

## THESIS ABSTRACT

Master of Business Administration  
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Adventist University of Africa

School of Postgraduate Studies

Title: THE EFFECT OF EMPLOYEE MOTIVATION ON ATTAINMENT OF ORGANISATION GOALS: THE CASE OF MALAWI ADVENTIST UNIVERSITY

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Employee motivation is a very important subject as far as the achievement of organisation goals in universities is concerned. This has been recognised by some studies on staff motivation in Malawi and even abroad. Nevertheless, not much has been done on the factors that affected the achievement of organisation goals.

Therefore, this study examined the effect of intrinsic, extrinsic and demographic factors on the achievement of organisation goals at Malawi Adventist University.

A causal research design was used in this study. The university population was 241 employees whose employment status was permanent and contract, teaching and non-teaching, excluding those on wages. To ensure that all employees were represented, employees were randomly selected for the study. Krejcie and Morgan pre-calculated sample size table was used to select a sample of 181 employees from the population. Data was collected with a self-structured questionnaire validated with

Cronbach alpha reliability coefficient of .535 on extrinsic factors, .579 on intrinsic factors, .611 on demographic factors and .690 on organisation goals. A total of 146 questionnaires were validly completed and returned, representing an 81% response rate. Descriptive statistics, correlation and multiple regression analyses were used to analyse the data.

The results revealed that at the 0.05 level of significance, intrinsic motivation factors such as nature of work and responsibility significantly affected the achievement of organisation goals at Malawi Adventist University, as evidenced by the p-values of (0.180, 1.961 and 0 .052) and (0.225, 2.574 and 0.011). Also, a p-value of (0.279, 3.221 and 0.002) provided evidence that extrinsic motivation factors such as co-worker significantly influenced the achievement of organisation goals at Malawi Adventist University. Furthermore, at p-values of (0.238, 2.519 and 0 .013) and (0.185, 2.304 and 0.023) on job position and education level respectively, the demographic factors determined the achievement of organisation goals at Malawi Adventist University.

The study concluded that management provision and integration of the nature of work, responsibility and co-worker motivation factors, in collaboration with the job position and education level are important towards achieving organisation goals. Therefore, the study recommended that management provide: 1. opportunities to its employees to advance in their career. Career advancement opportunities will help employees to acquire new skills and experiences which will benefit the organisation in the long run. This can be done either by sponsoring the individual employees in

their area of work or by giving them an opportunity for career advancement at their expense. This will motivate employees to work and achieve the organisation goals.

2. supervise and monitor its subordinates to see the progress of their work and be able to spot the challenges faced by the employees to achieve the organisation goals.

3. introduce a reward system to recognize the work achievements of employees. The employee reward system will act as a tool for encouraging employees to work hard and go an extra mile with their respective work obligations, with an aim of being recognized. Eventually this will help the organisation achieve its goals.

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THE EFFECT OF EMPLOYEE MOTIVATION ON THE ATTAINMENT  
OF THE ORGANISATION GOALS: THE CASE OF  
MALAWI ADVENTIST UNIVERSITY

A thesis

presented in partial fulfillment  
of the requirements for the degree  
Master of Business Administration

by

Rose Mandala

January 2019

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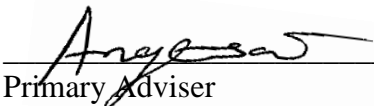
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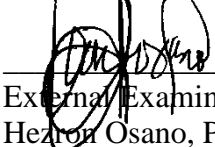
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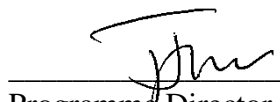
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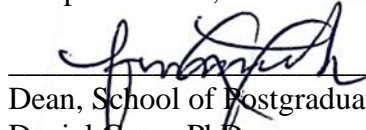
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I dedicate my work to the Almighty God for knowledge and strength throughout the programme; if it were not for Him, this would not have been a success. I dedicate to my husband, Harry Tsukani, for his love and untimely support as I was doing my studies, my mum and dad, Ps. and Shepherdess Mandala, for their support and encouragement in taking good care of my kids while I was at school.

