategy is to provide employees with opportunities for skill-building and training, as well as clear feedback and support for improvement. Leaders can also encourage employees to set their own learning goals and to take ownership over their own development, which can help to promote a sense of autonomy and control. Additionally, managers can help to promote a growth mindset by reframing challenges as opportunities for learning and growth, rather than as threats to performance or outcomes (Yeager & Dweck, 2012).

Mastery is also a powerful form of intrinsic motivation that can help to promote engagement, persistence, and positive outcomes for individuals. By understanding the importance of mastery in the workplace, managers and leaders can take steps to support employee learning and development, and to promote a culture of continuous improvement and growth. By providing employees with the resources, support, and autonomy they need

to achieve their personal best, organizations can foster a motivated and productive workforce that is able to adapt to changing conditions and challenges over time.

2.2.3.3 Challenge

The intrinsic motivation to take on challenging tasks or activities is a powerful driver of behavior that can lead to increased productivity and achievement. Individuals who are motivated by challenge often enjoy setting difficult goals for themselves and working to achieve them, even if the task requires a lot of effort or is outside of their comfort zone.

Research has shown that individuals who are motivated by challenge tend to be more persistent and creative in their problem-solving strategies (Amabile, 1996). This is because they view obstacles and setbacks as opportunities for growth and learning, rather than as barriers to success. As a result, they are more likely to take on difficult tasks and to persist in the face of adversity.

One key factor that can influence an individual's motivation to take on challenging tasks is their level of self-efficacy, or belief in their ability to succeed in a given task or activity. Individuals who have high levels of self-efficacy are more likely to be motivated by challenge, as they believe in their ability to overcome obstacles and achieve their goals (Bandura, 1997). In contrast, individuals who have low self-efficacy may be less likely to take on challenging tasks, as they may doubt their ability to succeed.

In addition to self-efficacy, other factors that can influence an individual's motivation to take on challenging tasks include their level of skill and expertise, their past experiences with similar tasks, and the perceived level of support and encouragement they receive from others (Amabile, 1996). For example, individuals who have a high level of expertise in a

particular area may be more likely to take on challenging tasks within that area, as they feel more confident in their ability to succeed. Similarly, individuals who have had positive experiences with similar tasks in the past may be more likely to take on new challenges, as they have a sense of familiarity and comfort with the task.

Managers and leaders can help to promote intrinsic motivation to take on challenging tasks in a variety of ways. For example, they can provide opportunities for skill-building and development, encourage employees to set challenging goals for themselves, and provide feedback and support throughout the process (Locke & Latham, 2002). Additionally, managers can create a supportive work environment that values effort and persistence, rather than just outcomes or results.

Intrinsic motivation to take on challenging tasks is a key driver of behavior that can lead to increased productivity and achievement. Individuals who are motivated by challenge tend to be more persistent and creative in their problem-solving strategies, and they view obstacles and setbacks as opportunities for growth and learning. Managers and leaders can promote intrinsic motivation to take on challenging tasks by providing opportunities for skill-building and development, encouraging employees to set challenging goals, and creating a supportive work environment that values effort and persistence.

2.2.3.4 Curiosity

Curiosity is a powerful driver of human behavior and has been identified as one of the key types of intrinsic motivation. Individuals who are motivated by curiosity have a strong desire to explore and learn new things, and this can have a positive impact on their motivation and productivity levels. In this section, we will discuss the concept of curiosity

as a type of intrinsic motivation and explore the ways in which it can impact employee motivation and productivity.

According to Deci and Ryan's Self-Determination Theory (SDT), humans have an innate need for autonomy, competence, and relatedness, and satisfying these needs is essential for promoting motivation and well-being (Deci & Ryan, 2000). Curiosity can be seen as a way of satisfying these needs, as it allows individuals to explore their environment and learn new things, thereby increasing their sense of competence and autonomy. In this sense, curiosity can be seen as a form of self-motivation that drives individuals to engage with their work and the world around them.

Research has shown that curiosity is positively associated with a range of positive outcomes, including greater learning, creativity, problem-solving ability, and innovation (Kashdan et al., 2009; Kashdan & Silvia, 2009; Litman & Spielberger, 2003). Additionally, individuals who are motivated by curiosity tend to be more engaged and persistent in their work, and are more likely to enjoy their work and feel a sense of purpose in what they do (Litman & Spielberger, 2003; Ryan & Deci, 2000).

One of the key benefits of curiosity is that it can help individuals to learn and grow in their work. Curiosity drives individuals to seek out new information, explore different perspectives, and engage with new ideas, which can help them to develop new skills and knowledge. This can be particularly important in rapidly changing industries, where employees need to be able to adapt to new technologies and processes quickly. Curiosity can help individuals to stay ahead of the curve and remain competitive in their field.

Curiosity can also have a positive impact on team dynamics and collaboration. When

individuals are curious, they are more likely to ask questions, seek feedback, and engage in dialogue with others. This can help to promote open communication and create a more collaborative and innovative work environment. Additionally, when team members are curious about each other's perspectives and ideas, they are more likely to work together to solve problems and generate creative solutions (Kashdan et al., 2009).

To promote curiosity in the workplace, it is important for managers and leaders to create a work environment that supports and encourages exploration and learning. This can involve providing employees with opportunities to learn new skills, participate in training programs, and attend conferences and other professional development events. It can also involve creating a culture that values experimentation and innovation, and encourages employees to ask questions and challenge the status quo.

One potential challenge to promoting curiosity in the workplace is that it may be seen as a distraction from more pressing tasks and deadlines. However, research has shown that taking breaks to explore new ideas and engage in creative thinking can actually improve productivity and problem-solving ability (Kashdan et al., 2009). By providing employees with the time and resources they need to pursue their interests and explore new ideas, managers can create a work environment that supports both curiosity and productivity.

Curiosity is a key type of intrinsic motivation that can have a significant impact on employee motivation and productivity. Individuals who are motivated by curiosity have a strong desire to explore and learn new things, and this can help them to develop new skills, stay competitive in their field, and work more collaboratively with others. To promote curiosity in the workplace, managers and leaders need to create a work environment that

supports and encourages exploration and learning, and values experimentation

2.2.3.5 Autonomy

Autonomy is a crucial component of intrinsic motivation, and it has been shown to be a powerful force in driving employee engagement and productivity. When individuals have a sense of control over their work, they are more likely to be committed to their job and perform at a higher level (Lunenburg, 2011). Autonomy can manifest in various ways, including having a say in the tasks one performs, the way they perform them, and the timing of their work.

Research has shown that autonomy is essential for employee satisfaction and engagement (Latham, 2018). Employees who are given more control over their work and decisions have been found to be more satisfied with their jobs and more committed to their organizations (Gagné & Deci, 2005). This is because autonomy provides individuals with a sense of ownership over their work, which can lead to increased motivation and creativity.

One study by Deci, Koestner, and Ryan (2001) found that autonomy was a critical factor in enhancing intrinsic motivation. The researchers conducted an experiment in which participants were given a choice of tasks to complete, and then the tasks were framed in either an autonomous or controlled manner. The results showed that participants who were given autonomy over their tasks reported higher levels of intrinsic motivation than those who were given a controlled framing of the tasks.

Moreover, autonomy has been found to be especially important for knowledge workers. These employees require a high degree of autonomy to be successful, as they are often responsible for managing their own work and making independent decisions (Hackman &

Oldham, 1976). Providing these employees with the autonomy they need to do their job can lead to increased job satisfaction and productivity.

However, it is important to note that the level of autonomy that is appropriate may vary depending on the individual and the task at hand. Some individuals may prefer a high degree of autonomy, while others may feel overwhelmed or uncertain without more guidance (Baard, Deci, & Ryan, 2004). Thus, it is essential for managers to work with their employees to find the appropriate level of autonomy that works for both parties.

Furthermore, the benefits of autonomy are not limited to employee motivation and engagement. Studies have also found that autonomy can have a positive impact on employee health and well-being. Employees who have a higher degree of autonomy have been found to have lower levels of stress, higher levels of job satisfaction, and better overall health (Sonnentag & Fritz, 2007).

Autonomy is a critical component of intrinsic motivation and has been shown to be essential for employee engagement, productivity, and well-being. Providing employees with a sense of control over their work and decisions can lead to increased motivation, creativity, and commitment to the organization. However, it is essential for managers to work with their employees to find the appropriate level of autonomy that works for both parties.

2.3 Factors Influencing Motivation and Productivity

There are several factors that can influence motivation and productivity in the workplace. These factors can be broadly categorized into individual factors, organizational factors, and external factors.

2.3.1 Individual factors

Individual factors play a crucial role in determining employees' motivation and productivity levels in the workplace. Understanding these factors can help managers develop effective strategies to improve employees' engagement and performance.

2.3.1.1 Personality traits

Personality traits are a fundamental aspect of individual differences that have been extensively studied in organizational psychology. A significant body of research has demonstrated the role of personality traits in predicting work-related outcomes, including motivation and productivity (Barrick & Mount, 1991; Judge & Bono, 2001). This section will focus on two personality traits that have been found to influence motivation and productivity in the workplace: extraversion and openness.

Extraversion is a personality trait characterized by outgoing, talkative, and sociable behavior. Extraverts tend to be assertive and dominant, and they tend to thrive in social situations. They are energized by interacting with others and seek out opportunities to collaborate and work in teams (Judge & Bono, 2001). The relationship between extraversion and work-related outcomes such as motivation and productivity has been studied extensively, and several studies have found that extraverts tend to be more motivated and productive in the workplace (Barrick & Mount, 1991; Judge & Bono, 2001).

Research has shown that extraverts are more likely to seek out social interaction and are energized by it, which can lead to increased motivation and productivity in group settings (Barrick & Mount, 1991). Additionally, extraverts tend to be more assertive and dominant, which can help them take charge of situations and drive outcomes. This trait can be

particularly beneficial in leadership roles, where the ability to motivate and inspire others is essential (Judge & Bono, 2001).

Openness is another personality trait that has been linked to motivation and productivity in the workplace. Openness refers to the degree to which individuals are curious, creative, and open-minded. Individuals who score high in openness tend to be imaginative, flexible, and willing to consider new ideas and perspectives (Hurtz & Donovan, 2000). These traits can lead to increased motivation and productivity in the workplace, as individuals who are open to new ideas are more likely to seek out creative solutions and approaches to problem-solving.

Research has shown that individuals who score high in openness are more likely to be motivated and productive in their work (Hurtz & Donovan, 2000). One possible explanation for this relationship is that open individuals are more willing to take risks and explore new ideas, which can lead to greater innovation and creativity in the workplace (De Jong & Den Hartog, 2007). Additionally, individuals who are open to new ideas are more likely to seek out opportunities for growth and development, which can increase their motivation and engagement in their work.

