MOTIVATION PROGRAMS IN THE MANUFACTURING SECTOR IN KENYA: A CASE STUDY OF CENTRAL GLASS INDUSTRIES

BY

JOSEPH T. MIRING’U

UNITED STATES INTERNATIONAL UNIVERSITY

FALL 2004
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A Project Report Submitted to the School of Business in Partial Fulfillment of the Requirement for the Degree of Masters of Science in Management and Organizational Development

UNITED STATES INTERNATIONAL UNIVERSITY

FALL 2004
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________ Date: 6/15/05
Joseph Thang’wa Miring’u (ID 612134)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________ Date: 9/5/05
Dr. George O. K’Aol

Signed: ___________________________ Date: __________
Dean, School of Business

Signed: ___________________________ Date: 9/3 May 2005
Deputy Vice Chancellor, Academic Affairs
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ABSTRACT

The general objective of the study was to determine how managers at Central Glass Industries (CGI) have managed to create conditions and motivating circumstances for employees to work effectively. The study was carried out especially to meet the following objectives: (1) Identify what motivates employees at CGI. (2) Determine the relationship that exists between motivation and performance/job satisfaction at CGI. (3) Describe motivation programs that CGI provides for its employees and how they impact on performance.

The focus of study was Central Glass Industries a wholly owned subsidiary of East African Breweries Ltd. The population of interest was the 182 employees of CGI categorized into 50 managers and 132 non-managers. Probability sampling technique was used and more specifically stratified sampling to cater for different categories of the subjects in the population. The main method of data collection was the questionnaire. Quantitative analysis was done using descriptive statistics in the form of percentages and frequencies to analyze the data collected. The tool of choice for analysis was the Statistical Program for Social Scientists (SPSS).

The study revealed employees at CGI were motivated by a number of factors, chief among them being relations with fellow workers, the nature of the particular job a person is doing especially what the job had to offer in terms of personal development, adequate compensation for work done as well as a sense of security for the employee. The study also revealed that staff at CGI associated increased motivation to increased performance. Employees agreed that motivation does increase staff performance at the workplace. The presence of motivating circumstances is a catalyst towards better performance of staff. However other determinants of performance were found to be related to core job dimensions such as skill variety, task identity, task significance, autonomy and feedback from superiors. Finally, the study also revealed that motivation programs at CGI had an impact on the performance of employees in terms of adding incentive to them. The employees however thought these programs were not adequate enough and recommended the introduction of other schemes such as car loans, house purchase schemes, child education, etc.
The study recommends that the company should develop team building and cohesiveness at the workplace aimed at creating motivating circumstances for employees. It should also design jobs such that employee’s skills and talents are fully utilized and also ensure that employees recognize the significance of their contribution to the company. This should be achieved through the provision of feedback to employees for them to assess the effectiveness of their actions. Finally the company should periodically evaluate benefits provided to employees to ensure that these conform to the dynamic lifestyles of the same employees. Employees tend to equate benefits received with the contribution they make to the company and if they perceive to receive benefits that satisfy them then effort is made to equally contribute to the performance of the company.
ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who have assisted me in finalizing this project.

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My appreciation also goes to the staff at CGI for taking the time to fill the questionnaires and to James Mwakisha of EABL who assisted me to carry out the research.

To you all, I say THANK YOU.
DEDICATION

I dedicate this project report to my family who have stood by me through my triumphs and tribulations.
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ABBREVIATIONS

MBO – Management By Objectives

OB Mod – Organizational Behavior Modification

ERG – Existence, Relatedness and Growth

CGI – Central Glass Industries

PM – Participative Management

nAff – Need for Affiliation

nPow – Need for Power

nAch – Need for Achievement

SPSS – Statistical Program for Social Scientists
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

In accomplishing the goals of any organization, the manager is not working alone (Sinha, 2004). He is working as a member of a team, the other members of the team being his/her employees. As manager of the team, he/she is responsible for its efficiency and effectiveness. Such management involves creating conditions and motivating circumstances for employees to work effectively and with satisfaction. In order to infuse job satisfaction amongst employees, a manager needs to understand the dynamics of human behaviour. With an increasing number of employees eager to find a greater work/life balance, it is becoming increasingly important for a manager to find ways to keep the employees happy and satisfied.

Motivation programs have gradually gained acceptance in business management as a result of a departure from the scientific management thought that proposed the use of man’s logic or reasoning power to the every day tasks of the business world. This shift in management tact, according to Kreitner and Kinicki (1995) was elicited by the neglect of the human factor in scientific management. Most managers are accepting the fact that the employee is a human being, and not an economic unit of production, and hence needs to be treated as such. The acceptance that humans are resources to be nurtured and developed to the benefit of the organization is gaining popularity. Production planning and control, work design, time and motion studies, job training etc have gained worldwide acceptance in the industrial science. Emphasis is now being laid on planning, control and motivation in organizational management.

Managers must remember that employees are not robots and indeed have lives, interests, friends and family outside the office with most employees constantly struggling to balance increasingly hectic schedules. While companies can’t sacrifice unduly to the demand and whims of a single individual, making concessions at times, wherever possible, can pay huge dividends. The greatest source of employee pride and satisfaction is the feeling of accomplishment at the workplace. Such a sense of achievement comes from having and exercising responsibility. Managers therefore should provide employees with responsibility
and then let them use it. Managers should make it a point to show their employees how much they respect and value them. Let the employees not feel that they are being used as punching bags or viewed as the enemy and not as loyal partners in progress. When such care is not taken, employees seem ready to jump ship at the first sign of opportunity (Bowditch and Buono, 2001).

Most employees have aspirations to grow in career over time. Managers should see that genuine growth path is established for all their employees and not just for senior officials. This would avoid disillusionment, particularly amongst talented employees. An employee’s goals should be aligned with the company’s vision. It is crucial to assess and evaluate the worth of employees judiciously. Managers should ensure that loyalty, honesty and hard work are celebrated. The focus should be more on strengths rather than weaknesses (Sinha, 2004).

Central Glass Industries was established in 1987 as an affiliate or subsidiary of East African Breweries Ltd (EABL) with the purpose of manufacturing glass containers to internationally recognized standards. The company has since grown to be the leading glass manufacturer not only in Kenya but also in the East African and Great Lakes region. The company recently attained ISO 9002 certification, making it one of the few glass manufacturing companies in Africa to receive this quality standards certification. The CGI plant is a modern, fully integrated container glass manufacturing plant with additional printing facilities for bottle labeling. CGI is able to tailor-make any type of bottle to customer specification. The company currently produces 100 million glass containers in 73 different types each year with more than 50% of its products destined for the export market (East African Breweries Ltd [EABL], 2004).

In his annual address to the shareholders of the company for the financial year ending June 2002, the chairman of EABL admitted that it is important for the company to recognize the role employees play in the success of the company. Every effort should be made by management to provide an environment where the employees can utilize their talents to the maximum. CGI has taken the initiative to introduce schemes, which go beyond just catering for employees’ welfare at the workplace but also extending to the home where even dependants benefit. These have been done to not only motivate and enhance staff performance but also serve the purpose of attracting the best employees to the company (EABL, 2004).
1.2 Statement of the Problem

Most managers in the manufacturing industry have not appreciated how important it is to motivate employees at the workplace. Gichuki (2003) a senior manager in Business Development Studies at Deloitte and Touché admits that most managers do not think it's their responsibility to make subordinates become better. He says, "There are many bosses who think it's the subordinate's problem. They let them pick their own way through their careers, demand performance, criticize failure - all of which are common practice - but miss out on the practice that makes a better leader - encouraging them." (p. 29)

Studies carried out by scholars have shown that there is a significant link between motivation and performance (Drummond, 2000). Indeed motivation programs have been found to contribute significantly to increased production. Management by Objectives for example is a management system that incorporates participation in decision-making, goal setting and objective feedback. A meta-analysis of MBO programs in companies in the US showed productivity gains in 68 out of 70 different organizations (Kreitner and Kinicki, 1995).

Kuria (2000) carried out a case study on Kenya Post Office Savings Bank (PostBank) in which she sought to establish the relationship between organization structure and employee motivation. Her findings were that indeed there exists a relationship between organizational structure (whether flat, short, tall, etc) and motivation of employees. Companies have moved towards establishing schemes to stimulate increased productivity, sustainability and profitability.

This study sought to evaluate the situation at CGI and what strategies (or programs) that have been developed and perhaps highlight how these programs have contributed to staff performance and motivation. Jaberney (2003) stresses that performance practices vary from company to company depending on corporate objectives and strategy that a corporation adopts. It is against this backdrop that this study was carried out; to try and highlight the importance of motivation at the workplace, and how managers can achieve this.
1.3 General Objective of the Study

The major objective of the study was to determine how managers at Central Glass Industries have managed to create conditions and motivating circumstances for employees to work effectively and with satisfaction.

1.4 Specific Objectives of the Study

The specific objectives of this study were to:

1. Identify what motivates employees at CGI
2. Determine the relationship that exists between motivation and performance/job satisfaction at CGI.
3. Describe motivation programs that CGI provides for its employees and how they impact on performance.

1.5 Justification of the Study

The study highlighted the link that exists between motivation and performance. The data collected from the research, shed light on what employees at CGI regard as significant to their performance. This will help other organisations in the industry appreciate programs that should be implemented to increase staff productivity and performance. The study also will provide other researchers with an insight into programs used at CGI to motivate staff for probable use in further research. There is a need to establish whether motivation programs have contributed to the success of Central Glass Industries as a market leader in the manufacturing sector. By so doing, other organisations can learn from the successive implementation of such programs and may adopt the same in their business strategies.
1.6 Scope of Study

This study focused on how CGI has managed to adopt programs to motivate its employees. CGI has a total population of 182 employees. Of these employees 50 were management and 132 were non-management staff. CGI is located in the Kasarani Area of Nairobi in the neighbourhood of the Moi International Sports Complex in what is regarded as a residential area.

1.7 Definition of Terms

1.7.1 Motivation
Baron (1986) defines motivation as the set of processes that energize a person's behaviour and direct it toward attaining some goal. Motivation is concerned with energizing behaviour e.g. people may be motivated to seek food to reduce their hunger. Motivation is also about the choices people make the point being that it involves making intentional choices and selecting goals – not just directing people toward goals.

1.7.2 Needs
According to Robbins (1989) need is an internal state that makes certain outcomes appear attractive. When one has an unsatisfied need, there is tension within the individual, which stimulates certain drives. These drives generate a search behavior for particular goals that if attained will satisfy the need and lead to the reduction of tension.