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## TABLE OF CONTENTS

LIST OF TABLES .....	vii
ACKNOWLEDGEMENTS .....	viii
1. INTRODUCTION .....	1
Background of the Study .....	1
Statement of the Problem.....	2
Research Questions .....	3
Research Hypotheses .....	3
Conceptual Framework for Employee Motivation .....	4
Significance of the Study .....	5
Scope and Limitation of the Study.....	6
Operational Definition of Terms.....	6
2. REVIEW OF RELATED LITERATURE .....	8
The Concept of Motivation.....	8
Motivation Overview .....	9
Classification of Employee Motivation .....	10
Theories of Employee Motivation .....	12
Abraham Maslow Hierarchy of Needs Theory.....	13
Herzberg Two-factor Theory of Motivation.....	15
Factors that Motivate and De-Motivate Employees in the Work Place.....	18
Attention to Individual Matters (Well-being) as Factor of Motivation ..	22
Pay or Reward as a Factor of Motivation .....	23
Equity as a Factor of Motivation .....	24
Working Conditions as a Factor of Motivation .....	25
Work-life Balance as a Factor of motivation.....	27
Career Advancement as a Factor of Motivation .....	28
Work as a Factor of Motivation .....	29
Employee Recognition as a Factor of Motivation .....	30
Physical Working Environment as a Factor of Employee Motivation ...	31
Responsibility as a Factor of Employee Motivation.....	33
Employee Supervisor as a Factor of Motivation.....	34
Co-workers as a Factor of Employee Motivation .....	34
Age and Motivation .....	36
Gender and Motivation .....	37
Job Status, Job Position, Years of Service and Motivation .....	38
Motivation and Organizational Goal Achievement .....	38
Theoretical Framework for the Study .....	40



3. METHODOLOGY .....	41
The Research Design .....	41
Study Setting .....	41
The Population and Sampling Procedure.....	42
Instrument for Data Collection .....	43
Instrument Validity .....	44
Instrument Reliability .....	44
Ethical Considerations .....	45
Data Collection Procedure .....	46
Method of Data Analysis .....	46
4. RESULTS AND DISCUSSIONS .....	47
The Response Rate.....	47
Demographic Characteristics of the Respondents .....	47
Research Question 1 .....	52
Research Hypothesis Testing 1 .....	53
Research Question 2 .....	57
Research Hypothesis Testing 2.....	58
Research Question 3 .....	62
Research Hypothesis Testing 3.....	63
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	67
Summary .....	67
Conclusion .....	68
Recommendations.....	69
Suggestions for Future Research .....	70
APPENDICES .....	71
A. LETTERS.....	72
B. QUESTIONNAIRE.....	75
C. STATISTICAL ANALYSES.....	81
REFERENCES .....	89
VITA.....	98

## LIST OF TABLES

1. Population and Sample for the Study (Malamulo and Lakeview Campuses) .....	43
2. Cronbach Alpha Reliability Test .....	44
3. Distribution by Age.....	48
4. Distribution by Employee Gender .....	48
5. Distribution by Employee Years of Service .....	49
6. Distribution by Employee Education Level.....	50
7. Distribution by Employee Job Category .....	51
8. Distribution by Employee Job Status.....	51
9. Descriptive Statistics- Intrinsic Motivation Factors important to employees.....	52
10. Relationship - Intrinsic Motivation Factors and Organisation Goals .....	54
11. Multiple Regression- Intrinsic Motivation Factors.....	55
12. Descriptive Statistics - Extrinsic Motivation Factors .....	57
13. Relationship- Extrinsic Motivation Factors and Organisation Goals .....	59
14. Multiple Regression- Extrinsic Motivation Factors.....	61
15. Relationships – Employee demographic factors and Organisation Goals .....	63
16. Multiple Regression- Employee Demographic Factors on Organisation Goals ....	65

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# CHAPTER 1

## INTRODUCTION

### **Background of the Study**

Many organisations face the problem of staff motivation at the work place. This is because most managers are not able to inspire employees' motivation at work (Heathfield, 2016). Motivating employees to perform to their maximum potential is partly the responsibility of managers in an organisation to achieve organisational goals. Employees have high expectations of how they want to be treated at work. They do not just want a job that is secure and well-paying but a job that gives them high levels of job satisfaction (Lipman, 2013). Unlike physical assets, employees have their own individual needs which must be met and habits which must be managed well to contribute to organisation growth and development. The organisation success or failure is determined by the presence and the contributions of the employees in collaboration with the organisation goals (Osabiya, 2015). It is vital for managers to take part to care for their employees to ensure high levels of production and organisations' goal achievement.