While both extraversion and openness have been linked to motivation and productivity in the workplace, it is important to note that these traits are not necessarily mutually exclusive. In fact, research has shown that individuals who score high in both extraversion and openness tend to be particularly effective in leadership roles (Judge & Bono, 2001). These individuals are likely to be highly motivated and productive in the workplace, as they possess a unique combination of social skills, creativity, and assertiveness.

It is important to note that while personality traits can be useful predictors of work-related outcomes such as motivation and productivity, they are not the only factors that influence these outcomes. Other individual factors, such as self-efficacy and goal-setting, as well as environmental factors such as job design and organizational culture, also play important roles in determining employees' motivation and productivity levels (Locke & Latham, 2002; Saks, 2006).

Personality traits such as extraversion and openness can influence employees' motivation and productivity levels in the workplace. Extraverts tend to thrive in social situations and seek out opportunities to collaborate and work in teams, while individuals who are open to new ideas are more likely to seek out creative solutions and approaches to problem-solving. These traits can lead to increased motivation and productivity in the workplace. However, it is important to note that personality traits are not the only factors that influence motivation and productivity. Other individual and environmental factors also play important roles in determining these outcomes.

2.3.1.2 Conscientiousness

Conscientiousness is a personality trait that has been widely studied in the field of organizational behavior and is consistently linked to motivation and productivity in the workplace. Conscientious individuals tend to be dependable, organized, responsible, and detail-oriented, and they often exhibit high levels of self-discipline and self-control (Roberts et al., 2007). These traits make them well-suited for work that requires a high level of attention to detail, consistency, and adherence to rules and procedures.

One of the main reasons why conscientiousness is associated with higher levels of

motivation and productivity is that individuals who score high in conscientiousness tend to be more goal-oriented and motivated to achieve their objectives (Roberts et al., 2005). They are typically highly self-motivated and strive for excellence in everything they do. This motivation to achieve their goals can translate into higher levels of productivity and better job performance. Moreover, conscientious individuals tend to be more engaged in their work, which can further enhance their productivity levels.

Several studies have demonstrated the relationship between conscientiousness and job performance. For example, Barrick and Mount (1991) conducted a meta-analysis of personality traits and job performance and found that conscientiousness was one of the strongest predictors of job performance across a range of occupations. They found that conscientious individuals tend to perform better on a wide variety of job tasks, including those that require attention to detail, dependability, and adherence to rules and procedures.

Another study conducted by Judge et al. (2002) examined the relationship between the big five personality traits (including conscientiousness) and job performance across different occupations. They found that conscientiousness was consistently related to job performance across a range of jobs, including sales, management, and customer service. The authors suggest that this relationship may be due to the fact that conscientious individuals are more likely to be self-motivated, reliable, and responsible, which are all qualities that are highly valued in the workplace.

Furthermore, research has shown that conscientiousness is associated with better work-related outcomes such as job satisfaction, organizational commitment, and lower levels of absenteeism and turnover (Judge & Bono, 2001). This suggests that individuals who are

conscientious tend to be more satisfied with their jobs and are less likely to leave their organization, which can have positive implications for productivity.

It is also worth noting that the positive effects of conscientiousness on productivity and job performance may be moderated by other factors such as job demands and work environment. For example, studies have shown that the relationship between conscientiousness and job performance may be weaker in jobs that require a high level of creativity or adaptability (Barrick et al., 2013). In addition, the effects of conscientiousness may be more pronounced in work environments that provide employees with clear goals and feedback, as these factors can enhance employees' motivation and self-regulation (Judge et al., 2013).

Conscientiousness is a personality trait that is consistently linked to higher levels of motivation and productivity in the workplace. Conscientious individuals tend to be highly self-motivated, dependable, and responsible, which are qualities that are highly valued in the workplace. Research has shown that conscientiousness is a strong predictor of job performance across a range of occupations and that it is associated with better work-related outcomes such as job satisfaction and organizational commitment. However, the effects of conscientiousness on productivity may be moderated by other factors such as job demands and work environment. Managers can leverage the positive effects of conscientiousness by providing clear goals and feedback to employees and creating a work environment that values dependability and self-discipline.

2.3.1.3 Self-efficacy

Self-efficacy is a critical individual factor that plays a significant role in employees'

motivation and productivity levels. According to Bandura's Social Cognitive Theory, self-efficacy refers to an individual's belief in their ability to perform a specific task or accomplish a particular goal (Bandura, 1997). Individuals with high levels of self-efficacy are more likely to be motivated and productive as they believe in their ability to perform well, which gives them a sense of control over their work environment (Stajkovic & Luthans, 1998).

Self-efficacy beliefs are influenced by a variety of factors, including past experiences, vicarious experiences, social persuasion, and physiological and emotional states (Bandura, 1997). When employees have positive experiences in performing a task or achieving a goal, they are more likely to develop high self-efficacy beliefs in their abilities to perform similar tasks or achieve similar goals in the future. In contrast, negative experiences can decrease self-efficacy beliefs, making employees less motivated and less productive.

Vicarious experiences, or observing others' successes and failures, can also influence employees' self-efficacy beliefs. When employees observe others who are similar to themselves succeeding in a task or achieving a goal, they are more likely to believe that they can do it too, which increases their self-efficacy beliefs (Bandura, 1997). Conversely, observing others' failures can decrease self-efficacy beliefs, which can lead to decreased motivation and productivity.

Social persuasion, or feedback from others, can also influence employees' self-efficacy beliefs. When employees receive positive feedback or encouragement from their supervisors or colleagues, they are more likely to believe in their ability to perform well and be productive (Stajkovic & Luthans, 1998). On the other hand, negative feedback or

criticism can decrease self-efficacy beliefs and lead to decreased motivation and productivity.

Physiological and emotional states can also influence employees' self-efficacy beliefs. When employees are feeling stressed or anxious, they may doubt their abilities to perform well, which can decrease their self-efficacy beliefs and lead to decreased motivation and productivity. However, when employees are feeling positive and confident, their self-efficacy beliefs can increase, which can lead to increased motivation and productivity (Stajkovic & Luthans, 1998).

Several studies have demonstrated the positive relationship between self-efficacy and motivation and productivity in the workplace. For instance, a study conducted by Stajkovic and Luthans (1998) found that self-efficacy was positively related to job performance among employees in a manufacturing company. The study also found that employees with high levels of self-efficacy were more likely to be motivated and engaged in their work.

Another study conducted by Judge and Bono (2001) found that self-efficacy was positively related to job satisfaction and organizational commitment. The study found that employees with high levels of self-efficacy were more likely to be satisfied with their jobs and committed to their organizations. Additionally, a study conducted by Latham and Locke (2007) found that goal-setting, which is closely related to self-efficacy, was positively related to job performance among employees in a variety of industries.

In conclusion, self-efficacy is a critical individual factor that can impact employees' motivation and productivity levels. When employees believe in their ability to perform well, they are more likely to be motivated and productive in their work. Managers can help

employees develop high self-efficacy beliefs by providing positive feedback and encouragement, setting clear goals and expectations, and providing opportunities for skill development and training. By understanding the role of self-efficacy in employee motivation and productivity, managers can develop effective strategies to improve employee

2.3.1.4 Goal setting

Goal-setting is a process that involves identifying specific objectives and targets that an individual or organization wants to achieve within a certain period. In the workplace, setting goals can help employees focus their efforts and energy towards achieving specific outcomes. This can lead to increased motivation and productivity, as employees have a clear direction and purpose for their work.

Research has consistently shown that goal-setting is linked to motivation and productivity in the workplace. Locke and Latham (2002) conducted a meta-analysis of goal-setting research and found a strong relationship between goal-setting and performance. The authors concluded that individuals who set specific and challenging goals for themselves are more likely to be motivated and productive than those who do not.

Setting specific goals provides employees with a clear direction and focus for their work. It helps them to understand what is expected of them and what they need to accomplish. When employees have a clear understanding of what they need to achieve, they are more likely to be motivated and focused on their work (Latham & Locke, 2007). Additionally, setting challenging goals can help employees stretch themselves and achieve more than they thought possible. This can lead to a sense of accomplishment and increased motivation

to continue striving for success (Gollwitzer & Oettingen, 2012).

Furthermore, aligning individual goals with the organization's objectives can increase employees' sense of purpose and motivation. When employees understand how their work contributes to the organization's overall goals, they are more likely to feel connected to their work and motivated to perform well (Locke & Latham, 2002). Research has shown that when employees feel that their work is meaningful and has a purpose, they are more likely to be engaged and productive (Bakker & Demerouti, 2007).

However, setting goals that are too difficult or unrealistic can have negative effects on motivation and productivity. When employees feel that the goals are unattainable, they may become demotivated and lose focus. This can lead to decreased productivity and lower job satisfaction (Locke & Latham, 2002). Therefore, it is important for managers to set goals that are challenging but achievable and provide employees with the necessary resources and support to achieve them.

In addition, providing regular feedback and recognition can help to reinforce the importance of goal-setting and motivate employees to achieve their goals. When employees receive positive feedback and recognition for their achievements, it can increase their sense of accomplishment and motivate them to continue working towards their goals (Grant, 2008).

Moreover, it is essential for managers to involve employees in the goal-setting process. By involving employees in setting their own goals, managers can increase their sense of ownership and commitment towards achieving them. This can lead to increased motivation and productivity, as employees feel that they have a personal stake in the outcome (Locke

& Latham, 2002).

In conclusion, goal-setting is a critical individual factor that can impact employees' motivation and productivity in the workplace. Setting specific and challenging goals that are aligned with the organization's objectives can provide employees with a clear direction and purpose for their work. However, it is important to set goals that are realistic and achievable and to provide employees with the necessary support and resources to achieve them. By involving employees in the goal-setting process and providing regular feedback and recognition, managers can help to reinforce the importance of goal-setting and motivate employees to achieve their goals. Overall, goal-setting is an effective tool that managers can use to improve employees' engagement and performance in the workplace.

2.3.1.5 Attitude towards work

Attitude towards work is an individual factor that is crucial in determining an employee's level of motivation and productivity. Attitude towards work refers to an individual's overall evaluation of their job or work environment. It includes an employee's feelings, beliefs, and behaviors towards their work (Ajzen & Fishbein, 2005). A positive attitude towards work is associated with higher levels of job satisfaction, motivation, and productivity.

Job satisfaction is a significant component of an employee's attitude towards work. It refers to an individual's overall evaluation of their job and work environment (Judge, Thoresen, Bono, & Patton, 2001). A satisfied employee is more likely to be motivated and productive in their work. Research has shown that job satisfaction is positively related to employee motivation, job involvement, and organizational commitment (Locke, 1976).