1.7.3 Valence
Johns (1996) defines valence as the expected value of outcomes, the extent to which they are attractive or unattractive to the individual. Thus good pay, peer acceptance, the chance of being fired, or any other second-level outcome might be more or less attractive to particular workers. Vroom proposed that the valence of first level outcomes is the sum of products of the associated second level outcomes and their instrumentalities. In other words the valence of first level outcomes depends on the extent to which it leads to favourable second level outcomes.
1.7.4 Job Satisfaction
People claim to be satisfied with their jobs when they are usually expressing something more akin to a feeling about their job rather than their thoughts about it. A pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences (Fincham and Rhodes, 1996)

1.7.5 Goal Setting
A goal is simply a desired end state that is something we want. Employee behaviour often seems to be goal-directed hence the need to set goals. Employees may strive to reach quotas, to win contests, to make it through the workday, or to outperform their co-workers. Goals need to be specific in nature and should be achievable. It is good to make goal setting a participatory process where employees get involved. This is important in encouraging goal acceptance and commitment (Aldag and Kuzuhara, 2002)

1.7.6 Self-Actualization
This is the drive to become what one is capable of becoming. Carnegie and Associates (1987) define this as the highest of Maslow’s level of needs that covers the need for self fulfillment. On this level, we find the needs for realising one’s own highest potential and for being creative. To many, that means contributing something worthwhile in their job, in their profession or in some other aspect of life

1.7.7 Expectancy
This is the strength of belief that one’s work-related effort will result in completion of a task (Newstrom and Davis, 2002). For example a person selling magazine subscriptions door-to-door may know from experience that volume of sales is directly related to number of sales calls made. Expectancies are stated as a probability of a connection between effort and performance and therefore its value may range from zero (0) to one (1). If the employee sees no chance that effort will lead to desired performance then expectancy is zero. If in reverse there is total confidence the task will be completed then expectancy is one.

1.7.8 Outcomes
This is one of the variables used by people comparing themselves to others. Greenberg and Baron (2000) define outcomes as what we get out of our jobs including pay, fringe benefits
and prestige. These are normally perceptions by the people involved and not necessarily what they may actually be based on any objective standards.

1.7.9 Productivity
According to Handy (1999), productivity is usually an outcome of group activity. Pride and sense of achievement that comes from being a member of an effective group can lead to satisfaction if the individual values the group and the work that it is doing with productivity being a direct result of this member satisfaction.

1.7.10 Performance
Performance is a reflection of an employee’s motivation and commitment to an organization and its goals (Bowditch and Buono, 2001). Companies need to move toward establishing incentives that ensure employees are intrinsically motivated in their work or psychologically committed to organizational goals to improve performance, which is an indication of employee loyalty to the organization.

1.8 Chapter Summary
This chapter has highlighted the main objective of the study, which was to establish what managers should do to create conditions and motivating circumstances for employees to work effectively and with satisfaction. The chapter also provides the background on which the study was based as well as the statement of the problem. The chapter also provides justification for doing this study as well as the scope showing the population of interest as well as the geographical location of the company.

The study highlighted some of the significant things people look for in their jobs as well as understand the motives or needs of employees. It also sought to establish how work can be designed or human interactions monitored to provide maximum satisfaction to people and their needs. The study was conducted at CGI as a case in point and sought to find out what programs have been used to motivate staff at CGI and how important these programs are.
The next chapter presents review on literature, which covers motivation, the relationship between motivation and performance and programs that are available to motivate employee performance at the workplace.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In this chapter the relevant literature to the study is reviewed. The chapter is structured in three parts each seeking to address the specific objectives of the study. In the first part we will look at the issue of what motivates employees and views advanced by different scholars. In the second part, the chapter seeks to address the issue of how motivation is linked to job performance or job satisfaction. The final part of the chapter looks at various motivation programs that are normally adopted by institutions in a bid to improve job performance/satisfaction at the workplace.

2.2 What Motivates Employees?

In the study of individual and organizational behavior, motivation has received considerable attention as a subject. A look at any organization will reveal that some people work harder than others do. Someone with obviously inferior talents may consistently outperform an individual with outstanding abilities. The question therefore arises as to why people exert different levels of effort in different activities. Why do some people appear to be highly motivated whereas others are not?

According to Robbins (1989), many people incorrectly view motivation as a personal trait i.e. some people have it whereas others do not. This is why a manager will frequently be heard to refer to a subordinate as lazy. The label assumes that the individual is inherently lazy or lacks motivation. Studies however have revealed that motivation is a result of the interaction between an individual and the situation. Individuals differ in their basic motivational drive. For example an employee may be quickly bored when pulling the lever on a drill press at the workplace but the same employee would not show the slightest hint of boredom when pulling the lever on the slot machine at a casino. It is not necessarily the individual it’s the situation. Therefore it is important to note that the level of motivation varies both between individuals and within individuals at different times.
Fincham and Rhodes (1996) also define motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the effort’s ability to satisfy some individual need. The three key elements in this case are effort, organizational goals and needs. Effort is a measure of the intensity put in by the individual. A motivated individual tries hard. However, high levels do not necessarily mean favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization. It is therefore necessary to consider the quality of the effort as well as its intensity. Effort has to be directed toward and consistent with organizational goals to be effective.

Motivated employees therefore are in a state of tension (Mullins, 1989). To relieve this tension, they exert effort. The greater the tension, the higher the effort level. If the effort leads to satisfaction of the need, the tension is reduced. However it is important to note that the tension reduction effort should be geared towards organizational goals. It is therefore necessary to ensure that the individual’s needs are compatible and consistent with organizational goals. If this does not occur then a situation arises where high levels of effort are exerted that then counter the efforts of the organization e.g. employees may spend a lot of time talking with friends at work in order to satisfy their social needs. This is high level of effort being directed unproductively.

Schermershom, Hunt and Osborn (1997) reiterate that motivation refers to forces within an individual that account for the level, direction and persistence of effort expended at work. Level refers to the amount of effort a person puts forth for example a little effort or a lot of effort. Direction refers to what the person chooses when presented with a number of possible alternatives e.g. whether to exert effort towards product quality. Persistence refers to how long a person sticks with a given action e.g. to try for product quality and give up when it is found difficult to attain.

According to Newstrom and Davis (2002), motivation results from a person’s attitudes reacting to a specific situation. Motivation therefore is a product of underlying attitudes and specific situational factors at a certain point in time. Because of this interaction, managers must learn to manage employee motivation. For example, if a procedure is arbitrarily changed but attitudes and the prevailing situation remain the same, motivation may change and produce different results. The social equilibrium has been upset and the effects will
inevitably show up. Motivation also requires discovering and understanding employee drives and needs, since it originates within an individual. Positive acts performed for the organization – such as creating customer satisfaction through personalized service - need to be reinforced. A manager’s job is to identify employee’s drives and needs and to channel their behaviour, to motivate them, toward task performance. Results occur when motivated employees are provided with the opportunity to perform and the resources to do so. The presence of goals and the awareness of incentives to satisfy one’s needs are also powerful motivational factors leading to the release of effort. When an employee is productive and the organization takes note of it, usually, rewards will be bestowed. If the rewards are appropriate in timing, nature and distribution then the employee’s original needs and drives are satisfied. At this time, new needs may emerge and the cycle begins again. The important point therefore lies in understanding employee needs.

Hersey and Blanchard (1982) try to define what motivates employees by pointing out that people have many needs, all of which are continually competing for their behaviour. The mixture and strength of needs varies from one person to the next with some being driven by money, others by security, and so on. Though individual differences exist it is not impossible for the manager to predict which motives seem more prominent among employees than others. A study on what employees in the American Industry really want from their jobs revealed that workers generally ranked full appreciation for work done, feeling involved in goal setting and sympathetic understanding of personal problems as things they would like from their jobs. The same study also revealed that supervisors are insensitive to what things were really most important to workers. It seemed that supervisors presumed good wages, job security and promotion as what was important to the workers i.e. physiological and safety motives. It is said that individuals act on the basis of their perceptions or interpretations of reality and not the basis of reality itself. Managers have to know their people for them to understand what motivates them. They cannot just make assumptions. People have become more concerned with social, recognition and self-actualization motives. Managers must become aware of this fact and strive to create organizations that can provide the kind of environment to motivate and satisfy people at all need levels.

Carroll and Tosi (1977) are of the view that much of the research done on the human factor in organizations is as a result of interest generated by the Hawthorne studies and the point of view known as “human relations”. This view held that if a worker is committed to his job,
he/she will be more productive. Such commitment is usually made because of, and reflected by, the level of job satisfaction. By increasing job satisfaction, the assumption is that performance will also improve. However, this may not always be the case as a worker may be perfectly happy in his/her job but at the same time be uninterested in exerting extra effort at it. A worker may also perform at a very high level even though dissatisfied due to the fear of losing their job. Alternatively a worker may perform well because he believes it’s his/her duty to do so (as professionals often do). Thus improving job satisfaction in itself may not necessarily improve job performance. There are instances however when job satisfaction may follow better performance. This occurs when higher performance is followed by receipt of awards important to the employee, such as a promotion when a job is done well. A person’s satisfaction with a job is determined by the difference between the characteristics of the job, what he wants from it, and what he feels he should receive for it. What an employee wants is determined by his values and is related to his economic and psychological needs. What he feels he should receive is determined by a personal sense of equity – by his perceptions of what other individuals are receiving for what they do compared to what he believes he does.

Baron (1986) distinguished two opposing philosophies of human nature towards work as proposed by McGregor. Theory X which takes a pessimistic view of human motivation to work and Theory Y which is more optimistic and assumes workers are not passive and are ready to assume responsibilities and develop skills according to their organization’s needs. The accuracy of the Theory Y assumptions depends on the extent to which management creates policies and motivational systems that enable workers develop their own potential. Today’s organizational culture has generally shown that workers have moved away from the tradition of viewing work as a form of punishment and now place a high value on work for its own good. The motivation to work has become a cherished value in society. Surveys have shown that a number of workers claim they would continue to work even if they didn’t need the money. This is especially so among managerial and professional workers who report that having a challenging job is more important to them than the amount of their earnings. Clerical and unskilled employees also place high value on the work environment, both social and physical than on the pay itself. Even today’s assembly line workers are becoming more motivated by the work they do and are less content than in the past merely to exchange hours of labour for pay. Management’s task then becomes one of providing employees with jobs they are motivated to perform.
2.3 Relationship between Motivation and Performance/Job Satisfaction

Aldag and Kuzuhara (2002) describe motivation as being an exercise geared towards moving people to some goal. Motivation requires arousal to initiate behaviour toward a goal, direction to focus that behaviour and persistence to ultimately attain the goal. To this end several approaches were developed to help us understand what people want. These approaches have become known as motivation theories.