If managers do not do their part to stimulate motivation, the employee may either be less productive or may quit the job. As such motivating employees in the workplace would require manager's topmost attention. Frost (2017) concurs with Osabiya (2015) that the success of every organisation begins with goal setting. A goal that is challenging but achievable drives employees into action. Goals that are out of reach de-motivate an action. Organisational goals are the targets the organisation

intends to achieve in the operation of its business. Motivation is the willingness to exert more effort on a given task to achieve organisation goals (Merriam Webster Dictionary). Haizlip (2008) and Lipman (2013) posit that employees can be motivated at work in different ways through factors like fairness and equity, recognition, responsibility, pay, work-life balance, well-being, nature of work, supervision, career advancement, working conditions, working environment and co-workers (Herzberg, 1957). Employees are different in terms of personal characteristics and yet, they work in one organisation as a team. This implies that there should not only be one approach to motivate them (William, 2010; Armstrong, 2006). To properly understand what motivates, managers must practice motivation skills of what motivates employees' in the organisation.

Many studies have been conducted in relation with the employee motivation and the achievement of organisational goals in other institutions in Malawi and abroad, but no one attempted to study the link between the effect of employee motivation on organisation goal achievement and employees demographic factors at Malawi Adventist University in particular. It was in this regard that the researcher would like to examine the effect of employee motivation on the achievement of organisation goals.

### **Statement of the Problem**

Managers in today's organisations need employees who can exert the needed effort to achieve organisation's goals. However, the possibility of achieving organisation goals depends on employees' zeal to work and how management provides a good motivational system that triggers high performance. Hence, the success and the achievement of any organisational goals depend on the ability and willingness of employees to fulfil their work obligation beyond expectation, and

proper motivation is the key to building such a will. The Malawi Adventist University seems to be facing low employee morale and employees loath to provide their service wholeheartedly, hence they lack passion and zeal to work for the institution and willingness to go an extra mile with their respective work and achieve the organisations' goals. This calls for a research to find out why there was such behaviour at Malawi Adventist University. The study, therefore, sought to examine the effect of employees' motivation on the attainment of organisation goals at Malawi Adventist University.

### **Research Questions**

The research examined whether Malawi Adventist University Management was aware of its employees' motivation factors and the effect the factors have on organisation goal achievement. At the end of the study, the questions listed below were answered:

1. To what extent does intrinsic motivation factors affect the achievement of organisation goals at Malawi Adventist University?
2. To what extent does extrinsic motivation factors influence the achievement of organisation goals at Malawi Adventist University?
3. To what extent does employee demographic factors determine the achievement of organisation goals at Malawi Adventist University?

### **Research Hypotheses**

The study was based on the following null research hypotheses:

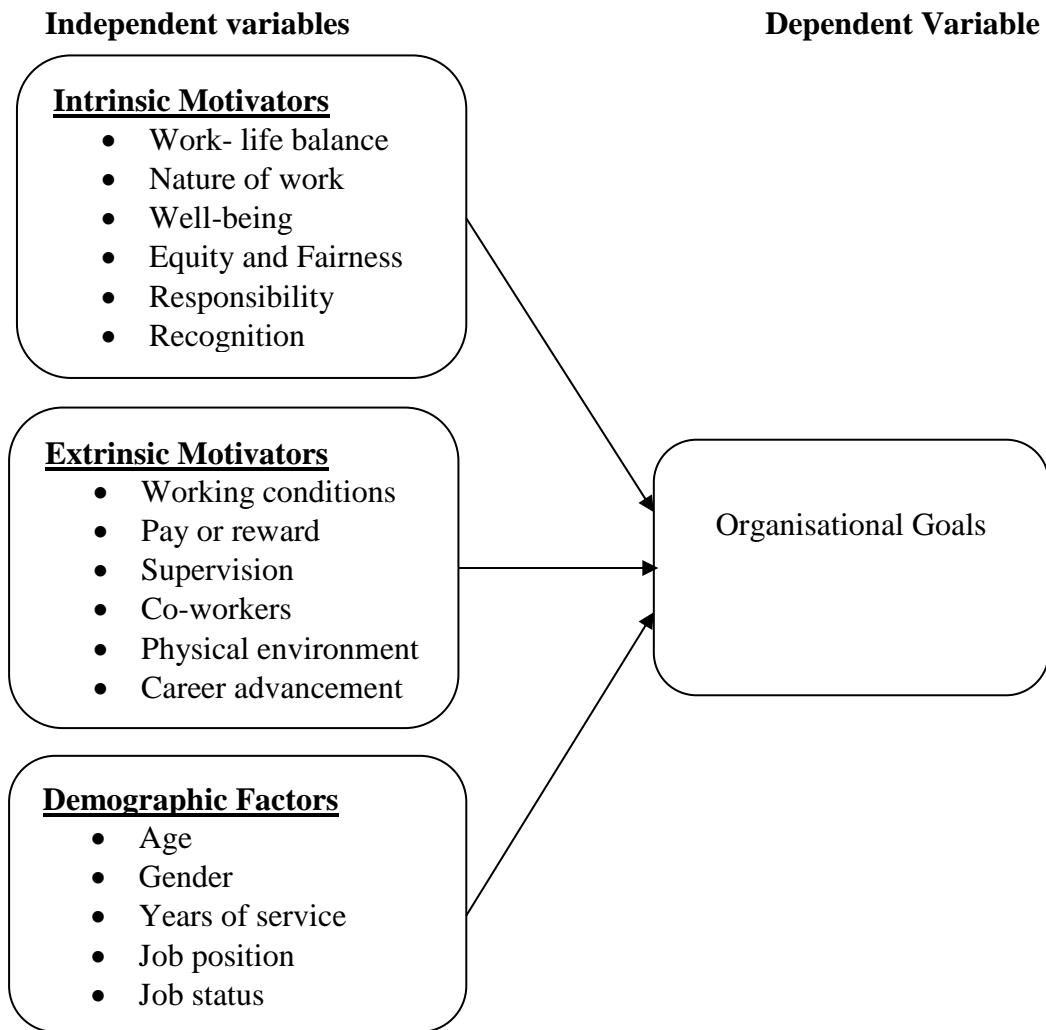
**H<sub>01</sub>:** Intrinsic motivation factors do not significantly affect the achievement of organisational goals at Malawi Adventist University.