Moreover, employees who enjoy their work are more likely to be motivated and

productive. Job enjoyment is a positive emotional experience that employees have while performing their work (Spector, 1997). When employees enjoy their work, they are more likely to be engaged, committed, and motivated to perform well (Kang & Sung, 2018). Thus, managers must create a work environment that fosters job enjoyment to increase employee motivation and productivity.

A sense of purpose is another critical component of an employee's attitude towards work. It refers to an individual's understanding of how their work contributes to the organization's overall goals and objectives (Dik & Duffy, 2009). Employees who have a sense of purpose are more likely to be motivated and productive as they understand the importance of their work. Research has shown that employees who have a sense of purpose are more engaged and committed to their work, leading to increased job satisfaction, motivation, and productivity (Gomez & Rosen, 2001).

Furthermore, having a clear understanding of the organization's goals and objectives is crucial for employees to have a sense of purpose. When employees understand how their work contributes to the organization's overall goals, they are more likely to feel connected to their work and motivated to perform well (Spreitzer, 1995). Managers can help employees develop a sense of purpose by communicating the organization's goals and objectives and providing opportunities for employees to contribute to these goals.

It is important to note that an employee's attitude towards work can be influenced by a range of factors. For example, organizational culture, leadership style, and work-life balance can all impact an employee's attitude towards work (Kahn, 1990). Therefore, managers must consider these factors when developing strategies to improve employees'

motivation and productivity.

Organizational culture plays a significant role in shaping employees' attitudes towards work. Organizational culture refers to the shared values, beliefs, and norms that guide an organization's behavior (Schein, 1985). A positive organizational culture, where employees feel valued, respected, and supported, can foster a positive attitude towards work and increase motivation and productivity (Denison & Mishra, 1995).

Leadership style is another factor that can impact employees' attitudes towards work. Leaders who are supportive, communicate effectively, and provide opportunities for employees to develop their skills and abilities can increase employees' motivation and productivity (Bass & Avolio, 1994). On the other hand, leaders who are authoritarian or micromanaging can decrease employees' motivation and productivity (Deci, Connell, & Ryan, 1989).

Work-life balance is another factor that can impact an employee's attitude towards work. Work-life balance refers to an individual's ability to balance their work and personal life effectively. Employees who have a good work-life balance are more likely to be satisfied with their work and more motivated to perform well (Greenhaus & Beutell, 1985).

2.4 Employee Productivity

The productivity of an employee is the amount of work he/she can do in a given amount of time. It is a simple measurement, but the factors that influence it are varied and complex – everything from the tools people use to how their organization builds an environment that breeds success. Employee productivity (sometimes referred to as workforce productivity) is an assessment of the efficiency of a worker or group of workers. Productivity may

be evaluated in terms of the output of an employee in a specific period of time. Typically, the productivity of a given worker will be assessed relative to an average for employees doing similar work. Because much of the success of any organization relies upon the productivity of its workforce, employee productivity is an important consideration for businesses (Njihia et al., 2013).

Employee performance can be seen of as a catch-all term for all aspects relating to a company's and its operations' success. The actual results/outputs of certain tasks, how an activity is carried out, or the ability to obtain results are all examples of performance.

According to Atkinson (2012), performance is defined as the production of results that ensure the delivery of desired outcomes for a company's stakeholders. According to Awino (2011), for an organization to be successful, it must generate high returns and identify performance drivers from the top to the bottom. Performance measurement, according to Njihia et al. (2013), is one of the instruments that organizations can use to monitor performance, identify problem areas, improve motivation, improve communication, and reinforce responsibility.

According to Richard et al. (2009), Performance/productivity is equivalent to the famous 3Es, that is, economy, efficiency, and effectiveness of a certain program or activity. Daft (2010) defined organizational performance as an organization's ability to achieve its objectives through the efficient and effective use of resources. The ability of an organization to achieve its aims and objectives is referred to as organizational performance (Sok, O'Cass, & Sok, 2013). Information acquired from primary or secondary sources can be used to evaluate performance. In general, there are two categories of performance that can be measured: financial and non-financial performance (Jarad, 2010). Kiragu (2009)

evaluates performance from four points of view: financial, customer, internal procedures, and innovativeness. The financial perspective identifies the key financial drivers of enhancing performance which are profit margin, asset turnover, leverage, cash flow, and working capital (Odhuno & Wadongo, 2012). The customer focus describes performance in terms of brand image, customer satisfaction; customer retention and customer profitability. Njihia et al. (2013) assert that the only worthy performance measure is financial performance because of its value to shareholders, executives and the market. This measure is an indicator of organizational

success and sustainability because it is the reason for the existence of firms. On the contrary, Ittner & Larcker (2018), claim that a firm's performance should not be measured by financial performance but also operational and market influencers. Non-financial measures have been deemed to be more effective in motivating managerial performance because they are more reflective of the overall corporate strategy (Banker et al., 2012).

2.5 Empirical Evidence of Employee Motivation on Productivity

The proposal of the researcher is establishing the effects of employee motivation on employee performance and productivity which will sturdily to be grounded in the motivational management theories of Maslow, Taylor, and Herzberg that are best known and recognised as the most profound management experts. The concepts of motivation and performance are constructs within the larger organisational behavior model. While each of these constructs can be reviewed on their own, employee motivation is noted to link closely to employee performance.

Simms argues that, it is imperative for employers to communicate these benefits to employees since many employees don't understand their total compensation package. This

motivation leads to greater employee satisfaction and performance (Simms, 2007). The researcher is of the view that MMDAs motivational policies should not be limited to only salary rather expand to non-financial benefits as a means of motivating their employees to enhance the productivity.

According to (Jakobson, 2007), the core to the incentive packages motivation tactics such as recognition at weekly and monthly sales who are being able to meet their sales target by the use of Merchandise. Harrah's also uses simple employee motivation tactics such as recognition at weekly and monthly sales meetings of the top sales teams (Jakobson, 2007). Moreover, Whiting (2007) looks at the cases of Reuters and supermarket giant Sainsbury's to show how important it is to create a culture where employees become directly involved for their inputs for change. It is of the view that MMDAs should as matter of urgency create a culture where employees input is valued and utilize to motivate them to support in accomplishing the organizational goals and change efforts.

(Silverman, 2006; Whiting, 2007), also develops a similar strategy that helps in creating a high-performance workforce. This can be implemented by allowing your employees to be engaged by working with storytelling to make them feel involved, valued and part of the company. In this way, an employee/employer relationship will strong to help foster mutual support and idea sharing. This value translates into higher work performance and stake within the organization.

Interestingly, Sharbrough's (2006) study looks at the correlations between leader's use of Motivating Language (ML) and employee job satisfaction and the perception of a supervisor's effectiveness. This correlation can be utilised by organisations to measure a

leader's use of ML and determine levels of employee satisfaction as well as the perceived effectiveness of a supervisor.

An effective flow of communication between employers and employees emerges as a best requirement for employee motivation according to (Simms, 2007; Jakobson, 2007; Whiteling, 2007; Silverman, 2006; & Sharbrough, 2006). Many of these case studies link high employee motivation with increased employee performance. In this way, employee motivation can be maximized to increase employee performance by focusing the use of ML and motivational techniques.

Another study was conducted by Bushiri (2014) on the impact of working environment on employee's performance using qualitative and quantitative methodology at Institute of Finance Management in Dar es salaam and came up with the following findings that there was positive relationship between working environment and employee's performance. The undertaken study will be different from the previous study as it is going to consider various factors of motivation instead of looking on single factor of working environment.

Furthermore Mohamed (2013) conducted a study on the influence of motivation on job performance among primary teachers in public schools in Kongwa District Council using Statistical Package for Social Studies and drawn conclusion that there was no significant relationship between motivation and teacher's job performance as teachers' performance is influenced by many factors. From empirical works reviewed many researchers have tried to show the relationship between motivation and employees' performance but leaving out what hinder motivation practice in organisation setting though of its importance therefore suggesting a need for further research

3.6 Effects of Motivation on Performance

"Motivation is the willingness to do something," wrote Stephen Robbins and David A. DeCenzo (2006) in their book "Supervision Today." "It is conditioned by this action's ability to satisfy some need for the individual." The most apparent form of motivation for an employee is money; however, there are other motivating factors that must be considered. Every employee within a company is different and, therefore, is motivated to perform well for different reasons. Due to the differences within an organization, it is important for a manager to get to know her employees and understand what motivates their performance. "If you're going to be successful in motivating people, you have to begin by accepting and trying to understand individual differences," (Robbins and DeCenzo 2006) report in their book "Supervision Today. This involves getting to know their employees and what drives them, then making sure managers utilize appropriate motivational techniques with each employee. When appropriate motivation techniques are used, employee performance will improve.

Motivation is an employee's intrinsic enthusiasms about and drive to accomplish activities related to work. According to (Chaudhary & Sharma, 2012), motivation is the interior drive that causes a person to decide to take action. They argued that motivated employees are inclined to be more productive than non-motivated employees. If employee is satisfied and happy, then he/she will do his/her work in an extremely amazing manner. The result will be good, and to add motivated employee will motivate other employees in office. Chaudhary and Sharma (2012) states that, study shows that the employee motivation has direct effect on gainfulness and development. A highly motivated employee tries his or her best in carrying out each and every aspect of his other duties and responsibilities.

Improved job performances of the employee will increase the value to the organization itself and to the employee's productivity (Bogdanova & Naunivska, 2008). A motivated person has the familiarity with particular goals must be accomplished in particular ways, according on how he or she coordinates the push to attain that such goals. 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, when workers are motivated, their ability to increase productivity will be high (Owusu, 2012).

Fosu (2016) conducted a study to solicit for the opinion of the clinical staff at Komfo Anokye Teaching Hospital (KATH), on how some key motivational packages influence their performance. One of the areas that respondents strongly agreed to was on good working conditions. To this respondent agreed with a mean value of 4.46 out of 5 to assert that availability of required medical equipment and physical structures at KATH influences the performance of their clinical staff. They agreed with mean of 4.4 that Insurance and retirement packages adopted by KATH have a positive effect on their employee performance. They also agreed with a mean of 4.34 that Training and Development packages adopted by KATH serve as motivational strategies that influence the performance of their employees.

Research conducted by (Zameer, *et al.*, 2014), to examine the relationship between motivation and employee's performance in beverage industry revealed that employee's motivation such as job enrichment, job security, reasonable salary and other additional incentives turned to increase employees' performance automatically and industry achieved their goals easily. The results further suggested that the motivation in beverage industry of Pakistan can significantly influence performance of employees. Anyim (2012) and

Chintaloo & Mahadeo (2013) opined that if organization fulfills basic need, safety need, belonging need, self-esteem need and self-actualization (Maslow's Hierarchy of Needs) of their employees then the performance of employee easily increases.