According to Kinicki and Kreitner (1989) motivation theories were developed as early as the 1950s, which were the most productive years in the development of motivation concepts. These theories have been heavily attacked and today question arise on their validity. However they are the best-known explanations for employee motivation. It is important to be familiar with these theories as they represent the foundation from which practicing managers derive terminology in explaining employee motivation.

The Hierarchy of Needs Theory was developed by Abraham Maslow and hypothesized that within every human being exists a hierarchy of five needs i.e. physiological, safety, love, esteem and self-actualization. As each need becomes substantially satisfied, the next need becomes dominant and so on as one moves up the hierarchy. From a motivation point of view, though a need may not be fully satisfied once it is substantially satisfied, it ceases to motivate. Maslow therefore proposed that to motivate an individual one had to understand their position on the hierarchy and focus on satisfying needs at or above that level. The theory’s intuitive logic and ease of understanding has won it wide recognition especially among practicing managers (Greenberg and Baron, 2000).

Drummond (2000) also enlightens us on Douglas McGregor’s Theory X and Theory Y which proposed two views of human beings one negative (Theory X) and one positive (Theory Y). He developed assumptions that managers use to mold behavior towards subordinates. Under Theory X the four assumptions held by managers are (1) Employees inherently dislike work and whenever possible will attempt to avoid it (2) Since employees dislike work they must be coerced controlled or threatened with punishment to achieve goals (3) Employees will shirk responsibility and seek formal direction whenever possible (4) Most workers place security above all other factors associated with work and will display little ambition.
In contrast to these, McGregor also came up with a list of four positive assumptions about workers, which he called Theory Y (1) Employees can view work as being as natural as rest or play (2) People will exercise self direction and self control as long as they are committed to the objectives (3) The average person can learn to accept and even seek responsibility (4) The ability to make innovative decisions is widely dispersed throughout the organization and is not necessarily the sole province of those in management positions (Drummond, 2000). McGregor himself held the belief that Theory Y assumptions were more valid than Theory X. He therefore proposed participation in decision-making, responsible and challenging jobs and good group relations as approaches that would maximize an employee’s job motivation.

Frederick Herzberg proposed the theory of Motivation-Hygiene (Fincham and Rhodes, 1996). Being a psychologist, Herzberg set out to answer the question “what do people want from their jobs?” He asked people to describe in detail situations when they felt exceptionally good or bad about their jobs. From the results, he concluded that replies given when they felt good about their jobs were different from replies given when they felt bad. Those questioned who felt good about their work attributed this to intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement and growth. On the other hand dissatisfaction was attributed to extrinsic factors such as company policy and administration, supervision, interpersonal relations and working conditions.

According to Fincham and Rhodes (1996), Herzberg found that, removing dissatisfying characteristics does not necessarily make a job satisfying. In fact Herzberg says managers who try to do this do not necessarily motivate employees but only serve to placate them. Therefore characteristics such as company policy and administration, supervision, interpersonal relations, working conditions and salary have been characterized as hygiene factors. When adequate, employees will not be dissatisfied neither will they be satisfied. But to motivate employees, Herzberg suggests emphasizing achievement, recognition, the work itself, responsibility and growth. These are what people find intrinsically rewarding and are the motivation factors. A poll taken by National Opinion Research Center indicated that more than half of the white make work force in the US believes that the most important characteristic of a job is that it involves work that is important and provides a sense of accomplishment.
The ERG Theory is a revision, according to Newstrom and Davis (1997) of Maslow’s needs hierarchy reworked by Clayton Alderfer of Yale University and which stresses on three groups of core needs namely existence, relatedness and growth (ERG). The existence group is concerned with providing basic material existence requirements, the relatedness group concerns desire we have for maintaining important interpersonal relationships and finally the growth group which represents the intrinsic desire for personal development. In contrast to Maslow, Alderfer showed that more than one need may be operative at the same time and also that if the gratification of a higher level need is stifled, the desire to satisfy a lower level need increases. Inability to satisfy a need for social interaction for instance might increase the desire for more money or better working conditions. Multiple needs therefore can be operating as motivators at the same time and frustration in attempting to satisfy a higher level need can result to regression to a lower level need. The ERG theory is consistent with our knowledge of individual differences e.g. education family background and cultural environment that alter the importance or driving force that a group of needs has for a particular individual. For instance natives of Japan place social needs before their physiological needs.

David McClelland introduced the Three Needs Theory which proposed that there are three needs necessary in organizational settings to understand motivation. These are: (1) Need for achievement (nAch)- the drive to excel, to achieve in relation to a set of standards (2) Need for power (nPow)- the need to make others behave in a way that they would not have otherwise behaved (3) Need for affiliation (nAff)- the desire for friendly and close interpersonal relationships. McClelland’s research into the nAch, shows that high achievers differentiate themselves from others, by their desire to do things better. They prefer the challenge of working at a problem and accepting the personal responsibility for success or failure rather than leaving the outcome to chance or the actions of others. Individuals high in nPow strive for influence over others, prefer to be placed in competitive and status oriented situations and tend to be more concerned with gaining influence over others and prestige than with effective performance. In the case of affiliation, individuals with high nAff strive for friendship, prefer cooperative situations rather than competitive ones and desire relationships with a high degree of mutual understanding. The three needs therefore offer different sources of motivation for different individuals (Johns, 1996).
Kreitner and Kinicki (1995) found the following predictions to hold true based on the relationship between achievement need and job performance: (1) High achievers are strongly motivated by job situations with personal responsibility, feedback and an intermediate degree of risk and hence would be successful in entrepreneurial activities such as running their own businesses, managing a self contained unit in a large organization, or serving in a variety of sales positions (2) People with high achievement need are only interested in how well they do personally and therefore do not necessarily make good managers especially in large organizations (3) Best managers are high in their need for power and low in the need for affiliation (4) Employees have been successfully trained to stimulate their achievement need and if a job requires a high achiever they can select a high nAch individual or develop a candidate through training.

The Cognitive Evaluation Theory proposes that when extrinsic rewards are used by organizations as payoffs, for superior performance, the intrinsic rewards, which are derived from individuals doing what they like, are reduced. The explanation is that one experiences a loss of control over his or her own destiny. It is argued that this theory if valid would have major managerial implications. It has long been compensation theorists’ contention that for extrinsic rewards to be effective motivators they should be contingent on one’s performance. But this theory suggests that this could reduce the internal satisfaction one has in doing the job. This would suggest that pay should be non-contingent on one’s performance so as to avoid reducing intrinsic motivation. This creates an ambiguity on the question of additivity of extrinsic rewards at the expense of intrinsic interest or motivation. A job may be made intrinsically satisfying through extrinsic rewards, as is the case with low-level jobs. Managerial and professional positions offer intrinsic rewards. Jobs that are intrinsically interesting are resistant to the detrimental effect of extrinsic rewards. This theory has been found to apply effectively on mid-level jobs which are neither extremely dull neither extremely interesting (Mullins, 1989).

Intentions to work hard towards a particular goal are a major source of work motivation (Schermerhorn et al, 1997). The Goal Setting Theory developed from this premise and proposes that specific and difficult goals lead to higher performance. Goal specificity acts as an internal stimulus as it gives one a specific objective to be attained. When ability and acceptance are held constant, difficult goals lead to higher performance levels. This is because once a difficult task is accepted an individual tends to exert a high level of effort.
until it is achieved, lowered or abandoned. According to Schermerhorn et al, people do better with feedback, as it is important in identifying discrepancies in what they have done and what the intended to do. Self-generated feedback is a more powerful motivator than externally generated feedback. Participatively set goals tend to increase acceptance of the goal as a desirable one to work towards. This reduces resistance as individuals are more committed to choices in which they have a part. Despite not having superiority over assigned tasks, in terms of acceptance, participation increases the possibility of more difficult tasks being agreed upon and getting acted on. Intentions are a potent moving force leading to higher performance.

The Reinforcement Theory is a counter to the goal setting theory. While the latter proposes individual purposes direct action, the former proposes behavioral tendencies and argues that reinforcement conditions behavior. It proposes behavior as a function of its consequences. Behavior is controlled by reinforcers, which are defined as consequences immediately following a response that increases the probability that the behavior will be repeated (Robbins, 1989). It therefore concentrates on what happens to a person when they take a particular action and not what initiates behavior and is therefore not strictly speaking a motivation theory. However it provides a powerful analysis of what controls behavior and for this reason is included in motivation discussions. The theory ignores feelings, attitudes, expectations and other cognitive variables that are known to impact behavior. According to Robbins, reinforcement is an important influence on behavior. Behaviors engaged at the work place and amount of effort allocated to each task is dependent on the consequences that follow from behavior. Continuous reprimanding for out-producing colleagues may lead to lower productivity on the part of the individual but this may also be explained in terms of goals, inequity or expectancies.

Equity plays a huge role in motivation. Employees make comparisons of their job inputs and outcomes relative to those of others (Johns, 1996). The Equity Theory proposes that if the ratio is perceived to be equal to relevant others with whom employees compare themselves, then equity exists or else inequity exists which employees set out to correct. The referent chosen in comparison is an important factor in this theory. There are four referent comparisons namely: (1) Self inside – an employee’s experience in a different position within the same organization (2) Self outside – an employee’s experiences in a situation or position outside the current organization (3) Other inside – Another individual or group of individuals
inside the employee’s organization (4) Other outside – Another individual or group of individuals outside the employee’s organization. According to Johns, choice of referent is dependent on information an employee holds on a referent or the attractiveness of a referent with the moderating variables being employee’s salary level, amount of education and length of tenure in the current position. Faced with inequity employees may make one of the following choices: (1) Change their inputs (don’t exert as much effort) (2) Change their outcomes e.g. piece rate pay recipients may increase output of lower quality for them to receive increased pay (3) Distort perceptions of self e.g. “I used to think I worked at a moderate pace but now realize I work a lot harder than everyone else”. (4) Distort perceptions of others e.g. “Mike’s job is not as desirable as I used to think” (5) Choose a different referent e.g. “I may not make as much as my cousin but I’m doing a lot better than my dad did at my age”. (6) Leave the field i.e. quit the job

Individuals make judgments as to the relationship between their inputs (effort, experience, education and competence) and outcomes (salary levels, raises, recognition, etc) with the inputs and outcomes of others. Perceived imbalance creates tension, which in turn provides the basis for motivation as people strive to attain equity and fairness. Studies show people have more tolerance for overpayment inequities compared to underpayment hence these do not have significant impact on behavior. Fairness is a central theme in the equity theory hence it appeals to individuals guided by a moral system in which fair distribution of rewards is a fundamental tenet. The equity theory demonstrates that relative awards as well as absolute awards influence employee motivation significantly (Newstrom and Davis, 2002).