**Ho2:** Extrinsic motivation factors do not significantly influence the achievement of organisational goals at Malawi Adventist University.

**Ho3:** Demographic characteristics do not significantly determine the achievement of organisational goals at Malawi Adventist University.

### **Conceptual Framework for Employee Motivation**

The conceptual framework for the study described the intrinsic and extrinsic factors of motivation extracted from Herzberg's (1957) two factor theories of motivation, that is, the motivator factors and satisfier factors of motivation. The framework provided a foundation on the specific variables under study. There were so many variables, but for the sake of this study only twelve were used, such as nature of work, opportunity for career advancement, pay, recognition, work-life balance, equity or fairness, employees' wellbeing, supervision, co-workers, responsibility and working conditions. These variables were used to find out if at all employee motivation was determined by age, gender, years of service, job position and job status, and education level.



*Source: Adapted from Herzberg, 1957.*

*Figure 1. Conceptual Framework*

### **Significance of the Study**

This study sought to examine the effect of motivation factors on the achievement of organisation's goals at Malawi Adventist University. The results of this study should provide Malawi Adventist University management with information about the paramount factors of its employees' motivation and their effect on organisational goal achievement, the scientific and reliable ways of motivating employees for job satisfaction as well as achievement of organisation goals.



The study also contributed to the body of existing literature on the implementation of those realised factors, and this acts as a foundation guide to future researchers.

### **Scope and Limitation of the Study**

There are several other public and private universities in Malawi. But for the sake of this study, Lakeview and Malamulo Campuses of Malawi Adventist University were the focus. This study was delimited to motivation factors like pay, well-being individual matters, work-life balance, equity and fairness, recognition, career advancement, work itself, responsibility, supervision, co-workers, working conditions and work environment. These factors, according to Herzberg (1957), constituted motivation of employees at the workplace and goal achievement depended on these factors. There were also personal and psychological factors that were related to motivation. However, this dealt only with the organisational factors.

The study limited the respondents to teaching and non-teaching staff working on a permanent or contract basis, excluding the visiting teachers and casual workers.

### **Operational Definition of Terms**

**An employee:** is a worker who is either full time or on contract.

**Motivation:** is the willingness to exert more effort for work accomplishment.

**Organisational goal achievement:** refers to realizing the organisation aspiration of high productivity and profitability.

**Intrinsic motivation:** refers to doing something because it is inherently interesting or enjoyable.

**Extrinsic motivation:** refers to doing something because there is an outcome or reward that will follow.

**Pay or reward:** refers to financial expression of appreciation that is based on results.

**Career advancement:** refers to the ability to progress in one's career and skills that brings an employee happiness and fulfilment.

**Work-life balance:** is the employee balance of the emotional behaviour, demands for work, personal life as well as family responsibilities.

**Equity and fairness:** refers to the fair treatment of employees while at work.

**Nature of work:** refers to the interesting and challenging job an employee is involved in.

**Recognition:** is showing appreciation and saying thank you for an employee's work, actions and contributions to the organisation.