2.7 Theoretical Review

2.7.1 Abraham Maslow Theory

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation, prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met and satisfied before moving to the next higher level. And as a result of its popularization by Douglas McGregor (1960, 1967), the model became widely discussed and used not only by organisational psychologists but also by managers. They are five in number and structured-

- (i) Physiological needs. These include homeostasis (the body's automatic efforts to retain normal functioning) such as satisfaction of hunger and thirst, the need for oxygen and to maintain temperature regulation. Also sleep, sensory pleasures, activity, maternal behavior, and arguably sexual desire.
- (ii) Safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation, the need for predictability and orderliness.
- (iii) Love needs (often referred to as social). These include affection, sense of belonging, social activities, friendships, and both the giving and receiving of love.
- (iv) Esteem needs (sometimes referred to as ego needs). These include both self-respect and the esteem of others. Self-respect involves the desire for confidence, strength, independence and freedom, and achievement. Esteem of others involves reputation or prestige, status, recognition, attention and appreciation.
- (v) Self-

actualization needs. Self-actualization needs are not necessarily a creative urge, and may take many forms, which vary, widely from one individual to another. The normal person is characterized by impulsiveness, creativeness and appreciation of others. Maslow conceived a human being developing the five groups of needs, in sequence, from one to five. The survival needs are present at birth. During childhood, one becomes aware of each of the higher groups of needs. Maslow's hierarchy of needs is widely accepted as a convenient simple analysis of human motivation and which can assist us, therefore, to understand why men behave the way they do in given situation and to anticipate how they will behave in future situations. Based on Maslow's theory, once lower-level needs have been satisfied (say at the physiological and safety levels) giving more of the same does not provide motivation. Some rewards or outcomes at work satisfy more than one need. Hall and Nougaim (2000) undertook an examination of Maslow's need hierarchy theory in an organizational setting. Hall and Nougham (2000) suggest the results indicate needs changed more because of developing career concern than the strength of need satisfaction. Maslow's theory is difficult to test empirically and has been subject to various interpretations by different writers. However, it is important to stress that Maslow himself recognizes the limitations of his theory and did not imply that it should command widespread, empirical support. Despite criticisms and doubts about its limitations, the theory has had a significant impact on management approaches to motivation and the design of organisations to meet individual needs. The work of Maslow has drawn attention to a number of different motivators and stimulated study and research.

2.7.2 Frederick Winslow Taylor Theory of Motivation

Frederick Winslow Taylor (1856 – 1917) put forward the idea that workers are motivated mainly by pay. His Theory of Scientific Management argued that workers do not naturally enjoy work and so need close supervision and control when given the need tools. MMDAs workers should then be given appropriate training capacity development and the necessary logistics so they can work as efficiently as possible to achieving their set task. With this theory, workers are paid according to the output in a set period of time- piece-rate pay which encourages them to work hard to maximize their productivity hence motivated in according to their output. However, workers soon came to dislike Taylor's approach as they were only given boring, repetitive tasks to carry out and were being treated little better than human machines. This led to an increase in strikes and other forms of industrial action by dis-satisfied workers.

2.7 3 Frederick Herzberg Theory of Motivation

Frederick Herzberg (1959) had close links with Maslow and believed in a two-factor theory of motivation. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (Motivators). However, there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (Hygiene factors). Motivators are more concerned with the actual job itself. For instance, how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example, a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him

work harder at his job once he is there. Importantly Herzberg viewed pay as a hygiene factor which is in direct contrast to Taylor who viewed pay, and piece-rate in particular. Herzberg believed that businesses should motivate employees by adopting a democratic approach to

management and by improving the nature and content of the actual job through certain methods. Some of the methods managers could use to achieve this are: Job enlargement –workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting. Job enrichment - involves workers being given a wider range of more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement. Empowerment means delegating more power to employees to make their own decisions over areas of their working life.

McGregor (1960), formulated two distinct views of the human being based on the participation of workers. The first negative, labeled Theory X, and the other positive, labeled Theory Y. Theory X set of assumptions about human behaviour. The Theory X type suggests that people act to realize base needs and hence do not voluntarily contribute to organizational aims (Bloisi et al, 2003).

2.7.4 Douglas McGregor Theory X and Y

McGregor assumed that individuals lack ambition and are indolent, resistant to change, self-centered and dislike responsibility, and are also naive. Managers are, therefore, required to direct and modify work behaviour to meet organizational needs by persuading; punishing, rewarding, and controlling those who naturally strive to learn and grow. On the other hand, Theory Y saw workers' behaviour to be good and saw

people as being motivated by higher-order growth needs. It is therefore the task of management to facilitate individuals to act on those needs and growth in their job. Workers are able to develop a great interest in work and commitment to organizational objectives. They will work with a minimum of supervision and control.

2.8 Strategies for Improving Motivation in MMDAs

The public sector has traditionally faced challenges in motivating employees due to the limitations of bureaucracy and limited resources. In the context of Metropolitan, Municipal, and District Assemblies (MMDAs), employee motivation is critical for improving the quality of public services, enhancing productivity, and achieving organizational goals. This literature review aims to explore strategies that can be adopted to improve motivation in MMDAs and provide current citations to support the findings.

One effective strategy for improving motivation in MMDAs is the implementation of performance-based incentives. According to Bouckaert and Halligan (2008), performance-based incentives can be used to encourage employees to achieve specific targets, which can lead to increased motivation and productivity. Such incentives could include bonuses, promotions, or recognition awards. A study conducted by Khan and Manzoor (2018) found that performance-based incentives have a positive impact on employee motivation in MMDAs in Pakistan. Similarly, Ahmad et al. (2019) found that financial incentives improved employee motivation in the Malaysian public sector.

Career development opportunities are another strategy that can be used to improve employee motivation in MMDAs. Providing opportunities for career advancement and personal growth can help employees feel valued and invested in their work. For example, job rotation, training programs, and mentorship can provide opportunities for employees to develop new skills and knowledge. A study by Kim and Lee (2019) found that career development opportunities

positively impacted employee motivation and commitment in the Korean public sector. Similarly, a study by Wadda et al. (2019) found that training and development opportunities positively influenced employee motivation in MMDAs in Ghana.

Another strategy that can be used to improve employee motivation in MMDAs is work-life balance initiatives. Providing flexible work arrangements, such as telecommuting or flexible hours, can help employees balance their work and personal lives, which can lead to increased motivation and productivity. A study by Namasivayam and Denizci Guillet (2018) found that work-life balance initiatives had a positive impact on employee motivation in the Australian public sector. Additionally, a study by Kim et al. (2018) found that flexible work arrangements improved employee motivation in the Korean public sector.

However, the implementation of these strategies in MMDAs can be challenging due to the limitations of bureaucracy and limited resources. For example, Ahmad et al. (2019) noted that a lack of resources can hinder the implementation of financial incentives in the Malaysian public sector. Similarly, Bouckaert and Halligan (2008) pointed out that the implementation of performance-based incentives can be complicated by the difficulties in measuring and evaluating performance in the public sector.

Moreover, ineffective leadership can also hinder the implementation of strategies to improve motivation in MMDAs. According to Ahmad et al. (2019), ineffective leadership can undermine the effectiveness of financial incentives and other motivation strategies. Additionally, a study by Ali (2018) found that poor leadership negatively impacted employee motivation and productivity in the Pakistani public sector.

In conclusion, improving motivation in MMDAs is crucial for enhancing productivity and achieving organizational goals. Performance-based incentives, career development opportunities, and work-life balance initiatives are effective strategies that can be used to

improve employee motivation in MMDAs. However, the implementation of these strategies can be challenging due to the limitations of bureaucracy, limited resources, and ineffective leadership. Future research should focus on identifying ways to overcome these challenges and identifying other strategies that can be used to improve motivation in MMDAs.

2.9 Summary of the key findings of the literature review

The literature review on the effects of motivation on employees' productivity in MMDAs provides valuable insights into the importance of motivation in the public sector and the factors that impact motivation and productivity. The review draws on various theoretical frameworks, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory, to examine the relationship between motivation and productivity.

The literature review identifies several significant motivational factors in MMDAs, including salary, job security, recognition, and training opportunities. Studies show that employees who feel valued and rewarded for their work tend to be more motivated and productive. Furthermore, there are differences in motivation levels between different types of employees, such as senior management, middle management, and frontline workers. Middle managers, for instance, tend to have lower levels of motivation due to a lack of autonomy and decision-making power.

However, the literature review also highlights several challenges to motivation in MMDAs. Bureaucratic structures, limited resources, and ineffective leadership are just some of the issues that can hinder motivation in MMDAs. For instance, excessive red tape and bureaucracy can lead to a lack of transparency and accountability, which can demotivate employees.

To address these challenges, various strategies can be adopted to improve motivation in MMDAs. The literature review highlights the effectiveness of performance-based incentives, career development opportunities, and work-life balance initiatives. Providing employees with

clear career pathways and opportunities for professional growth can boost motivation and productivity. Moreover, work-life balance initiatives, such as flexible working hours and remote work options, can help employees achieve a better work-life balance, leading to improved job satisfaction and motivation.

In conclusion, the literature review suggests that motivation is a critical factor in improving productivity in MMDAs. Motivated employees tend to be more productive and committed to achieving organizational goals. The review highlights the need for MMDAs to adopt strategies that address the specific motivational factors and challenges that affect their employees. Providing employees with competitive salaries, job security, recognition, and training opportunities can go a long way in boosting motivation and productivity. Furthermore, addressing challenges such as bureaucratic structures, limited resources, and ineffective leadership can help create a more conducive work environment that promotes motivation and productivity.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology refers to the study of methods and principles and their application in a given field of academic survey (Saunders et al., 2009). The choice of research method is influenced by the research question, nature of study and research objectives (Lee & Ormrod, 2016, Saunders Lewis & Thornhill, 2016; Saxena, 2017). Yin (2018) opined that before conducting social science research, the investigator is required to consider and select a research method. The main goal of this chapter is to describe the philosophical approaches underlining the study, followed by research strategy and design. It also presented the study location which comprise of population and sample size, sampling method and frame. Additionally, research instrument was highlighted. The questionnaire was pretested and data collection procedure discussed. Finally, data analysis criteria were presented. The chapter covers a description of the study area, sample and sampling procedures followed in selecting respondents for the study, the data collection approaches, research instruments, the research design, data analysis technique as well as the scope and limitation of the study.