Accepted as one of the most widely accepted explanations for motivation, the Expectancy Theory was originally proposed by Victor Vroom (Aldag and Kuzuhara, 2002). It argues that the strength of the tendency to act in a certain way depends on the strength of an expectation that an act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Three variables stand out namely: (1) Attractiveness – importance the individual places on the potential outcome or reward that can be achieved on the job. This considers the unsatisfied need of the individual (2) Performance-Reward linkage – degree to which the individual believes performing at a particular level will lead to attainment of a desired outcome (3) Effort-Performance linkage – perceived probability that exerting a given amount of effort will lead to performance. Aldag and Kuzuhara go on to reiterate that the strength of a person’s motivation to perform (effort) is dependent on how strongly he or she
believes that he or she can achieve attempted tasks. If the person achieves this goal (performance), will he or she be adequately rewarded and, if rewarded by the organization, will the reward satisfy the person’s individual goals? The key to expectancy theory therefore is the understanding of an individual’s goals and the linkage between effort and performance, between performance and rewards and finally between the rewards and individual goal satisfaction.

2.4 Motivation Programs and their Impact on Performance

According to Robbins (1989) a variety of motivation programs have been developed to improve staff contribution to productivity. However the most prominent of these are Management by Objectives (MBO), Behaviour Modification (OB Mod), Participative management, Performance based compensation, Flexible benefits, Two tier pay systems, and Alternative work schedules.

Peter Drucker originally proposed Management by Objectives (MBO) as a means of using goals to motivate people rather than control them (Mullins, 1989). It is a program that encompasses specific goals, participatively set for an explicit time period with feedback on goal progress. McGregor went a step further and adopted this approach as the preferred means of goal setting, appraisal of management performance and self-assessment. Mullins also suggests that a system of MBO means that instead of subordinates being told exactly how to do their work, they are given definite tasks and results to be achieved. This is in sharp contrast to the style of management based on direction and control and the adherence to rules.

MBO is geared towards converting overall organizational objectives into specific objectives for organizational units and individual members. It involves devising a process by which objectives cascade down the organization (Robbins, 1989). It can be defined as the process of identification of an organization’s common goals (done jointly by superior and subordinate managers) and through which each individual’s major areas of responsibility in terms of results expected of him or her are defined. These are used as measures or guides for operating the unit and assessing the contribution of each it’s members. It therefore works from the bottom up as well as from the top down. What we then have are a hierarchy of objectives that link the objectives at one level to those at the next level. According to Robbins, MBO
provides each individual employee with specific personal performance objectives. Each person has an identified specific contribution to make to his or her unit’s performance. If all individuals achieve their goals, then their unit’s goals will be attained and the organization’s overall objectives become a reality.

Johns (1996) explains that MBO programs are structured such that they are goal specific, involve participative decision-making, have an explicit time period and involve feedback on performance. The objectives should be concise statements of expected accomplishments. For example it is not just enough to state a desire to cut costs, improve service or increase quality. This is rather vague and needs to be converted into tangible objectives that can be measured and evaluated. To cut departmental costs by 7%, to improve service by ensuring that all telephone orders are processed within 24 hrs of receipt, or to increase quality by keeping returns to less than 1% of sales are rather more specific objectives. Johns goes on to tell us that objectives in MBO are not unilaterally set and then assigned to subordinates. These are participatively determined through a process that is all-inclusive to avoid imposition of goals. The superior and subordinates jointly choose the goals and agree on how they will be measured. The objectives measured should have a concise time period in which it is to be implemented. One of the reasons attributed to failure of programs is the setting of unrealistic expectations. Most of these can be attributed to the time frame within which the goals are expected to be accomplished. It is important to stipulate a precise time period and to ensure that it is realistic. This not only gives managers and subordinates specific objectives and stipulates time periods within which to accomplish them.

Finally, there is a need to provide feedback on performance. This involves the review and appraisal of results as suggested by Aldag and Kuzuhara (2002). Since the program is geared towards giving continuous feedback on progress towards organizational goals, there is need to provide feedback to individuals for them to continuously monitor and correct their own actions. This is supplemented by periodical managerial evaluations when progress is reviewed. This applies to the top as well as the bottom of the organization. This is illustrated with the example of how the head of sales for instance has objectives for overall sales and for each of his or her products. He or she will monitor ongoing sales reports to determine progress towards the sales division’s objectives. Similarly branch sales managers or divisional sales managers have objectives as does each sales person in the field. Feedback in terms of sales and performance data is provided to let these people know how they are doing.
Formal appraisal meetings also take place at which superiors and subordinates can review progress towards goals and further feedback can be provided.

**Behaviour modification** is more popularly known as OB Mod. This is a program that involves making specific behavior occur more or less often by systematically managing its cues and consequences (Kreitner and Kinicki, 1995). It enables managers identify performance related employee behaviors and then implement an intervention strategy to strengthen desirable behaviors and weaken undesirable behaviors. Everything an employee does on the job is not equally important in terms of performance outcomes. OB Mod enables the identification of the 20% of behaviors that account for 80% of employee’s performance and the promotion of these favorable behaviors in the everyday job tasks of the employee.

According to Greenberg and Baron (2000), OB Mod is a process that involves a series of steps the first being the identification of behaviors that account for a large proportion of performance. The next step requires the manager to develop baseline performance data. This is determined by getting the number of times the identified behavior is occurring under present conditions. Next step in the process is to perform a functional analysis to identify behavioral consequences of performance. These point out to the manager the cues that emit the behavior and the consequences currently maintaining it. Greenberg and Baron elaborate that once functional analysis is complete, the manager develops an intervention strategy to strengthen desirable performance behaviors and weaken undesirable behaviors. The strategy should involve changing of the performance-reward linkage with the aim of making high-level performance more rewarding. Finally there is a need to evaluate performance improvement. This will enable the manager gauge and determine if indeed the strategy of behavior modification has worked. OB Mod uses the concepts of Reinforcement theory i.e. positive reinforcement, shaping and recognizing the impact of different schedules of reinforcement on behavior to provide managers with a powerful and proven means of changing employee behavior.

Kreitner and Kinicki (1995) try to clarify the exact meaning of **participative management** by defining it as the process whereby employees play a direct role in setting goals, making decisions, solving problems and making changes in the organization. It therefore entails much more than just asking employees for their ideas or opinions. Advocates of PM claim employee participation increases employee satisfaction. The main idea behind PM is that
subordinates share a significant degree of decision-making power with their immediate superiors. This involves goal setting, problem solving, direct involvement in work decisions, inclusion in consultation committees and representation on policy-making bodies.

According to Carnegie and Associates (1987), Participative management has been touted as a remedy for poor morale and low productivity. However, for it to work, there must be adequate time to participate, issues in which employees get involved must be relevant to their interests, employees must have the ability to participate and the organization’s culture must support employee involvement. The reason managers have been encouraged to adopt PM is because as jobs become more complex, managers don’t always know everything their employees do. Participation therefore allows those who know the most to contribute. Also, the interdependence of tasks requires consultation with people in other departments to resolve issues that affect them jointly. The result is better decision making. Participation also increases commitment to decisions due to the fact that people are less likely to undermine a decision, at the implementation stage, if they shared in making the decision. Additionally, participation makes jobs more interesting and meaningful to the workers.

Studies on participation-performance relationship have shown that participation has a modest influence on variables such as employee productivity, motivation and job satisfaction. Under the right conditions, PM can be beneficial to an organization if applied (Carnegie and Associates, 1987). PM can be linked to motivation theories through provision of employees with intrinsic motivation (motivation-hygiene theory) by increasing opportunities for growth, responsibility and involvement in the work itself. It also is compatible with the ERG theory through efforts to stimulate the achievement need by providing recognition, growth and enhancing self-esteem.

**Performance based compensation**, according to Robbins (1989), involves the pegging of payment to an employee on some form of performance measure. Examples include piece-rate, wage incentive plans, profit sharing and lump sum bonuses. Instead of paying an employee for time on the job, pay is a reflection of some performance measure or output of the employee be it individual, work group, departmental or the overall organization’s performance. Two commonly used performance based compensation plans are piece rate wages for production workers and annual performance bonuses on corporate profits for senior executives. Piece rate pay plans are where workers are paid a fixed sum for each unit of
production completed. A pure piece rate plan comprises when an employee has no base salary and is paid only on what he/she produces. Newspaper vendors and ice-cream salesmen are normally paid this way. They get paid a certain percentage of sales made, for example for every newspaper sold at ksh 35/= the vendor may get paid ksh 5/=. So if the vendor sells 200 newspapers in a day the return would be ksh 1,000/= but if the sales are only 20 newspapers, the return is a meager ksh 100/=. However many organizations have a modified piece rate plan where employees earn a base hourly or monthly wage plus a piece-rate differential. An example of this is sales agents who have a base salary plus a commission based on volume of sales. Such plans provide a floor under an employee’s earnings while offering a productivity incentive.

In the past, senior corporate executives received regular increases in their pay regardless of the company’s success or failure. However the trend is changing such that executives now find their compensation linked directly to corporate performance (Bennet, 1986). When things go well for the firm, it is assumed that management had a large part in the outcome and so should share in the good times. Performance based compensation is compatible with the expectancy theory in that individuals perceive a strong relationship between their performance and the rewards they receive if motivation is to be maximized. If performance is based on non-performance factors such as seniority or job title then employees are likely to reduce effort. Pay for performance is rapidly replacing the annual cost of living raise. A survey of 1600 firms in the US employing 9,000,000 people found that 75% used performance based compensation plans that differ from conventional raises with the most popular being profit sharing and lump sum bonuses. The trend is especially stronger among upper management levels where companies are relying less on salary and more on bonuses tied to individual’s performance or to the overall performance of the organization.