**Well-being:** refers to the employee personal life while at work.

**Working condition:** refers to the rules that govern an employees' conduct while at work.

**Supervision:** refers to the process of monitoring an employees' work in conformation with the organisation goals and objectives.

**Responsibility:** refers to the high position assignment delegated to an employee to act either in the absence of the boss or in their presence.

**Co-workers:** refers to employees' workmates or work colleagues.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter reviewed literature of different authors related to employee's motivation at the work place that were essential to this study.

#### **The Concept of Motivation**

The concept of motivation in the workplace is defined in various ways. Colquitt (2013) and Robbins (2010) define motivation as the set of energetic forces that originates both from within and outside an employee. This energetic force initiates work-related effort. It also determines the work's direction, intensity, and persistence. However, Hossain (2012) defined motivation as the driving force originating from within the person that stimulates the employee to act with a target to fulfil a required organisation's need and expectation.

Richard (2014) as cited by Denhardt et al. (2008) agrees with Hossain (2012) that motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. Seleemi (2009) also describes motivation as drives or impulses within an individual that prompts employees into action. He observed that these motives are expressions of personal needs and wants hence they are personal and internal. Mullins (2009) concurs with Seleemi (2009) that motivation is personal and very complex because employees have a variety of changing and conflicting needs and expectations which managers attempt to satisfy.

While Hossain (2012), Seleemi (2009) and Richard (2014) view motivation as the driving force originating from the inside, Lai (2011) and Guay (2010) see

motivation as the “reason underlying behaviour”. In this view, Mullins (2009) states that motivation is concerned with why people act in a certain way towards achieving organisation goals and objectives. Accordingly, motivation is the attribute and the influence that induces employees either to act or not to act in the organisation. Thus, the employees’ positive actions come from the satisfaction while negative actions come from dissatisfaction from their organisation.

Even though these authors have different views on the concept of motivation, all of them have one thing in common: the “drive” and the “behaviour” that influences action.

### **Motivation Overview**

The concept of motivation is traced from the ancient ages of the Greeks like Socrates, Plato and Aristotle. Plato believed that motivation is a hierarchy organised with dietary component, emotional and rational component (Parkdel, 2013). He believed that an employee is a rational and emotional being with a choice of actions and behaviours.

While Plato believed in a hierarchy, Aristotle viewed Plato’s hierarchy in a different way for years (Meyer, 2016). Thus, Aristotle believed that motivation can be construed as an efficient cause of the psychological state that moves a person to act, the reason, and the goal for which one acts. He believed that there is a motive of employee performance that drives an employee to act. He also believed that having an appropriate motive is very essential for an employee to decide the virtuous actions that are fine, admirable and noble. However, Meyer (2016) claims that a virtuous person needed to experience pain and pressures in actions. These experiences will determine one’s reason of action. Meyer (2016) referred this to teleological motivation.

Trung (n.d) echoes Aristotle belief that everything that nature makes is a means to an end and that it has its purpose of it being achieved. Aristotle divided these purposed actions into two: the instrumental purpose and the internal purpose. The instrumental purposes are the actions that are used as a means to achieving other purposes while the internal purposes are actions done to oneself. Human beings choose the way they want to act since they think that these things are the instruments for achieving their happiness (Trung, n.d). Aristotle summed up his belief into motive and state of mind. He avers that there are specific actions that are influenced by both an individual internal motivation and external motivation (Trung, n.d).

Blackson (n.d) observes that Socrates believed that motivation is the “reason” and “desires” of one’s actions. He believed that these reasons and desires turn to be beliefs whereby all the motivational facets stem from those beliefs. He also believed that all human motivation comes from the desire.

While these philosophers brought in their different views, Descartes (n.d) distinguishes the two aspects of motivation to active and inactive factors. He says the body is the inactive and the will is the active factor of motivation (Parkdel, 2013).

### **Classification of Employee Motivation**

The University of Colorado Boulder (2012) states that basically there are two classes of employee motivation. These are intrinsic and extrinsic motivation. Intrinsic motivation is doing something because it is inherently interesting or enjoyable to an employee (Ryan, 2000). Lai (2011) concurs with Ryan (2000) that intrinsic motivation is emanated from the employees’ enjoyment and the inclusion of the employees’ pleasure. Extrinsic motivation, on the other hand, inspires action because doing something leads to an outcome (Ryan, 2000). Thus, employees are involved in action because there is a reward they are looking for at the end. Hence, it is this

reward that energises them to work hard and finish the work within the limit of time to get the reward.