3.1 Research philosophy

Saunders et al. (2016) referred to research philosophy as the development of knowledge that explains a research paradigm. Such knowledge development is based on certain assumptions on how individuals see the world (Saunders et al., 2016). A research philosophy makes clear the nature, foundation and development of knowledge in a research

that supports the belief about how the data on social reality should be gathered, evaluated and interpreted to create meaningful findings (Dudovskiy, 2018). Research philosophy is classified into positivism, realism, interpretivism and pragmatism (Saunders et al., 2019).

3.1.1 Epistemological

In business research, epistemology focuses on sources of knowledge (Manus, Mulhall, Arisha & Rajab, 2017) and knowledge is connected to contextualism (Hothersall, 2017). Collins (2010) refers to it as a study of the principles, where the investigator categorizes what does and does not constitute the knowledge. It simply means, what is known to be the truth. Accordingly, Saunders et al. (2016) proffered that, epistemology deals with nature, limitations, possibilities and sources in an area of study. Epistemology is opposite of ontological thinking (Ryan, 2017). The epistemology approach reflects a researcher's belief and drives the research (Crotty, 2003).

3.1.2 Positivism

Positivism entails working with noticeable social reality and theoretical stance of the natural scientist to create law-oriented generalization (Saunders et al., 2019). Positivism promises clear and accurate knowledge. Positivism hinges on quantifiable observation that result in statistical analysis (Douve, 2017). Its contributions are explanation and predictions. Positivism is in agreement with pragmatist understanding that, knowledge comes experience of people (Collins, 2010). Positivism researchers are independent from the research and has no room for human interest within the research (Saunders et al., 2016). The general rule in positivist research is that, it normally implements deductive approach (Saunders et al., 2019; Crowther & Lancaster, 2008).

3.1.3 Realism

Realism relies on the concept of independence of reality from people (Novikov & Novikov, 2013). Realism is founded on the assumptions of specific approach to the knowledge development of (Mitchell, 2018). According to philosophers, realism can either be critical or direct realism (Bhaskar, 2013; Goski, 2013; Ryan, 2017). Direct realism refers to a correct illustration can be gotten from the practices and experiences provided by the senses (Bhaskar, 2013). It is held that in critical realism, anything experienced via the senses are later processed by the mind intuitively (Bhaskar, 2013; Goski, 2013). Critical realism accepts that, people's views and experiences of this universe are restricted to their own intuitive understanding (Edwards et al., 2014). Resultantly, Saunders et al. (2016) clarifies that, under realism stance, data collection technique and data analysis will differ depending on whether the investigator is using quantitative or qualitative method.

3.1.4 Interpretivism

Interpretivism stresses that individuals are different from physical phenomena since they create meaning (Crotty, 1998; Saunders et al., 2019). This approach says that people and their social environment cannot be studied in the same manner as physical phenomena, hence, social science research needs to be different from natural science research. The goal of interpretivism is to develop new, richer understanding and clarification of social setting and world (Saunders et al., 2019). Therefore, investigators consider firms from the perspective of different groups of individuals. Interpretivism is explicitly subjective since it focuses on making meaning, complex, rich and multi-interpretation (Rutherford, 2016). Interpretivism from axiological implication, recognizes their interpretation of research methods and data by their own values and beliefs, play a significant function during the research (Saunders et al., 2016).

3.1.5 Justification for adopting Positivism

The study is anchored on positivism because, the researcher has used existing theory (uses and gratification theory) to develop hypothesis (Saunders et al., 2016). Under the positivism, the researcher stays impartial and detached from the data and the research at large to avoid influencing the results (Burrell & Morgan, 2016). In that case the researcher conducts as far as possible, in a value free-way (Saunders et al., 2019). The researcher as well intends to use a standard methodology so as to enhance replicability. In the light of positivism, the researcher emphasized on quantifiable observation resulting in statistical analysis (Saunders et al., 2019). Also, as being gathered from objectivism epistemology point of view the results of the study can be trusted and help investigators to make logical assumptions (Pham, 2018). Based on the objectives of the study the researcher adopted positivism to model the study.

3.2 Research Design

Sekaran (2016) defined a research design as a structure or is glue that grasps/holds the entire element in research. Saunders et al. (2016) defined research design as a set of methods and procedures for collection, measurement and analysis of data; it involves a detail of the processes necessary for gathering information required to solve a research problem. In providing insight and exploring phenomena, research questions are key (Ratan, Anand & Ratan, 2019). That is why Yin (2015, 2018) said the choice of a suitable design helps connect the data gathered to the main research question and the conclusion of the study. The design generally comes from the research question (Yin, 2018). A research design is an idea, plan and a procedure for a study that enables the choice from a wide assumption to a comprehensive method of gathering data and analysis (Ridder, 2017).

3.3 Research choice

Broadly, the commonly used choices for research can be categorized into quantitative, qualitative and mixed methodologies (Almalki, 2016; Barnham, 2015; Brown, Strickland-Munro, Kobryn, & Moore, 2017; Creswell, 2003; Creswell, 2009; Creswell, 2014; Caruth, 2013; Fassinger & Morrow, 2013; Hair et al., 2008; Levitte et al., 2018; Morgan, 2018; Park & Park, 2016; Park & Park, 2016; Saunders et al., 2016; Williams, 2007; Yin, 2014; Yin, 2017; Yin, 2018).

3.3.1. Quantitative

McCusker & Gunaydin (2015) said the purpose of quantitative methods is to prove or disprove a declared hypothesis. Quantitative Research involves statistical analysis of variables and statistical validation and seeks to confirm hypothesis (Ponce & Pagan-Maldonado, 2015). Quantitative research entails testing of hypothesis and is a systematic and scientific approach to quantify data (Sarma, 2015). Quantitative data represents a population through a quantifiable measurement of variables (Queiros, Faria, & Almeida, 2017). In quantitative research, statistical techniques are use to examine relationship between two or more variables (Park & Park, 2016; Saunders et al., 2016; Stone, 2018; Zyphur & Pierides, 2017).

Quantitative research is a strategy concerning the utilization and analyses of numerical data using statistical techniques. They pose questions of who, what, when, where, how much, how many, and how. A quantitative research consists of measuring variables and getting results from the analysis of the data (Baglin, Reece, & Baker, 2015). McCusker & Gunaydin (2015) said the purpose of quantitative methods is to prove or disprove a stated hypothesis.

Quantitative Research involves statistical analysis of variables and statistical validation and seeks to confirm hypothesis (Ponce & Pagan-Maldonado, 2015).

Quantitative research method tries to examine the answers to the questions starting with how many, how much, to what extent (Rasinger, 2013). In other words, the method lays important emphasis on measuring variables existed in the social world (Ponce & Pagan-Maldonado, 2015). Quantitative research is objective and measurable (Bryman & Bell (2007). Quantitative research typically emphasizes quantification in the gathering and analysis of data (Bryman & Bell, 2007). Quantitative researcher collects and analyzes data to compare or contrast differences between variables (Halcomb & Hickman, 2015). Quantitative research evaluates causes and effects and associations between/amongst variables (Barnham, 2015) while testing planned hypotheses to reach the study objectives.

Quantitative research entails testing of hypothesis and is a systematic and scientific approach to quantify data (Sarma, 2015). Quantitative data represents a population through a quantifiable measurement of variables (Queiros, Faria, & Almeida, 2017). Quantitative study is mostly conducted because in studies that involved collecting facts and examining the relationship of one set of facts to another (Bell, 2007). This method is characterized by data whose variables are subject to numerical analysis (Boeren, 2017) and remains unbiased by upholding impartiality to achieve relational validity (Zyphur & Pierides, 2017).

The goal of relational validity in quantitative study is to address ethical concerns (Zyphur & Pierides, 2017). Accordingly, quantitative researchers must appreciate degree of influence of external and relational validity on study findings via ethical links and inferences from the sample to the entire population (Murad, Katabi, Benkhadra & Montori, 2017; Zyphur &

Pierides, 2017). Quantitative method involves determining hypotheses and testing relationship amongst variables (Apuke, 2017; Johnson & Christense, 2014; Merriam & Tisdell, 2016; Onen, 2016; Sahito & Valsanen, 2017; Yin, 2017) derive wide-ranging concept into particular conclusion and explains differences between groups (Babones, 2015; Raz, 2017; Sahito & Valsanen, 2017). It is a conceivable choice when the researcher wants to evaluate the how much of a specific area of study (Yin, 2017). Researcher of quantitative studies makes use of close-ended questions so as to test hypotheses about relationships and variations amongst variables (Yin, 2017).

In quantitative research, predictions, generalization of result and cause-effect determinations are required (Barnham, 2015). As such quantitative researchers integrate positivism (Rahi, 2017), objectivism and deductive approach that involves using mathematical data, statistical techniques and hypothesis testing without the manipulation of the research process (Haneef, 2013; Tisdell, 2016; Onen, 2016; Sahito & Valsanen, 2017; Yin, 2018). Daniel (2016) said it saves time, resource and replicability of the study. In this study quantitative research techniques was appropriate and used to achieved the objectives.

3.4 The Study Area.

The study was undertaken in the Northern Region of Ghana where 5 MMDAs were selected from the Region. The Northern Region is geographically located in the Northern part of Ghana and one of the sixteen regions of Ghana. It is located in the northern part of the Ghana and was the largest of the ten regions, covering an area of 70,384 square kilometres or 31 percent of Ghana's area until December 2018 when the Savannah Region and North East Regions were created from it. The Northern Region is made up 16 districts with

Tamale as its capital. The Region is bordered with North East region, in the northern part, on the east by the eastern Ghana-Togo international border, on the south by the Oti region, and on the west by the Savannah Region. The Region was the fourth populated region in Ghana however, with a population of 4,780,380 representing about 19.4 per cent of Ghana's total population of 24,685,823 (GSS 2010).

The Northern Region is much drier than southern areas of Ghana, due to its proximity to the Sahel, and the Sahara. The vegetation consists predominantly of grassland, especially savanna with clusters of drought-resistant trees such as baobabs or acacias.

Between January and March is the dry season. The wet season is between about July and December with an average annual rainfall of 750 to 1050 mm (30 to 40 inches). The highest temperatures are reached at the end of the dry season, the lowest in December and January. However, the hot Harmattan wind from the Sahara blows frequently between December and the beginning of February. The temperatures can vary between 14 °C (59 °F) at night and 40 °C (104 °F) during the day, more than 75% of the economically active population are agriculture, trading and other related work are the major occupation within the study area, though the level and intensity of a particular occupation varies from one district to another. The low population density is partly caused by emigration, in addition to geography and climate. The Northern Region has a low population density, and, along with the official language of English, most inhabitants (52%) speak a language of the Oti–Volta subfamily in the Niger–Congo language family, such as Dagbani, Mamprusi or Konkomba. The Dagbon Kingdom, of the Dagomba people, is located in the region.