Reibstein (1989) introduces Flexible benefits program as one that allows employees to tailor their benefit program to meet their personal needs by picking and choosing from among a menu of benefit options. This enables the employee choose a benefit package that is individually tailored to his or her own needs and situation. This is a departure from the traditional “one-benefit-plan-fits-all” programs that have dominated organizations in the past. The down side these type of programs is that they were tailored for the typical employee - a male with a wife and two children at home. Majority of employees nowadays do not fit this stereotype. These traditional programs therefore do not meet the needs of today’s more
diverse work force. Flexible benefits on the other hand do account for this diversity. An organization usually sets up a flexible benefit spending account for each employee based on a percentage of his or her salary and then a price tag is set for each benefit. Options might include medical plans; hearing, dental and eye coverage; vacation options; extended disability; a variety of savings and pension plans; life insurance; college tuition reimbursement plans; and extended vacation time. Employees select benefit options, as they may wish, until they have spent the amount set in their account.

Giving all employees similar benefits assumes that they all have the same needs, which is normally not the case; therefore flexible benefits turn the benefits’ expenditure into a motivator. The level of flexibility has been subject to debate. Even though some clothing products claim “one size fits all”, it may not be reasonable to expect that all dimensions of compensation will meet the needs of all employees (Newstrom and Davis, 2000). Flexible benefits can be linked to the expectancy theory that proposes that organizational rewards should be linked to each individual employee’s goals. In this case, the employee gets to choose the compensation plan that best satisfies his/her current needs. Indeed flexible benefits were found to be a motivator at one company where 80% of the organization’s employees changed their benefits package when a flexible plan was put into effect. A study undertaken in 1987 showed that 22% of large corporations in the US had a flexible benefit program plan in place. A major consulting firm estimated that between 1986 and 1988 the number of flexible plans more than doubled among companies with more than 1000 employees. Though cumbersome for management to implement due to increase in administrative costs, flexible benefits are obviously increasing in popularity. Organisations have used them to increase the deductibles and premiums and also transfer costs of increases in health insurance to employees.

The Two Tier pay package is a system that allows for the hiring of new employees at a considerably lower rate than those already employed in the same job. For instance new employees at a grade 6 position are employed at grade 5 before completing probation upon which they get elevated to the full grade 6. There are two versions of the two-tier system according to Robbins (1989). One has a temporary lower rate that catches up in steps to the higher level. The other version has the new employees permanently trailing their upper tier rate counterparts. Unions normally agree to this kind of arrangement as it provides an alternative to cost cutting measures by the company rather than have existing employees get a
pay cut. This is especially so where deregulation, non-unionized competitors and low cost foreign competition has forced companies to find ways of significantly cutting costs. Though two tier pay systems were seen to be a quick and simple solution to high labor costs, they have not been the panacea that management hoped them to be. It creates perceived inequity which negates the Equity theory discussed earlier which in turn acts as a demotivator to newer lower paid employees, undermining employee loyalty, works against employees exerting a high level of work effort and increase turnover rate among new employees.

A number of organizations have introduced work schedule options, such as compressed workweek and flexi-time as a way to improve employee motivation and to better utilize human resources (Johns, 1996). This setup is known as Alternative work scheduling which replaces the regular schedules where everyone has a fixed start time and leave at a fixed time. The most popular form of the compressed workweek is four ten-hour days. This program as conceived to allow employees more leisure time as well as time off and permit them to travel to and from work at non rush hour times. Proponents suggest that such a program can increase employee enthusiasm morale and commitment to the organization, increase productivity and reduce costs; reduce machine down time in manufacturing, reduce overtime, turnover and absenteeism and make it easier for the organization to recruit employees.

Schmerhorn et al (1997) go on to argue that compressed workweek may positively affect productivity in situations in which the work process requires significant start up and shut down periods. Productivity standards take these periods into consideration when determining time required generating a given output. Therefore in such cases, the compressed workweek will increase productivity even though performance of workers is not affected as the scheduling reduces non-productive times. Although some employees complain of fatigue near the end of the day and about the difficulty of coordinating their jobs with their personal lives (especially for working mothers) majority of employees are found to like this program. In one study, when employees were asked whether they wanted to continue with the compressed work week which had been in place for six months, or go back to a traditional five day week, 78% wanted to keep the shorter work week.

Flexi-time on the other hand is a scheduling option that allows employees, within specific parameters, to decide when to go to work. Robbins (1989) explains that employees work during a common core time period each day but have discretion in forming their total
workday from a flexible set of hours outside the core. It allows employees some discretion over when they arrive at work and when they leave though they have specific number of hours per week but are free to vary the hours of work within certain limits. Each day consists of a common core, usually six hours with a flexibility band surrounding the core. For example exclusive of a one-hour lunch break, the core may be 9 am to 3 pm with the office usually opening at 6 am and closing at 6 pm. All employees are expected to be at their workstations during the common core period. The other two hours to make up 8 hrs can be accumulated before and/or after the core period time.

Benefits claimed for flexi-time are numerous including reduced absenteeism, increased productivity, reduced overtime expenses, a lessening in hostility toward management, reduced traffic congestion around work sites, elimination of tardiness and increased autonomy and responsibility for employees that may increase employee job satisfaction. Employees can schedule their work hours to align with personal demands, and also adjust their work activities to those hours in which they are individually more productive (Schermerhorn et al, 1997). Alternative work schedules respond to the diverse needs of the work force. Flexi-time however, due to the fact that increases employee autonomy and responsibility, is likely to provide greater motivational properties than the compressed workweek. Flexi-time appeals to the individual’s growth need (ERG theory) or desire for autonomy (Motivation-Hygiene theory).

2.5 Chapter Summary

This chapter highlights the idea of motivation and seeks to define what exactly motivates employees, the relationship between motivation and performance or job satisfaction and also evaluates available motivation programs that managers can use in order to motivate employees. Motivation is a subject that has generated interest from researchers in behavioural sciences and studies are still ongoing to provide managers with the tools to accurately predict what their workers want and provide this in line with the organizations goals and objectives. In the next chapter, we will look at the methodology used in carrying out this study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The research methodology used in carrying out this study is outlined in this chapter. In focus are the methods and procedures used in the research. The chapter is divided into five parts. The first part highlights the research design adopted for this particular study. The chapter also looks at the population and sampling design, which brings to light the population of study and the procedure used to pick the sample to be studied. The third part highlights the data collection method adopted in obtaining the information required and more specifically the tool of data collection, which in this case is the questionnaire. Next, the chapter covers the research procedure used when applying the questionnaire including strategies to reduce errors and ensure reliability of the data collected. Finally, the chapter covers the methods used to analyze data collected and how this is eventually presented (tables and charts) to provide a picture of the general trend.

3.2 Research Design

The research design used in this study was a case study. A case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. According to Denzin and Lincoln (2003), case studies have become popular due to the fact that it provides a broad approach to the subject matter with an underlying rationale for the direction and planning of an investigation, that separates it from the rationale for survey research or the rationale for experimental research. Case studies are widely used, especially with small-scale research (White, 2000). Properties that have endeared this approach to research include:

- Case studies spotlight on one instance of the thing that is being investigated and not a wide spectrum. The logic is that there may be insights to be gained from looking at the
individual case that can have wider implications and, importantly, that would not have come to light through the use of a research strategy that tried to cover a larger number of instances.

- A case study enables one to study things in detail. Focussing one's efforts to researching just one instance gives an opportunity to delve into things in more detail and discover things that might not have become apparent through more superficial research.

- Case studies tend to be holistic rather than deal with isolated factors. This is because it presents a chance of going into sufficient detail to understand relationships and processes within a certain subject and by so doing unravel the complexities of a given situation. The real value of a case study is that it offers the opportunity to explain why certain outcomes might happen more than just find out what those outcomes are.

- The case under investigation is something that already exists and not an artificially generated situation specifically for the purposes of research. The case is a naturally occurring phenomenon that existed prior to the research project and will continue to exist once research is completed. This is unlike an experiment where the research design is dedicated to imposing controls on variables so that the impact of a specific ingredient can be measured.

- The case study approach allows the research to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation. Observations of events within the case study setting can be combined with the collection of documents from official meetings and informal interviews with people involved. Questionnaires might be used to provide information on a particular point of interest. Whatever is appropriate can be used for investigating the relationships and processes that are of interest.
3.3 Population and Sampling Design

3.3.1 Population

A population consists of the total collection of elements about which it is intended to make an inference. Our focus is Central Glass Industries, which is a leading manufacturer of glass and glass products in East and Central Africa region. CGI is located in the Kasarani division of Nairobi in what is considered a largely residential area. In our case the population was all the employees at Central Glass Industries. CGI employs a total of 182 employees who are categorized into 50 managers and 132 non-managers. Central Glass Industries was established in 1987 as an affiliate or subsidiary of East African Breweries Ltd (EABL) with the purpose of manufacturing glass containers to internationally recognized standards. The company has since grown to be the leading glass manufacturer not only in Kenya but also in the East African and Great Lakes region.

3.3.2 Sampling Design

According to Cooper and Schindler (2001), it is not practical to do a study of the whole population for one to do an effective study, hence the need to take a sample. The basic idea of sampling is that by selecting some of the elements in a population, we can draw conclusions about the entire population. The reasons for sampling include:

- Lower costs
- Greater accuracy of results
- Greater speed of data collection
- Availability of population elements

Sampling is preferred over census in the case of a large population and where elements of the population do not significantly differ from each other. A good sample is one that is accurate i.e. the degree to which bias is absent from the sample, and precise i.e. the sample should have a relatively small standard error of estimate.
3.3.2.1 Sampling Frame

D. Nachimias and C. Nachimias (1987) propose that ideally a sampling frame should include all sampling units in the population. There should be a high degree of correspondence between a sampling frame and the sampling population. A sample can be only as accurate as the sampling frame from which it was drawn.

The sampling frame for the study consisted of all the 182 employees of CGI. The source of the sampling frame was the company's Human Resources department. The company has a Human Resources department, which keeps a record of all employees and is regularly updated to ensure that information in each employee file is current.

3.3.2.2 Sampling Technique

According to Howard (1985), the major aim of a research is to provide knowledge about people in general or about certain subgroups of people. However it would be impossible for a researcher to study all the people who constitute the population he or she wishes to understand. Therefore it is prudent that researchers must study samples they believe represent populations. He goes on to explain that results obtained from studying a sample of subjects should represent a good approximation of the results that would have been obtained from studying every subject in the population of interest. It is therefore important to adopt a technique that will provide a sample that is a reflection of the population of interest.