Extrinsic motivation is thus the surrounding influence that stimulates the employees' positive behaviour. The University of Colorado Boulder (2012) argues that extrinsic motivation though it is energised by the reward or an outcome, it cannot be separated from the intrinsic motivation. The two classes work together simultaneously. Extrinsic motivation and intrinsic motivation are both important ways of driving employee behaviour. To understand how the two classes can best be utilized, Cherry (2017) avers that managers must apparently understand their key differences and their impact on human behaviour at the workplace.

Despite the fact that the University of Colorado Boulder (2012) viewed extrinsic and intrinsic motivation as inseparable Robert (2010) as cited by Deci (1973) suggests that in some cases extrinsic motivator decreases intrinsic motivation and vice versa. This is because there is an external influence that is energising an employee to exert more effort on the assigned work to get the attached reward and not for personal internal satisfaction. Keijzers (2010) concurs with the University of Colorado Boulder (2012) that employees are extrinsically motivated to obtain a reward. Such external influence refers to pay, promotion, security, work-life balance and harmonious relationships among workers in the organisation just to mention a few.

Consequently, employees differ in every organisation because they have different influences that motivate them; some employees are motivated inherently while others are motivated superficially. It is, therefore, the responsibility of managers in organisations to understand and assess various employees and analyse their needs in order to know the factors that either motivate them intrinsically or extrinsically or de motivate them to work to achieve organisation goals.

## **Theories of Employee Motivation**

Motivation theories attempts to explain why people behave in the ways they do. Cole (2002) perceives that the link between motivation theory and practice of management is very crucial to management success. Managers need to acknowledge that the greatest single asset available to the organisation is people. In fact organisation is people. People are the only assets that can actively work for or against the organisation set goals. Managers need collaborative efforts of employees and creativity with the service of the organisation.

Motivated employees are valuable resources of every organisation. They create value for an organization by strengthening the business and revenue growth (Kaur, 2013). Motivation is effective if the right person with right skills is made responsible for the job available otherwise it will be the organisation wastage of resources.

Riley (2005) found out that motivational theories are categorised into two main groups such as content theories and process theories. The selected theories for this study are called content theories because they specifically focus on what causes motivation at the workplace (Cole, 2002). Riley (2005) describes the content theories as focusing on the needs of an individual and try to find and explain the factors that encourage or discourage behaviour within an individual while at work. Mullins (2005) and Badubi (2017) add that content theories are much more concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs.

## **Abraham Maslow Hierarchy of Needs Theory**

One of the most famous and effective theories that relate to employee motivation is Abraham Maslow's hierarchy of needs theory. Robbins (2010) states that Abraham Maslow (1943) hypothesised this theory of motivation and comments that employees' in an organisation are want beings. They would always want more despite having the basic needs. The desire of wanting more according to Mullins (2005) depends on what they already have. Thus, the human needs are arranged in the hierarchy of importance. Abraham Maslow's theory espouses a "hierarchy" ranks the employee's needs in five factor hierarchical order of importance as follows:- first physiological needs, second safety needs, third social needs, fourth esteem needs, and fifth self-actualization needs. Maslow (1943) considers the physiological needs as the basic needs of every employee's survival which include food and shelter, just to mention a few.

These basic needs should be met efficiently to inspire an employee to work. Mullins (2005) explains that once the basic needs in the hierarchy are satisfied they no longer act as a strong motivator hence another level of needs emerges. This means that the need of the next higher level in the hierarchy depends on the basics that demands employee satisfaction (Robbins, 2010). As soon as the basic needs are satisfied, the higher level becomes the influencing motivator of an employee in the workplace (Akrani, 2010). Thus, the unsatisfied need for an employee creates tension and a state of disequilibrium in the organisation such that employees can hardly work hard (Armstrong, 2006). They become passive in the organisation and consequently affect productivity negatively. Managers loath this passivity since it hinders the achievement of the organization's goals and prosperity.



Robbins (2010) notes in Abraham Maslow's hierarchy of needs theory that individuals' needs in an organisation move up the steps of the hierarchy even though no need is fully gratified. Akrani (2010) and Robbins (2010) both observe that a substantially satisfied need when met ceases to motivate. Nevertheless, if managers would want to motivate an employee according to this theory, they need to understand the level of hierarchy an employee is to be able to focus on satisfying the need at that level. There are some needs that are satisfied internally and others that are satisfied externally (Heathfield, 2016).