3.5 Population

The population for the study included all the employees in the MMDAs in the Northern Region. However, for the purposes of conducting a detailed study, five MMDAs were further selected for the study to represent the region. Therefore, the population for the study constituted all the personnel directly involved in human resource management at the MMDAs. This constituted of Sixty-Three (63) direct stakeholders of human resource management in the MMDAs in the Northern region. Detailed of the population of the study is presented on Table 3.1

Table 3.1 Sample Frame selected from the Population

MMDAs	No. of persons
Tamale Metropolitan Assembly (TAMA)	44
Sagnarigu Municipal Assembly (SAMA)	37
Savelugu Municipal Assembly (SaMA)	31
Kumbungu District Assembly (KuDA)	31
Tolon District Assembly (ToDA)	29
Total	121

Source: Researcher's Fieldwork 2020

3.6 Sample and Sampling Techniques

The sample size was determined with recourse to the deVaus proportion Approach. A total of 55 respondents were selected across the five MMDAs for the study. The sampling was done in search of a way to deliberately include all the stakeholders involved in the human resource management in the various MMDAs. The study purposively targeted and select

MMDAs engage in the human resource management in the Northern Region. The study involves senior management and junior management members that can directly influence and benefit motivational schemes to enhancing productivity.

The final sample size for each of the category or group was determined with DeVaus (2002) formula below:

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where;

n = is the required sample size.

N = the population size

α = Tolerable error (which in this study was pegged at 10%).

The sample size was thus calculated as follows:

$$n = \frac{172}{1 + 172(0.1)^2}$$

$$n = \frac{172}{1 + 172(0.01)}$$

$$n = \frac{172}{1 + 1.72}$$

$$n = \frac{172}{2.72}$$

$$n = 63.2$$

$$\mathbf{n = 63}$$

The ideal sample size, based on the foregoing, is Sixty-three (63) employees. Given that the overall population was made up of the sum of five (5) separate staff with varied populations, the sample collected from each level must be proportioned to the actual size of the MMDAs. The Five (5) segments of the staff were grouped into five (5) different strata. Proportional allocation was used calculating the size that is supposed to be taken

from each stratum. The formula that was used in calculating the sample to be taken from each stratum is presented below:

$$nh = \frac{Nh}{N} \times n$$

Where:

Nh = sample size of stratum h (that is the sample size for each level of staff)

N = Total size of population

n = Total sample size

nh = Population size of stratum h (population size of each level of staff)

The sample to be taken from each school is calculated as follows:

$$\text{TAMA Staff} = \frac{44}{172} \times 63$$

$$= 16.1$$

$$= \mathbf{16}$$

$$\text{SAMA} = \frac{37}{172} \times 63$$

$$= 13.6$$

$$= \mathbf{14}$$

$$\text{SaMA} = \frac{31}{121} \times 63$$

$$= 11.4$$

$$= \mathbf{11}$$

$$\text{KuDA} = \frac{31}{172} \times 63$$

$$= 11.4$$

$$= \mathbf{11}$$

$$\text{ToDA} = \frac{29}{172} \times 63$$

= 10.6

= 11

Purposive sampling known as Homogeneous Sampling Technique was used by the researcher to select the respondents from the various MMDAs. This technique allows you to discover members of the sample who have a shared characteristic or a shared set of features. The sample size of 63 covers all respondents from all the five MMDAs in the Northern Region and the distribution of respondents was proportions across the MMDAs.

3.7 Sources of Data

Both primary and secondary data were used in conducting the research

3.7.1 Primary Sources

The primary data was the main source of information in this study. "Primary data are data that are used for the reason for which they are obtained," André (2006) writes. Data obtained from first-hand experience is referred to as primary sources of data. It is usually gathered by asking open-ended and closed-ended questions. Because the extent of sample mistakes and non-sample errors are known and can be defined, primary source data checks to assure accuracy, dependability, and more value than secondary data.

3.7.2 Secondary Sources

Secondary data, as described by Saunders et al. (2007), is information utilized for projects that was initially acquired for a different purpose. Books, online searches, papers, and journals were among the secondary sources of information employed by the researcher in

the study. These secondary sources assisted the researcher in determining how others have defined and quantified key terms, as well as how this research topic relates to others' work. Other than primary sources, secondary data are information/evidence gathered by the researcher.

3.8 Data Collection Instruments

The instrument used in gathering data from respondents was through the use of questionnaires. The researcher developed a structured questionnaire for all the respondents to seek for their views or responses regarding the subject under study. The questionnaires were administered to the respondents' direct interviews and in some cases, respondents were made to fill it themselves.

3.8 Questionnaire Design

A questionnaire is a research tool that consists of a set of questions or other forms of prompts designed to gather data from a respondent. A typical research questionnaire has a combination of closed-ended and open-ended questions. Long-form, open-ended inquiries allow the reply to elaborate on their opinions. The information gathered from a data gathering questionnaire can be qualitative or quantitative. A questionnaire might be provided in the form of a survey or not, but a survey must always include a questionnaire. Generally, the questionnaires were design to collect data from officers involve in human resource management in MMDAs. These questions were grouped in categories to collect data on the nature of how motivation influences the staff of MMDAs on productivity, in determining the relationships between motivational factors and the performance staff of MMDAs, to ascertain the challenges hindering the successful implementation of the employee's motivation and to investigate the motivational techniques adopted by the MMDAs. Most of the items were rated by participants on a five-point Likert scale. This instrument consisted of the following sections: part 1, solicit personal and general information from the participants using objective test. Part 2 solicit information on how motivation influences the productivity or job performance of the staff. In part 3 also solicited information on some challenges that are fared in the implementation of motivational packages to workers in the MMDAs, etc.

3.9 Data Collection Procedure

Data collection is the process of acquiring and evaluating information on variables of interest in a systematic manner that allows researchers to answer research questions, test

hypotheses, and assess outcomes. The purpose of any data collecting is to obtain high-

quality evidence that can be translated into rich data analysis and used to construct a convincing and credible response to the questions addressed. Regardless of the subject of study or data definition preference (quantitative vs. qualitative), correct data collecting is critical to research integrity (Syed, 2016).

As indicated earlier data was collected using questionnaires as the main instrument with and the sample size acquired using simple random sampling. A hybrid of both qualitative and quantitative methods of data collection methods was used for the study. Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses. The collection of diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone. Secondary data collection was based mainly on qualitative research methods. This method will ensure that, data which cannot be quantified by expressions in figures and those which cannot be subjected to any statistical tools during collection and analysis could still be interpreted. The quantitative method affords the researcher the flexibility in the quantification of relevant data that will be collected.

3.10 Data Analysis

Descriptive statistics were basically used to analyse the data obtained from the field and the results are presented on tables and figures. The measure of central tendencies such as the mean percentages and some frequencies were computed. Deductive method is used when drawing conclusion perceived as valid when it is logically connected.

Also, the quantitative data collected was analysed using the Statistical Package for the Social Sciences (SPSS) computer application software to run basic descriptive statistics such as frequencies, percentages and means of the main variables of investigation. The

relationships between job performance, incentive-based motivation, recognition and rewards and attitude motivation were analysed using Spearman's Correlation Coefficient. And the effect or the impact of motivation on job performance using regression analysis.

3.11 Ethical Consideration

Because data collecting often involves human beings who are often forced to give information that may intrude into their personal life or expose 'corporate secrets,' it is critical to be conscious of ethical considerations when conducting research in organizational studies. As a result, researchers are increasingly required to follow ethical guidelines when collecting and reporting data, particularly in qualitative studies, which often focus on sensitive, intimate, and personal aspects of people's lives (Punch, 2005).

To meet ethical standards, every questionnaire will have a brief introduction on the first page to debrief the respondents on the study's aims, in accordance with research ethics and standards. Respondent confidentiality will be guaranteed in the debriefing letter. Participants' consent to participate in the study will be sorted out as well. On the questionnaire, respondents will not be required to disclose their names or any other form of identification. Respondents will be assured of their anonymity, as well as that the information they provide will be treated with the highest confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of the study. It begins with the description of the demographic and socio-economic characteristics of the respondents. Results covering the specific objectives of the study are presented and discussed.

4.1 Demographic and Socio-Economic Characteristics of Respondents

This section presents the demographic and socio-economic characteristics of respondents. It covers the sex of respondents, level of education of respondents, area of specialization of respondents, position occupied and number of years spent on current positions by respondents.

4.1.1 Sex of Respondents

Figure 4.1 presents the sex of respondents. It can be seen that majority (52) of the respondents interviewed were males representing 83% with female respondents constituting 11 representing 17%. It was observed that majority of staff of the district assemblies in the Northern Region of Ghana were dominated by males. Females are generally less represented at the assembly level and this cut across among several sectors in the Ghanaian economy. This could be attributed to the fact that females often do not have equal employment opportunities with their male counterparts.

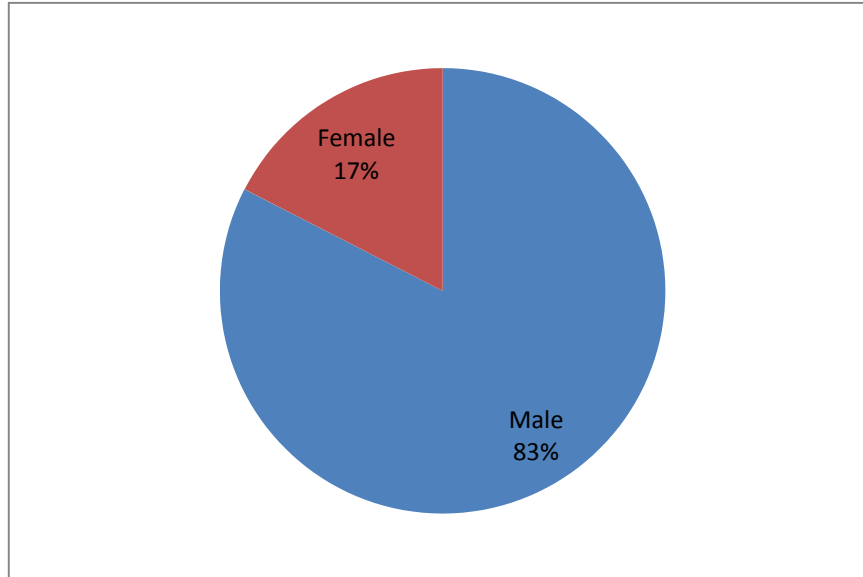


Figure 4.1: Sex of Respondents

Source: Field Survey, 2021

4.1.2 Level of Education attained by Respondents

Table 4.1 presents the level of education attained by respondents. The categories of degree level of education respondents were 41.3% followed by Master's degree representing 31.7%. Only 15 of the respondents representing 23.8% had attained a Diploma/HND certificate. It is also observed that only few (2) of the respondents representing 3.2% had attained another certificate including a PhD. This implies that the respondents have attained some higher level of education especially up to a Master's degree and PhD levels and will have much knowledge on the position they occupy and that they will be able to give meaningful contributions and responses toward the achievement of the research objectives. It is obvious that one need to attain some higher level of education before being employed at certain positions in the assembly.