This study used the probability sampling design that adopted the technique of stratified sampling to select the sample. According to D. Nachimias and C. Nachmias (1987), proportionate stratified sampling is used primarily to ensure that different groups of a population are adequately represented in the sample, so that the level of accuracy in estimating parameters is increased. As mentioned, the sample frame of CGI was classified into two groups; managers and non-managers, which represented two different strata. By taking the two strata, which now represented separate frames, a proportion of 6/10 of the frames was selected. This was done following random procedures. The total sample size was the sum of the two samples from the different sampling frames. Stratified sampling made it
easier to deduce whether there were any differences in motivational needs of the sub categories of the population.

3.3.2.3 Sample Size

The sample size was taken as a function of the degree of precision required and the variation of the population parameters under study. Care was taken to ensure that the sample was fully representative of the population and reflected not only the complexity of the population being investigated but also the research questions being investigated. Table 1 illustrates how the sample size was determined for this particular study.

Table 1: Sample Size Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Population</th>
<th>% Sample Size</th>
<th>Actual Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>50</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Non-Managers</td>
<td>132</td>
<td>60</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td></td>
<td>109</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

Primary data was collected for this study. Primary data according to Cooper and Schindler (2001) is more reliable due to its proximity to the truth and control over error. The main method of obtaining data was through the use of a questionnaire developed by the researcher and distributed to respondents. The questionnaire developed by the researcher comprised administrative questions, which were necessary to study patterns within data and identify possible error sources. It also was composed of classification questions; usually socio-demographic variables grouped such that patterns are revealed and can be studied and target questions that address the specific objectives of the study. The questionnaire was particularly structured to bring out the views of employees on motivation programs at the workplace and what the company has done to motivate staff. The questionnaire was designed to probe the issues raised in the specific objectives namely (1) Identify what motivates employees at CGI. (2) Determine the relationship that exists between motivation and performance/job satisfaction at CGI. (3) Describe motivation programs that CGI provides for its employees
and how they impact on performance. It sought to bring out the views of staff on current
motivation programs and their effects on staff performance. Open-ended questions were
combined with structured questions in order to capture the relevant factors without limiting
the respondents.

3.5 Research Procedures

The questionnaire was the main method of data collection. This was developed and
administered by the researcher. The questionnaire was structured such as to answer issues
arising from the specific objectives. Care was taken to ensure that the content of the
questionnaire was purposeful, focused, did not confuse respondents and was precise.
Response strategy was open-ended for administrative questions and rating order for target
questions. Once a draft questionnaire was developed it was pre-tested before final
distribution. This is usually done to detect any weakness in the research design (Cooper and
Schindler, 2001). The pre-testing (pilot testing) was done with the aim of refining and fine-
tuning the questionnaire so as to ensure that it was valid and reliable. The first was done on
two volunteer colleagues studying MBA. The second test was done on two employees in the
HR department. The pilot tests were also used to build interest of the respondents in the study
to be taken. The questionnaire was self-administered and through the HR office these were
distributed to the respondents.

3.6 Data Analysis and Presentation

Statistical analysis techniques were used to analyze the primary data generated. In this case,
quantitative analysis was done using percentages and frequencies for ease of comparison.
According to Denscombe (2003), this method of descriptive statistics follows a process of
transforming a mass of raw data into tables and charts with frequency distributions and
percentages that is a vital part of making sense of the data. To ensure easy data analysis, the
questionnaire was coded numerically with a coding scheme for each variable of the study.
This helped to ensure that the data entry was less prone to errors and that the analysis was
done in an efficient manner. The results were then entered into the SPSS coding sheet for
statistical analysis. The Statistical Program for Social Scientists (SPSS) is a program that
incorporates all the most popular analytical procedures for use in social sciences, financial investment analysis and business research. This helped develop sufficient knowledge to describe the data collected from the study.

3.7 Chapter Summary

This chapter outlines the nature of the research design to be applied. The study was exploratory in nature and every effort was made to focus more on the primary data. The sampling technique was by probability sampling method and the population of concern was identified as the staff at CGI who number 182. The method used for data collection was by means of a questionnaire. Analysis was through the use of SPSS statistical analysis software and the results presented in pie chart form for ease of comparison. The following chapter presents the results generated from this analysis.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

The research study was undertaken using the aforementioned research methodology in the previous chapter. The purpose of the research was to determine how managers at CGI have managed to create conditions and motivating circumstances for employees to work effectively and productively. The tool of choice, in this case the questionnaire, was structured with the following specific objectives in mind: (1) To identify what motivates employees (2) To determine the relationship that exists between motivation and performance/job satisfaction (3) To describe motivation programs at CGI and how they impact on performance. The questionnaires were administered via email and by hand delivery to those without the email facility. One hundred and nine questionnaires were distributed to the target respondents of which seventy eight of these were returned. This chapter presents the results and findings of the study based on the research questions outlined.

4.2 General Characteristics of the Respondents

Section one of the questionnaire dealt with the general characteristics of the respondents. The categories used were age, gender, marital status and employment status. These categories were chosen with the purpose of ascertaining the characteristic mix of respondents.

4.2.1 Age of Respondents

According to Fig. 1, 4% of respondents were below the age of 25, 61% were between the age of 25 and 35, 35% were between the ages of 35 and 45, whereas there were no respondents between the ages of 45 to 55 nor over the age of 55.
4.2.2 Gender of Respondents

The distribution of respondents between men and women was 65% men as compared to 35% women as shown in Fig. 2.

4.2.3 Marital Status of Respondents

Out of the total respondents in the survey, 58% were single, 42% were married and non fell in the third category. This is indicated in Fig. 3.
4.2.4 Employment Status of Respondents

From the survey, 88% of respondents were permanently employed, 12% were on temporary service duty whereas there were no casuals in the pool of respondents as is indicated in Fig. 4.
4.3 What Motivates Employees

This section of the questionnaire dealt with the issue of motivation and what opinion employees have with regard to the work environment that triggers one to be motivated. The section was made up of twelve (12) questions each ranked with a scale between one (1) to five (5) of how employees felt this contributed towards motivation. The answers were ranked in order of increasing importance thus, (1) Not Important (2) Slightly Important (3) Moderately Important (4) Very important (5) Extremely Important

4.3.1 Cooperative relations with co-workers

Figure 5 indicates that on the issue of cooperative relations with their fellow workers, 50% of the respondents felt that this was important in relation to the job they do. About 39% felt this as very important and the remaining 12% felt that this was moderately important.

![Fig. 5 Cooperative Relations](image)

4.3.2 Developing new skills and knowledge

Referring to Fig 6 on the issue of developing new skills and knowledge when performing duties, 77% felt that this was extremely important, whereas the remaining 23% felt that this was very important.
4.3.3 Good pay for work done

In terms of good pay for work done, about 62% felt that this was extremely important in relation to the job they do whereas the remaining 38% felt that this was very important as reflected in Fig 7.

4.3.4 Being accepted by others

On the issue of being accepted by others at the workplace, about 12% felt that this was extremely important to them, whereas 46% felt that this was very important. Thirty eight percent felt this was moderately important and the remaining 4% were of the opinion that this was slightly important. This is illustrated in Fig 8.
4.3.5 Opportunity for independent thought and action

Based on the issue of opportunity for independent thought and action, 58% of respondent felt that this was extremely important to them, whereas the remaining 42% felt that this was very important (see Fig 9).

4.3.6 Frequent raises in pay

Figure 10 illustrates response to the issue of frequent raises in pay, in which about 42% felt that this was extremely important, 35% felt that this was very important whereas the remaining 23% felt that this was moderately important.
4.3.7 Opportunity to develop close relationships

On the issue of how respondents regarded the opportunity to develop close relationships with others at the workplace, 15% felt that this was extremely important to them, 31% felt that this was very important to them, 31% as well felt that this was moderately important, 15% felt that this was slightly important whereas 8% felt that this was not important at all. This is illustrated in Fig 11.

4.3.8 A sense of self esteem

According to Fig 12, 42% of respondents were of the opinion that a sense of self-esteem was extremely important to them in relation to the job they are employed to do. Forty six percent felt that this was very important, 8% felt that this was moderately important whereas the remaining 4% felt that this was not important.
4.3.9 A complete fringe benefit program

Asked how important a fringe benefit program is in relation to the job they perform, 38% of respondents felt that it was extremely important, 27% felt that it was very important whereas the remaining 35% felt that this was moderately important. This is shown in Fig 13.

4.3.10 Openness and honesty with co-workers

From Fig 14, in regard to the importance of openness and honesty with co-workers at the workplace, 50% felt that this was extremely important, 35% felt that this was very important, 11% felt that this was moderately important, whereas the remaining 4% felt that this was slightly important.
4.3.11 Opportunities for personal growth and development

Figure 15 shows response to the question of opportunities for personal growth and development in relation to the job one performs. 88% felt that this was extremely important, 8% felt that this was very important, whereas the remaining 4% felt that this was moderately important.

4.3.12 A sense of security from bodily harm

Figure 16 shows that of the respondents polled, 50% felt that security from bodily harm was extremely important in relation to the job they carried out, 23% felt this was very important, 23% as well felt this was moderately important and the remaining 4% felt that this was not important.
4.4 Relationship between Motivation and Performance/Job satisfaction

This section of the questionnaire dealt with establishing if there is any relation between motivation and how employees perform their duties. The section was made up of ten (10) questions each ranked with a scale between one (1) to five (5) of how employees felt about motivation and its contribution to their job performance. The answers were ranked in order of agreement, (1) Agree (2) Slightly Agree (3) Unsure (4) Slightly Disagree (5) Disagree

4.4.1 Motivation can increase staff performance at the workplace

As captured in Fig 17, of the respondents polled, 92% agreed that motivation can increase staff performance at the workplace, while the remaining 8% slightly agreed with this.

Fig. 17 Motivation and staff performance
4.4.2 There is enough motivation for staff to perform well in the workplace

Figure 18 illustrates that, 8% agreed that there is enough motivation for them to perform at the workplace, 11% slightly agreed to this, 31% were unsure, 19% slightly disagreed and the remaining 31% completely disagreed.

Fig. 18 Enough motivation at the workplace

4.4.3 Satisfaction with the job

From Fig 19, 19% agreed that they are satisfied with the job they currently hold, 27% slightly agreed to this, 8% were unsure, 15% slightly disagreed and the remaining 31% completely disagreed.

Fig. 19 Satisfaction with the job
4.4.4 Working environment is conducive and one can socialize with others at the workplace

Thirty eight percent agreed that the working environment is conducive and one can socialize with other staff in the workplace, 39% slightly agreed to this, 11% were unsure, whereas the remaining 12% slightly disagreed. This is illustrated in Fig 20.