Armstrong (2006) concurs with Robbins (2010) that not all the needs according to Abraham Maslow's hierarchy are equally important to employees at the same time. Some need provide much more powerful drive to an organisation goal achievement than others. Robbins (2010) posits that this depends upon the employee's background, culture and his or her current situation as his or her motivation is derived through that.

Abraham Maslow claims that his theory is a universal theory (Mullins, 2005). Akrani (2010) asserts that the theory is very popular and is extensively cited. According to Robbins (2010) and Armstrong (2006), this is because the theory has received much recognition and has widely been practiced by managers in the past and even today due to its intuitive appeal. However, Robbins (2010) recognises that there are differences in employee's motivational contents in an organisation despite it being a universal theory that sets the basics of motivation. Further, Armstrong (2006) states that many researchers question Abraham Maslow's theory validity since it focuses on a very small group of employees. Akrani (2010) and Armstrong (2006) have both argued that it is difficult to employ Maslow's theory at the workplace because different people have different priorities. It is difficult because employees need

progress up the hierarchy. Furthermore, Cole (2002) purports that there is little or no support that needs structure is arranged in a hierarchy as Abraham Maslow proposed. However, even though the theory is supported by empirical research, Seleemi (2009) observes some limitations regarding Abraham Maslow's theory. One of the limitation pointed out is the need priority order suggested that it cannot at all times be generalized because these needs actually are influenced by the employee's cultural values and personality traits (Cole, 2002). This is again affirmed by Akrani (2010) who stated that there is no uniformity of employee needs at the organisation. Needs are different.

While Armstrong (2006) and Robbins (2010) are of the same opinion, Seleemi (2009) argues that several researchers support Abraham Maslow's hypothesis that human needs have a hierarchical order. He notices that there is a strong acceptance of the basic principle of a dynamic needs structure that is empirically researched.

In addition, the hierarchy of human needs is not always fixed and the sequence in which these needs arise may differ from one employee to the other. Akrani (2010) observes that this is so because at present each employee has plenty of needs to be satisfied which may not necessarily follow Abraham Maslow's hierarchy. According to Mullins (2005), some people will follow the order of the hierarchy while others may be a reverse of the order. As such, Abraham Maslow's theory cannot be one hundred percent reliable.

### **Herzberg Two-factor Theory of Motivation**

Apart from Abraham Maslow theory of motivation, Fredrick Herzberg two-factor theories is also a core theory in this study. He proposed a motivator-hygiene theory of motivation (Varma, 2017).

Armstrong (2006) refers to these hygienic and motivator factors as the satisfiers and dis-satisfiers of employee motivation. In addition, Seleemi (2009) calls the hygienic factors maintenance factors. The hygienic factors are those job factors which are essential for existence of employee motivation at the workplace. In other words, they are the basic needs as Abraham Maslow has highlighted. However, according to Herzberg (2000) and Mullins (2005), the hygienic factors do not lead to positive satisfaction such that their absence and inadequacy causes dissatisfaction at the work place. Varma (2017) and Herzberg (2000) comment that some of these hygienic factors cannot be regarded as true motivators since they need constant reinforcement. They increasingly become employees' rights expected rather than the basic needs of work. Herzberg believes that an individual's relation to work is basic and that one's attitude towards work determines success or failure of the organisation.

Robbins (2010) states that, according to Herzberg theory, intrinsic factors such as career advancement, recognition, responsibility and achievement relates to job satisfaction. These intrinsic factors relates to job context because they are much concerned with what an employee does at work that enhances or reduces productivity and commitment (Mullins, 2005).

Furthermore, Gellerman (1963) alleges the presence of the intrinsic factors is to motivate employees to superior work effort and work performance. This is affirmed by Mullins (2005). However, their absence does not cause any particular dissatisfaction in the employees; it just fails to motivate (Mullins, 2005). These motivator factors include self actualisation, self esteem and social needs of Abraham Maslow's hierarchy. When an employee's social needs are met and they have achieved something important in life, they feel good, satisfied and motivated.

Teck-Hong (2011) observes that Herzberg's motivator-hygiene factor theory of motivation is a need-satisfying process whereby satisfying an employee to be motivated is a process. This means that when an employee's needs are satisfied by these factors, they will surely exert extra effort to attaining organization goals effectively.

According to Schulze and Steyn (2003), as also affirmed by Teck-Hong (2011), motivation is an internal force. It is dependent on the needs that drive a person to achieve. Thus, Teck-Hong (2011) asserts that in order to understand people's behaviour at work, managers must be aware of the concept of needs and conditions surrounding the job such as the quality of supervision, pay, company policies, physical working conditions, relation with others or motives which will help to charge their employees to action. These are the characteristics that people find extrinsically rewarding.