Table 4.1: Level of Education of Respondents

Education	Frequency	Percent (%)
Diploma/HND	15	23.8
Degree	26	41.3
Masters	20	31.7
Others	2	3.2
Total	57	100

Source: Field Survey, 2021

4.1.3 Number of Years Worked

From Table 4.2, it's indicated that majority of the employees have worked with the MMDAs between 6-10 years representing 41% of the total respondents. 37% of the employees have worked between 2-5 years, 13% less than 2years and 9% have worked with the MMDAs for above 10 years. This implies that the MMDAs recruits new employees and retain them.

Table 4.2: Showing Number of years worked

Number of years worked	Frequency	Percentage (%)
Less than 2 years	8	13
2-5 years	23	37
6-10 years	26	41
Above 10 years	6	9
Total	63	100

Sources: Field data, 2021

4.1.4 Marital Status

It is evident from Table 4.3 that 89% were married, while 10% were single with 2% of the respondents being divorced and none widowed. This implies there are more married than single employees in the study area under study

Table 4.3: Showing Respondent Marital Status

Marital status	Frequency	Percentage (%)
Married	56	89
Single	6	10
Divorced	1	2
Widowed	–	–
Total	63	100

Source: Field data, 2021

4.2 Different Types of Motivation Tools Offered at MMDAs offices

The study aimed at identifying different types of motivation tools offered at MMDAs offices as the findings are expressed bellow and summarized in Table 4.4 in the form of Likert scale.

4.2.1 Salary as Motivation Tool

With descriptive statistics the findings reveal that 25 of the respondents representing 40% strongly agree, 16(25%) agree, 14(22%) Disagreed and 8(13%) strongly disagreed with provision of salary as motivation tool. The result show that greater percentage that is 65% who agree that the MMDAs offices provide salary as motivation tool while 35% seems to

disagree. This imply that MMDAs use salary as motivation technique which is consistent with a study conducted by Sara et al, (2004) who acknowledged financial reward such as salary as an influential motivation technique.

In a study by Veling and Arts (2010), the authors aimed at examining ‘whether monetary rewards can reduce failures to act on cued task goal’. With a research sample comprising of thirty-six (36) undergraduates, the authors experimented to see how quick their respondents reacted to specific tasks when given a range of monetary rewards ranging from low to high rewards. The studies found out that giving relatively high monetary rewards, led to ‘overall faster responses’ to the specific tasks given to respondents. The authors noted that respondents overall fast response to task was positively correlated to the high rewards given them. Conversely, the authors also noted that when rewards were on the low side, respondents either slacked or showed little in the task at hand. Their finding is consistent with other studies which noted that relatively high monetary rewards may function as a catalyst for enhanced effort or determination by employees to perform well (Bijleveld et al. 2009, Locke and Braver 2008, Waugh and Gotlib 2008).

4.2.2 Transport Benefits

The results on this variable shows that 15 of the respondents representing 24% strongly agree, 14% agree, 5% neither agree nor disagree, 24% disagree while 33% strongly disagree that the MMDAs provide transport benefit as motivation tool. The results shows that greater percentage of respondents which is 57% disagree which imply that transport benefits offered do not motivate large number of employees.

4.2.3 Medical Benefits

Findings show that Majority of the respondents representing 79% strongly agree that this

variable motivates them to put on their best as employees in the MMDAs. Similarly, 13 respondents representing 21% also agree to this variable while none of the respondents disagree or strongly disagree to this statement. The 100% who agree imply that the MMDAs offer medical benefits to its employees which is much valued by the workers.

4.2.4 Extra Duty Allowance

Descriptive findings show that 31, 20, and 12 respondents representing 49%, 32% and 19% strongly agree, agree and disagree respectively while none of them strongly disagree to this variable. With greater percentage of 81% who agree compared to those who disagree (19%) implies that the MMDAs extra duty allowance offered have greater impact on employee's performance.

4.2.5 Promotion

The findings show that 43% strongly agree, 46% agree while only 11% disagree that promotion benefits provided by the MMDAs motivates them to work effectively as employees. With greater percentage of 56% who agree compared to those who disagree which implies that the MMDAs undertake promotion as motivation tool to its employees.

4.2.6 Recognition

Findings on this motivation variable show that 46% strongly agree, 46% agree while 8% disagree. With greater percentage of 92% of employees' who agree when compared to 8% who disagree it implies that the MMDAs consider recognition as one of motivation tool in maximum extent. In a 2010 research, Perry et al, looked at the effect that employee's participation and recognition in the workplace processes and decision making have on their performance level. The study concluded that employees who perceive they are recognized and involved in decision making, or have a level of control over the job processes are 'more

satisfied, more motivated, and more committed to the organization’

than those who perceive lack of control or feel left out in decision making processes of the organization (Perry et al. 2010). Interestingly, a meta-analysis of participation research by Wagner (1994) concluded that employee participation has a positive effect on employee performance but in a limited way. He asserts that despite the limited effect of participation on performance, organizations should provide opportunities for employee involvement albeit in issues that are geared towards specific processes and with limited duration.

The findings above indicate that MMDAs uses motivational tools such as salary, transport benefits, medical benefits, extra duty allowance, and recognition benefits to motivate its employees. This finding is consistent to the study undertaken by Jenifer Faraji, (2013) on the role of motivation on employees’ work performance in public organisation who insist on provision of fringe benefits such as medical allowance, housing allowance, transport allowance so that to improve employees’ performance.

Maslow (1954) classified human needs into five categories; physiological, survival, safety, love, and esteem. He notes that for a person to act unselfishly, all five needs must be satisfied. He called these needs ‘deficiency needs. As long as we are motivated to satisfy these cravings, we are moving towards growth, toward self-actualization.

Table 4.4: Motivation tools offered at MMDAs

Motivation Tool	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Salary	25(40%)	16(25%)	0(0%)	14(22%)	8(13%)
Transport Benefits	15(24%)	9(14%)	3(5%)	15(24%)	21(33%)
Extra duty Allowance	31(49%)	20(32%)	0(0%)	12(19%)	0(0%)
Medical Benefits	50(79%)	13(21%)	0(0%)	0 (0%)	0(0%)
Promotion Benefits	27(43%)	29(46%)	0(0%)	7(11%)	0(0%)
Recognition	29(46%)	29(46%)	0(0%)	5(8%)	0(0%)

Source: Field Data (2021)

. 4.3 Factors Hindering Motivation Practice at MMDAs

This question was to identify the specific difficulties managers faced when they set up motivational strategies for employees. Table 4.5 bellow shows employees responses on factors hindering motivation practice where 33.4% of employees agreed on shortage of resources as a hindering factor, 15.8% agreed on lack of management willingness. On the other hand, 25.4% in each case agreed on organization policy as a limiting factor and poor autonomy as a limiting factor for motivation practice. This indicates that the MMDAs offices management has to increase the amount of resource allocated in motivation practice, review its policy and change its attitude by having positive willingness on motivation practice. Shortages of resources can be a symptom of

demotivation, poor management and lack of organizational support (Zurn et al., 2005). Shortages are resulting in heavy workload, which is a precursor to job stress, and burnout, which have also been linked to low job motivation

Table 4.5: Factors Hindering Motivation Practice at MMDAs

Motivation tool	Frequency	Percentage
Shortage of resources	21	33.4
Lack of management willingness	10	15.8
Organization policy	16	25.4
Poor autonomy	16	25.4
Total	63	100

Source Field Data, 2012

4.4 How Motivation Influence Staff of MMDAs on Productivity/Job Performance

The study unfolds several motivational factors that motivate employees in the MMDAs in Ghana. These have been classified into three broad categories: *incentive-based motivation, recognition and rewards and attitude motivation*. The respondents were asked to indicate their level of agreement or disagreement with the motivational factors and indicate how each motivates them at their work place sector.

4.4.1 Incentive-Based Motivation

An incentive is a motivating influence that is designed to drive behaviour and motivate employees to be produce quality work. Employers use several types of incentives to increase production numbers. Employee incentives come in a variety of forms including

paid time off, bonuses, cash and travel perks.

Table 4.6 shows that 62% of the respondents strongly agree that incentive-based motivation motivates them, 27% also agree, 6% are uncertain whilst 3% disagree and 2% strongly disagree that it doesn't motivate them. From the analysis, it is clear that the majority of respondents agree with the statement and thus seems to suggest that incentive motivates them to work hard to increase productivity. This confirms the incentive theory of motivation which suggests that people are motivated by a drive for incentives and reinforcement. The incentive theory also proposes that people behave in a way they believe will result in a reward and avoid actions that may entail punishment. It is therefore eminent that if people are given incentives such as job security, recognition, professional advancement and promotion, they will be able to increase their job performance.

Table 4.6: Incentive-Based Motivation

Response	Frequency	Percentage (%)
Strongly Agree	39	62
Agree	17	27
Uncertain	4	6
Disagree	2	3
Strongly Disagree	1	2
Total	63	100

Source: Field data, 2021

4.4.2 Recognition and Rewards

Many employees need recognition from their employers to produce quality work.

Recognition and employee reward systems identify employees who perform their jobs well.

Acknowledging a job well done makes employees feel good and encourages them to do good things. Employers recognize workers by tracking progress and providing feedback about how they have improved over time.

Again, the respondents were asked to evaluate the extent to which recognition and rewards done motivates them. The results are indicated in Table 4.7. The majority of respondents representing 49% are motivated when they are recognized and rewarded at the work place whilst 23 respondents representing 37% agree that they are also motivated when they are recognized by top management and other staff in the work place. However, 9 respondents representing 14% showed their level of disagreement to this variable.

Ashley (2019), recognition, reward and appreciation are certainly essential human needs that should never be discounted, as employees will respond positively to any sort of appreciation that comes their way. When their work is valued by others it means their satisfaction rises and productivity increases too. In order to create a thriving workplace, praise and recognition must be fundamental elements. As long as people are respected for their efforts and contribution, they will feel a sense of achievement and keep striving to reach this in every task they undertake.