Fig. 20 Conducive work environment and opportunity to socialize

4.4.5 There is enough autonomy in performing the job

In regard to autonomy at the workplace, 31% of the respondents agreed that there is enough autonomy, 31% slightly agreed to this, 8% were unsure, about 7% slightly disagreed whereas the remaining 23% completely disagreed as shown in Fig 21.

Fig. 21 Autonomy in performing the job
4.4.6 The work environment is satisfactory

Thirty one percent of the respondents agreed that the working environment is satisfactory, 23% slightly agreed, 4% were unsure, 15% slightly disagreed whereas the remaining 27% completely disagreed as Fig 22 illustrates.

![Pie chart showing the distribution of responses regarding the work environment](image)

Fig. 22 The work environment is satisfactory

4.4.7 Job expectations are achieved

In response to this, 11% of the respondents agreed that their job expectations are achieved by the work they do, 39% slightly agreed, 12% were unsure, 15% slightly disagreed whereas the remaining 23% completely disagreed as captured in Fig 23.

![Pie chart showing the distribution of responses regarding job expectations](image)

Fig. 23 Job expectations are achieved
4.4.8 There is no stress in the immediate working environment

Figure 24 illustrates response to this question. Of those polled, 11% of the respondents agreed that there is no stress in the immediate working environment, 19% slightly agreed, 12% were unsure, 19% slightly disagreed whereas the remaining 39% completely disagreed.

![Pie chart showing stress levels](image)

Fig. 24 No stress in immediate working environment

4.4.9 The job provides enough opportunities for skills enrichment

Twenty three percent of the respondents agreed that there is enough opportunity for skills enrichment in the job they perform, 39% slightly agreed, 15% slightly disagreed whereas the remaining 23% completely disagreed as shown in Fig 25.

![Pie chart showing skill enrichment opportunities](image)

Fig. 25 Enough opportunities for skills enrichment

4.4.10 The job enables one to fully utilize their skills

Of the total respondents, Fig 26 indicates that 27% agreed that the job they hold enables one to fully utilize their skills, 31% slightly agreed, 11% were unsure whether the job enables
them fully utilize their skills, 12% slightly disagreed whereas the remaining 19% completely disagreed.

![Image of pie chart]

Fig. 26 The job enables one to fully utilize their skills

4.5 Motivation Programs and their Impact on Performance

This section of the questionnaire dealt with establishing if the motivation programs in place at CGI really have any impact on the performance of employees. The section was made up of ten (10) questions each ranked with a scale between one (1) to five (5). The answers were ranked in order of agreement, (1) Agree (2) Slightly Agree (3) Unsure (4) Slightly Disagree (5) Disagree

4.5.1 The Company provides benefits for staff

Results from the survey illustrated in Fig 27 indicate that, 39% of respondents agreed that the company does indeed provide benefits for the staff, 15% slightly agreed, 8% were unsure, 15% slightly disagreed and the remaining 23% completely disagreed.
4.5.2 Satisfaction in the salary and benefits the company provides

From Fig 28, about 4% agreed that they are completely satisfied with the salary and benefits the company provides, 23% slightly agreed, 12% were unsure, 15% slightly disagreed whereas 46% completely disagreed.

4.5.3 Salary and benefits equate performance at the workplace

As per Fig 29, 8% agreed that their salary and benefits equate their performance at the workplace, 12% slightly agreed, 11% were unsure, 15% slightly disagreed whereas 54% completely disagreed.
4.5.4 Salary and benefits reflect job level in the market

About 19% slightly agreed that their salary and benefits reflect what anyone at that job level would get in the market, 12% were unsure, 27% slightly disagreed whereas 42% completely disagreed. This is as captured in Fig 30.

4.5.5 Additional benefits would motivate one to perform better at the workplace

Out of the total respondents 65% agreed that additional benefits would motivate them to perform better at the workplace and the remaining 35% slightly agreed to this (see Fig 31).
Fig. 31 Additional benefits would motivate one to perform better at the workplace

4.5.6 Benefits provided are equitable

Of the respondents surveyed, 8% agreed that benefits provided are equitable, 11% slightly agreed, 8% were unsure, 23% slightly disagreed whereas 50% completely disagreed which has been illustrated in Fig 32.

Fig. 32 Benefits provided are equitable

4.5.7 Salary and benefits provided are in line with current market trends

About 12% of the respondents surveyed, as shown in Fig 33, agreed that salary and benefits provided are in line with current trends in the market, 13% slightly agreed, 10% were unsure, 29% slightly disagreed whereas 36% completely disagreed.
4.5.8 Benefits provided by the company add value to the job

Of the respondents surveyed, 12% agreed that salary and benefits provided are in line with current trends in the market, 11% slightly agreed, 19% were unsure, 23% slightly disagreed whereas 35% completely disagreed as illustrated in Fig 34.

4.6 Chapter Summary

This chapter provides major findings of the study on the basis of the specific objectives. On what motivates employees, clearly employees have demonstrated that relations with fellow workers, the nature of the particular job a person is doing especially what the job has to offer in terms of personal development, adequate compensation for work done as well as a sense of security for the employee are key to motivation. On the relation between motivation and performance/job satisfaction, employees recognize that motivation is important especially when it comes to performance although most feel the company is not doing enough to
promote this. Finally on the issue of motivation programs in place and their impact on performance, employees recognize that the company has programs to benefit the workers. However they feel that these are not enough and more should be done towards enhancing performance at the workplace.

The next chapter summarizes and discusses the major findings of the study. The chapter also makes key recommendations for improvement and further study.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the major findings of the study, as a result of the analysis of the data as presented in the previous chapter. The chapter will also include a brief discussion of these findings as well as conclusions drawn. Also included will be recommendations for practice to overcome problems identified in the study. The chapter also provides recommendations for further research on areas that have not been adequately covered in the course of this research.

5.2 Summary

The major objective of the study was to determine how managers at CGI have managed to create conditions and motivating circumstances for employees to work effectively and with satisfaction. The study was carried out to achieve the following specific objectives: (1) To identify what motivates employees at CGI (2) To determine what relationship exists between motivation and job performance (3) To describe motivation programs at CGI and their impact on performance.

The study was carried out in the form of a case study. The questionnaire was used as the tool for data collection. Probability sampling using stratified sampling technique was used to ensure that different groups of the population were adequately represented in the sample. Quantitative analysis was done using descriptive analysis techniques such as frequencies and percentages. Tables and figures were used to present the results and findings of the study.

Employees recognized that motivation at the workplace was important. The study discovered that staff believed that motivation is as a result of different stimuli. Of prominence were cooperative relations with fellow workers, the nature of the particular job a person was doing especially what the job offered in terms of personal development, adequate compensation for work done as well as a sense of security for the employee.
Majority of the employees were of the opinion that motivation does indeed increase staff performance at the workplace. Whereas motivation was found to be a determinant of performance at the workplace, it was not the only determinant. Other determinants include employee relations at the workplace, the nature of the job they do for example whether it requires independent decision-making, a certain level of authority, or challenging tasks. According to the study, though the employees were generally satisfied with their job, they were of the opinion that the company does not do enough to motivate them.

With regard to motivation programs at the workplace, it emerged that employees were aware of the benefits working for the company provides. However they were not satisfied with the benefits provided and indeed indicated that additional benefits would be appropriate. Employees believed that additional benefits such as loan facilities (house purchase scheme and car purchase loan), training, staff transport, school fees payment, shareholder scheme, awards scheme and regular salary reviews are essential.

5.3 Discussion

5.3.1 Employee Motivation

Employees recognized that motivation at the workplace is important. In response to the issue of the importance of cooperative relations with fellow workers, majority of the employees regarded this as either extremely important or very important. Contributors of significant importance in motivating employees received a positive response from respondents during the survey. It was apparent from the study that employees value relationships at the workplace. Carrol and Tosi (1977) explains that a person, among other things, would want a job that provides one with an understanding of what is expected by others and also an appreciation and acceptance by the supervisor and co-workers.

Carrel, et al (1997) acknowledges that another critical motivating factor of every employee is the actual work he or she performs. Through job design, the employee knows specifically the duties, tasks, responsibilities, decision-making, level of authority, etc. This influences a person’s ability and motivation. Employees felt that it was extremely important to hold a job that helps one develop new skills and knowledge. It was also revealed in the study that the
opportunity to develop independent thought and action when carrying out duties received support from the employees (with a large percentage of those polled believing it was either extremely important or very important).

Adequate compensation was also considered critical. It is important to implement a pay system that would have the greatest motivational effect on the employee (Carrel et al, 1997). Employees supported the concept of good pay for work done whereas majority were of the opinion that frequent raises in pay were necessary. The existence of a fringe benefit program also received support with the majority holding sway that the presence of such a scheme in the company was either extremely important or very important.

The question of whether a sense of security from bodily harm was regarded as important at the workplace received support from majority of the employees who thought that this was extremely important or very important. Handy (1999) confirms that indeed a satisfied worker tends to stay in the same organization. Paying attention to conditions of the workplace and worker morale reduces staff turnover and absenteeism. This is classified in Maslow's theory of human needs, as the safety need.

5.3.2 Motivation and Performance/Job Satisfaction

The study also sought to establish if indeed there was a relationship between motivation and employee performance at the workplace. Majority of the employees agreed that motivation does indeed increase staff performance at the workplace. Indeed in his definition of motivation, Baron (1986) explains it as a set of processes that energize a person's behaviour towards a certain goal. He goes on to argue though that although motivation is a determinant of work performance, it is not the only determinant and should not be viewed as synonymous with performance. Bowditch and Buono (1996) argue that the desire of people to work effectively, generate enthusiasm for organizational goals, or derive satisfaction for their work is dependent on. (1) Extent to which people's expectations of what the organization will provide them matches the organization's expectations of what it will give. (2) Assuming agreement in the expectations, whether the nature of what is actually exchanged is what is expected.
Fincham and Rhodes (1996) propose that job satisfaction to an employee represents the feeling about their job rather than the thoughts about it. It is a pleasurable positive emotional state resulting from appraisal of one's job or job experiences. Most of the employees surveyed agree that they are satisfied with the job they perform. However, it is important to note that an almost similar number disagree with this. The working environment is also another stimulus to motivate workers. According to Handy (1999) people with different orientations tend to choose different work environments to suit their skills and needs. In this respect, the environment one is working in acts as a stimulus in the performance of the job. Most of the employees polled agree that the environment they work in is conducive and one can socialize with others at the workplace. It is also important to note that majority are also of the opinion that there is enough autonomy in the job they perform and also agree that the work environment is satisfactory.