Table 4.7: Recognition and Rewards

Response	Frequency	Percentage (%)
Strongly Agree	31	49
Agree	23	37
Uncertain	0	0
Disagree	9	14
Strongly Disagree	0	0
Total	63	100

Source: Field Survey, 2021

4.4.3 Attitude motivation

Attitude motivation is the practice of motivating people by influencing their thoughts and behaviors. Attitude and motivation are closely linked and can act as strong motivators of whether a team will work together effectively and achieve their business goals in a timely manner. This is how people think and feel. It is their self- confidence, their belief in themselves, and their attitude to life (Liu, 2014).

Respondents were asked whether attitude motivation acts as a motivational factor to them. From table 4.8, Majority of the respondents representing 44% are in agreement that attitude motivates them, and 35% agree that the one attitude also motivates them whilst 13 respondents representing 21% disagreed.

Table 4.8: Attitude Motivation

Response	Frequency	Percentage (%)
Strongly Agree	28	44
Agree	22	35
Uncertain	0	0
Disagree	13	21
Strongly Disagree	0	0
Total	63	100

Source: Field Data, 2021

4.5 Correlation Analysis Results

Table 4.9 illustrates the relationships between Job Performance, Individual Needs, Personal Preferences and Work Environment. Spearman's correlation was used to describe the strength and direction of the linear relationship between two variables (Cohen et al., 2013). The values of the correlation coefficients (ρ) tabulated in Table 4.9 indicate the strength of the relationship between variables. The relationships between Job Performance, Incentive-Based Motivation, Recognition and Rewards and Attitude motivation were investigated by using Spearman's correlation coefficient. The results show that there was a strong positive correlation between job performance and Incentive- Based Motivation ($r = 0.724, p < 0.05$). The correlation between job performance and Recognition and Rewards is $r = 0.681$ and $p < 0.05$. Besides, the correlation between job performance and Attitude motivation is $r = 0.730$ and $p < 0.05$.

4.9: Correlation Analysis Results

Variables	1	2	3	4
Incentive-Based Motivation	1.00			
Recognition and Rewards	0.648*	1.00		
Attitude motivation	0.624*	0.710*	1.00	
Job performance	0.730*	0.681*	0.724*	1.00

NB: **correlation is significant at the 0.01 level (2-tailed); *correlation is significant at the 0.05 level (2-tailed); Cronbach's alphas in the parentheses along the diagonal

4.6 Regression analysis

Further investigation using multiple regression analysis was conducted. A summary of multiple regression analysis for all factors towards dependent variable is displayed in Table 4.10. A regression analysis (multiple regressions) was performed with incentive- based motivation, recognition and rewards and attitude motivation as the independent variables and job performance to use as the dependent variable. To strengthen the evidences, the researcher analyzed the value of R, R-square with Durbin and Watson where it indicates the relationship between independent variables towards dependent variable. The R-value for the variables is 0.759. It also demonstrated that the value R- square is 0.575. The R² indicates that 57.5% (0.575.) of employee performance could be explained using the independent variables. This agrees with Fosu (2016), who found a correlation between motivation and performance to be positive and statistically significant in three out of four dimensions of the staffs' performance. The results reveal

that the three elements namely incentive-based motivation, recognition and rewards and attitude motivation explained 57.5% of the variance in job performance.

From the analysis the co-efficient value for recognition in the organisation was 0.633. This implies that all things being equal when the other two independent variables (reward and attitude motivation) are kept constant, performance would increase by 63.3% if there is a 100% improvement in recognition for workers in the MMDAs. This was statistically significant ($p < 0.05$) i.e., the variable (recognition) is making a significant unique contribution to the prediction of the dependent variable (employees' performance).

In a similar vein, the co-efficient value for reward was 0.789. This means under normal circumstances, when the other independent variables (Recognition and attitude motivation), are held constant, employee performance would increase by 78.9% if there is a 100% improvement in the employee reward at the MMDAs. This was statistically significant ($p < 0.05$) i.e., the variable (reward) is making a significant unique contribution to the prediction of the dependent variable (employees' performance).

Finally, the co-efficient value for attitude motivation was 0.701. This means that, if the other two independent factors (recognition and reward), are left constant, performance will rise by 70.1% if there is a 100% improvement in the attitude of workers. This was statistically insignificant since the variable (opportunity for advancement) has its p-value (.367) being greater than the usual significance level of 0.05, implying that the variable (opportunity for advancement) makes no distinctive contribution to the prediction of employee performance. Appreciation for work done with significant level value of .367 indicates strong evidence for the null hypothesis. This implies that we retain the null hypothesis and reject the alternative hypothesis.

With respect to trust and employee participation, the co-efficient were 0.25, and 0.194 respectively. This means that all things being equal when the other independent variables are held constant, performance would increase by 25.6% and 19.4% when there is a 100% improvement in trust and employee participation. This was statistically significant because both variables (trust and employee participation) have values less than 0.05 i.e., these variables are also making unique contribution to the prediction of employees' performance.

This finding agreed with (Samiksha, 2010; Sara et al (2004)) who discovered that trust is one of the most important aspects of any organisation and it is a two-way street. they also stated that employee involvement in managerial work encourages them. According to Sara *et al.* (2004), employees want to earn a reasonable salary, money is the fundamental inducement, no other incentive or motivation technique comes even close to it with respect to its influential value. Fosu (2016), also discovered in his research that staff performance in terms of responsiveness, availability, and competence, are related to the level of trust, empowerment, salary, and wages, promotions, and other motivational packaged given to them at the workplace.

According to Salanova et al. (2005), Durbin-Watson statistic is a test statistic used to detect the presence of autocorrelation in residuals from a regression analysis. The values below 2 represent positive serial correlation among the errors and values above 2 represent negative serial correlation. Thus, the finding indicates the Durbin-Watson statistic with 1.866 which represents the positive serial correlation.

Table 4.10: Results of Regression of Dependent Variable against Independent Variables

Model (Independent Variable)	B (Coefficient)	Level Sig.	Duben-Watson	R	R ²
1 (Constant)	0.677	.000	1.866	0.759 ^a	0.575
Recognition	0.633	.000			
Reward	0.789	.000			
Attitude motivation	0.701	.367			

R: Represent the relationship between dependent and all the independent variables.

R²: Represent how much of the dependent variable can be explained by the independent variable

B: Represent co-efficient of the independent variable

Sig.: Represent the statistically significance level of the model

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is the final chapter of the study and presents the summary of findings, conclusion and recommendations. The study was set out to establish the role of motivation in the productivity of employees in the MMDAs in Northern Ghana.

5.2 Summary of Findings

The findings indicated that most respondents agreed that motivation variables such as salary, extra duty allowance, recognition, affects employee performance. A higher percentage of the respondents agreed that both financial and non-financial motivation can lead to high employee performance. The findings also revealed that several factors contribute to MMDAs inability to motivate their workers. These factors are: shortage of resources, organization policy and lack of management willingness among others. This indicates that the MMDAs offices management has to increase the amount of resource allocated in motivation practice, review its policy and change its attitude by having positive willingness on motivation practice. The relationships between Job Performance, Incentive-Based Motivation, Recognition and Rewards and Attitude motivation using Spearman's correlation coefficient show that there was a strong positive correlation between job performance and Incentive-Based Motivation ($r = 0.724$, $p < 0.05$). The results revealed that the three elements namely incentive-based motivation, recognition and rewards and attitude motivation explained about 58% of the variance in job performance.

5.3 Conclusion

Based on the results of the analysis, it can be concluded that:

- Different types of motivational tools such as Salary, transport benefits, extra duty allowance, medical benefits, promotion benefits and recognition are used by MMDAs in the study area
- the major factor hindering the implementation of motivation in MMDAs is lack of or shortage of resources
- Motivation has a partially significant effect on employee performance
- Employee performance can be improved by implementing good work motivation

5.4 Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are worth making;

- The organization must create motivating reward systems in order to improve the performance of its employees. Both financial and non-financial motivation packages are very important in improving employee and organizational performance.
- It is proposed that Management of MMDAs should put measures in place to ensure that the working conditions of employees are improved to bring out the best in them.
- Management of MMDAs must also ensure that factors which mitigate the implementation of motivation are carefully dealt with to open door for their workers to be fully motivated to put in their best at the work place.

- it is also recommended that further studies can be carried out in the private sector to get the result for comparison and generalization

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APPENDICES

UNIVERSITY FOR DEVELOPMENT STUDIES

DEPARTMENT OF MANAGEMENT STUDIES

APPENDIX 1: QUESTIONNAIRE

The general objective of this study is to determine the impact of motivation on employee's performance in MMDAs in Northern Ghana. The researcher is a final year Masters student of the University for Development Studies. The result of the study is purely for academic purpose and the information given shall be treated as confidential as possible. The following questionnaire has been developed to help the researcher gather information necessary to answer the research questions of the study. There are a number of statements with related responses. Please specify your view on each of the statements by ticking in the box [] or by supplying your own responses where applicable.

SECTION A: Demographics

1. Please indicate your gender Male [] Female []

2. **Please indicate the department that you work in Programme** [] Administration and Finance [] Human Resource [] Supply [] Others []

3. Please indicate your education level

Diploma/HND[]

Degree []

Masters []

Others[]

3. How long have you worked here?

Less than 2 years []

2-5 years []

6-10 years []

Above 10 years []

4. Please indicate your marital status

Married []

Single []

Divorced []

Widowed []

SECTION B

MOTIVATIONAL TOOL USED BY MMDAs

Please indicate your level of agreement to the following motivation tools implemented by your MMDA

Motivation Tool	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Salary					
Transport Benefits					
Extra duty Allowance					
Medical Benefits					
Promotion Benefits					
Recognition					

SECTION C

FACTORS THAT HINDER MMDAs ABILITY TO MOTIVATE ITS EMPLOYEES

Please indicate in your opinion which of the following factor hinders MMDAs ability to motivate their employees.

NB: you can select more than one option

Factor	Tick
Shortage of resources	
Lack of management willingness	
Organization policy	
Poor autonomy	

SECTION D

How Motivation Influence Staff of MMDAs on Productivity/Job Performance

1. Please indicate whether the following general types of motivation affects your job performance

Motivation Tool	YES	NO
Incentive-Based Motivation		
Recognition and Rewards		
Attitude motivation		

SECTION D: Effects of motivation on employee performance at GES

2. Mention some of the things that have effect on your performance at workplace?

3. Does motivation have effect on your performance?

4. According to you, what changes can be made to help improve motivation in education sector for better performance?

5. *Please kindly select from the suggested list below how these specific motivational factors influence your level of performance at work*

	Very High	High	Uncertain	Low	Very low
Salary					
Job security					
Promotion					
Trust					
Employee's participation					
Others					

THANK YOU