Job expectancy is another motivator. The expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and or the attractiveness of that outcome on an individual (Robbins, 1989). A sense of the self is also a contributor of motivation and consequently better's performance. In the survey, most of employees polled agreed that their job expectations are achieved. In response to the question whether their job provides enough opportunity for skills enrichment, majority agree that indeed they believe their job provides such opportunity.

Robbins (1989) goes on to add that individuals seek situations where they can attain personal responsibility for finding solutions to problems, where they can receive rapid feedback on their performance so they can tell easily whether they are improving or not. Most agreed that their jobs enable them utilize their skills fully.

5.3.3 Motivation Programs and Performance

Indeed majority of the employees agreed that the company provides benefits for staff. Steers and Black (1994) reiterate that reward systems represent a powerful motivational force in organizations. An understanding of reward systems will enable managers select the system best suited to the needs and goals of the organization.
However majority of the employees were not satisfied with the salary and benefits provided. In choosing a system for compensation, it is important to ensure that the system is fair and is tied to performance. Specifically individuals should perceive a strong relationship between their performance and rewards they receive if motivation is to be maximized (Robbins, 1989).

Employees however were in total agreement that additional benefits would motivate one to perform better at the workplace. According to Schmerhorn, Hunt and Osborn (1997) proper allocation of rewards can positively influence both performance and satisfaction. Whether or not a work setting proves motivational for a given individual depends on the availability of rewards and their perceived value.

In his analysis of the equity theory, Baron (1996) proposes that workers usually make social comparisons between themselves and other people based on outcomes (what they get from the job) and inputs (contributions to the job). It is also based on this therefore that employees tend to compare what they get as compared to others with what they contribute as compared to the rest. Any feelings of inequity will be addressed appropriately either behaviorally or psychologically. Majority of the employees felt that their salaries and benefits do not equate performance at the workplace. They also felt that their salaries and benefits do not reflect their level in the job market and also did not believe that their benefits are equitable.

Bowditch and Buono (2001) are of the opinion that people are aware of each other and are able to make such comparisons either within the organization or externally. Measures should be undertaken to correct discrepancies arising from such situations. The implication for motivation is that people tend to use external comparisons to determine the appropriateness of a particular level of performance over time with respect to the resultant reward which they and comparable others receive.

5.4 Conclusions

Following the research findings and subsequent discussions, some conclusions were drawn on the objectives of the research study.
5.4.1 What Motivates Employees at CGI

The study concludes that staff at CGI believed that motivation arises from different stimuli. Of prominence are relations with fellow workers, the nature of the particular job a person is doing especially what the job has to offer in terms of personal development, adequate compensation for work done as well as a sense of security for the employee.

5.4.2 Motivation and Performance/Job Satisfaction at CGI

Generally staff were of the opinion that motivation at the workplace was important. Whereas motivation has been found to be a determinant of performance at the workplace, it was not the only determinant. Core job dimensions including skill variety, task identity, task significance, autonomy and feedback are essential. These were all aspects of the job which, if properly incorporated, enhance one’s performance as they enable the employee experience meaningfulness of the work being done, experience responsibility for outcomes of the work, as well as provide the employee with knowledge of the actual results of the work activities.

According to the study, though the employees were generally satisfied with their job, they appeared to be of the opinion that the company does not do enough to motivate them. Employee performance therefore appears to be hinged on reasons other than motivation.

5.4.3 Motivation Programs and Impact on Performance at CGI

From the study, it emerged that employees were aware of the benefits that the company provides. However it appears that they are not satisfied with the benefits provided and indeed have indicated that additional benefits would be appropriate. Employees believed that additional benefits such as loan facilities (house purchase scheme and car purchase loan), training, staff transport, school fees payment, shareholder scheme, awards scheme and regular salary reviews are essential.
5.5 Recommendations

5.5.1 Recommendations for Practice

5.5.1.1 Motivation of Employees

The study has revealed that employees regard relations with fellow workers, the nature of the particular job one is doing and adequate compensation for work done as important factors in motivating one at the workplace. It is therefore important that the company should focus on developing team building and cohesiveness at the workplace and in the performance of one’s duties. The company should also introduce participative management which contributes in bringing about cohesiveness as each employee’s contribution is recognized and given due attention. The company should also design jobs such that an employee’s skills and talents are fully utilized not forgetting clarity of tasks assigned as well as significance of the tasks in the general scheme of things.

5.5.1.2 Motivation and Performance/Job Satisfaction

Motivation is a contributor to performance at the workplace though clearly it is not the only contributor. Managers should therefore focus on improving other aspects of the core job dimensions. This can be done by introducing skill variety in the employee’s job, which involves the use of a number of an individual’s skills and talents through a variety of different activities. Another way is through giving the job task identity. This is the degree to which a job requires completion as a whole or by an identifiable piece of work with a visible outcome or result. The company should also look into giving the job task significance which is the degree to which the job has a substantial impact on the lives or work of other people whether in the immediate organization or in the external environment. It is also important to provide autonomy in performance of one’s duties. This is significant as it provides the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining procedures to be used in carrying it out. Finally, of importance is the provision of feedback, which managers should find effective in providing the employee with direct and clear information about the effectiveness of his or her performance.
5.5.1.3 Motivation Programs and their Impact on Performance

From the study it emerged that employees were aware of the benefits the company provided, though most did not see the value of the benefits vis-à-vis the work they do. It is imperative that managers should match benefits with the contribution of employees at the workplace. The company should constantly and periodically evaluate the benefits provided and whether they are in line with the changing market trends as well as needs of the employees. This introduces an element of dynamism that caters for employee’s changing lifestyles while ensuring that the benefits achieve the intended purpose, which is to motivate and sustain employee performance for the good of the company.

5.5.2 Recommendations for Further Research

Indeed motivation has been identified as a key determinant in performance at the workplace. However, further studies may be required in which researchers should identify other determinants, such as work environment and core job dimensions, and determine how exactly they impact on performance at the workplace. Results from such studies would also help reinforce programs aimed at improving performance at the workplace.

It would also advisable for the company to carry out comparative studies with other companies in the same or similar industry so as to obtain an outside opinion of which areas need to be improved. Such studies help ensure that the company stays abreast with what is happening in the market.
REFERENCES


APPENDIX A: SAMPLE INTRODUCTION LETTER

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE

Thank you for taking the time to participate in this exercise. The purpose of it is to get your opinion on the motivation programs offered by Central Glass Industries (CGI) and how these programs have helped enhance your performance as well as your job satisfaction.

Kindly fill the attached questionnaire as completely, truthfully and accurately as you possibly can. The answers you will give in the questionnaire will be used to arrive at some conclusion on staff motivation and psychology at work affecting job performance and overall productivity.

The data collected from the research should shed light on what you as the employee regard as significant to enhance performance. The conclusions arrived at will be published in an academic setup and may be used as a reference for those seeking to improve staff motivation, organizational performance, productivity and profitability and the general well being of the worker. The direct benefit is that the company will use your input in this exercise to improve already existing programs and at the same time review the need to introduce additional benefits.

Any information obtained will be treated in the strictest confidentiality. Kindly return the completed form to the undersigned within one week. Thanking you in advance for your cooperation.

Yours sincerely,

Joseph T. Miring'u
Researcher
APPENDIX B: SAMPLE QUESTIONNAIRE

1. General Information

Name..........................................................Department.................................................

Please tick the parentheses as appropriate:

a. Age
   ( ) Less than 25  ( ) 25-35  ( ) 35-45
   ( ) 45-55  ( ) Over 55

b. Sex
   ( ) Male  ( ) Female

c. Marital Status
   ( ) Single  ( ) Married  ( ) Separated

d. Employment Status
   ( ) Permanent  ( ) Temporary
   ( ) Casual  ( ) Contract

2. What Motivates Employees at CGI

Indicate how each of the following is important to you in relation to the job you are employed to do. Tick the appropriate number:

(1) Not Important (2) Slightly Important (3) Moderately Important (4) Very important (5) Extremely Important

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<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>a. Cooperative relations with my co-workers</td>
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<td>b. Developing new skills and knowledge at work</td>
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<td>c. Good pay for my work</td>
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<td>d. Being accepted by others</td>
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<td>e. Opportunity for independent thought and action</td>
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<td>f. Frequent raises in pay</td>
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<td>g. Opportunity to develop close relationships at work</td>
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<td>h. A sense of self esteem</td>
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<td>i. A complete fringe benefit program</td>
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<td>j. Openness and honesty with my co-workers</td>
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<td>k. Opportunities for personal growth and development</td>
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<td>l. A sense of security from bodily harm</td>
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</table>

66
Outline briefly ways in which you believe the company could enhance staff motivation:


3. **Is there any Relation between Motivation and Performance/Job satisfaction at CGI**

Please read each question carefully and indicate whether you agree or disagree with the statement in order of ranking:

(1)Agree (2)Slightly Agree (3)Unsure (4)Slightly Disagree (5)Disagree

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<thead>
<tr>
<th></th>
<th>Agree</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>(a) Motivation can increase staff performance at the workplace</td>
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<td>(b) There is enough motivation for staff to perform well in the workplace</td>
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<td>(c) You are satisfied with your job</td>
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<td>(d) The working environment is conducive and one can socialize with other staff in the workplace</td>
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<td>(e) There is enough autonomy allowed in performing your job</td>
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<td>(f) The work environment, in your opinion, is satisfactory</td>
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<td>(g) Your job expectations are achieved</td>
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<td>(h) There is no stress in the immediate work environment</td>
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<td>(i) The job you hold provides enough opportunities for skills enrichment</td>
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<tr>
<td>(j) The job you currently hold enables you to fully utilize your skills</td>
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</table>
4. **Do Motivation Programs CGI provide have an Impact on Performance**

Please read each item carefully and respond to all the questions. Indicate whether you agree or disagree with the statement by ticking the appropriate number:


(a) The company provides benefits to staff  

(b) You are satisfied with the salary and benefits the company provides for you  

(c) Your salary and benefits equate your performance at the workplace  

(d) Your salary and benefits reflect your level in the job market  

(e) Additional benefits would motivate you to perform better at the workplace  

(f) The benefits provided by the company are equitable  

(g) The salary and benefits provided by the company are in line with current market trends  

(h) The benefits provided by the company add value to your job  

Provide a list of additional benefits/incentive schemes, which you believe, would motivate you to improve your performance:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________