Just like Abraham Maslow's hierarchy of needs theory, Herzberg two factors theory also received criticisms. According to Management Study (n.d), Herzberg two factors theory do not accommodate individual personalities which can make an individual to respond to motivators and hygienic factors.

Herzberg's theory centred on knowledge workers only (managers, accountants and engineers). Thus scholars criticize its ability and reliability as being too generalized (Charlesdarn, 2014). This is because Herzberg did not take a representation of employees in all the organisation departments to respond to his survey rather he only took employees who were literate leaving out the illiterate.

However, Herzberg two factors theory of motivation remains a powerful tool that still shape the foundation of motivation practices today and is still been used to help organisations create the most favourable environment to motivate its employees

despite of the criticisms (Education Business Articles, 2017). In addition, the theory recognises the fact that motivation comes from within the person and not only from external factors.

Herzberg suggests that if managers would want to motivate their employees on the job, they need to emphasize on factors that are associated with the job such as promotion opportunities, growth opportunities, recognition, responsibility and achievement (Robbins, 2010). If managers consider these motivation factors in their organisation employees would be motivated intrinsically.

### **Factors that Motivate and De-Motivate Employees in the Work Place**

Employee de-motivation is delicate and contagious at the workplace (Oakes, 2013). This is because an employee who is frustrated by the acts of the organisation may walk around talking about the negatives of the institution. This influences other employees to be de-motivated too. De motivation results in little and no work effort of employees in their work that brings about low efficiency and productivity (Commlab, n.d). Furthermore, employees who are de-motivated lack management loyalty as such they do whatever they want and end up creating unstable work environment that lack commitment and productivity (Hedges, 2014).

The causes of motivation and behaviour problems at the workplace are familiar to most managers (Wallis, 2013) but the problem arises in how to handle them.

There are many causes of de-motivation in the workplace. First and foremost, the undefined career vision of the organisation (Hedges, 2014). This hinders employee's motivation. Employees become de-motivated if they feel that their managers are not concerned with their career progress (Wallis, 2013). Such

employees feel that their skills and talents are fixed and they cannot be upgraded. On the other hand, when employees do not understand their purpose and path of work, they are likely to exert half-hearted effort thereby making the organisation suffer from achieving its goals effectively (Hedges, 2014).

In addition, the hiring and promoting of wrong people by managers in the organisation also contributes to employee de-motivation (Entrepreneur, 2016). This is when managers recruit or promote individuals who do not have the required qualifications for the job or for the position. This creates tension for the employees who work hard and sacrifice for the success of the organisation.

Besides, Nedushan (2014) posits that the undervaluing of the employees by their employers de-motivates them to work. This is the situation where employees would feel that their efforts for the organisation are not being recognised and appreciated. Employees whose efforts are being appreciated will definitely have a drive to go an extra mile with their work (Galic, 2015). Manager's appreciation and recognition of employees work cannot always be in monetary form as some may think, rather a word of 'thank you' can change the attitude of the employee towards work (Galic, 2015). Oakes (2013) affirms this that it does not take much to make someone feel good about their work by saying 'thank you' or even by giving employees a free lunch. This can do wonders to work performance and the motivation of employees.

Employee favouritism at the workplace also has a great impact on employee motivation (Commlab, n.d). Favouritism at the work place means giving a particular individual a special treatment than any other person at the workplace (Oakes, 2013). Employees become de-motivated if they realize that their co-workers are receiving

special favours from their managers within the organisation. This creates distrust between employees and their leaders (Commlab, n.d).

Finally the lack of proper communication will as well de-motivate employees in the organisation. The lack of communication at the workplace is one of the causes for an unproductive workforce (Waldron, 2015). Communication is a two-way street whereby managers need to communicate with the subordinate on work targets and how they are progressing (Entrepreneur, 2016). Poor or no communication de-motivates employees.

Having looked at some of the causes of employee de-motivation at the workplace, the researcher explored the factors of employees' motivation.

Employees in every organisation are unique and unpredictable (Demer, 2006). They are unique because employees have individual desires and complicated ideals that are not the same to everyone. No matter how perfect an organisation may be, it depends on the capability of the manager on effectively implementing the strategic plans and goals of the organization (William, 2010). This will limit his efforts to please all employees in the organization as a source of managing the organizational resources responsibly. However, when a manager is trying to find the best motivators for his team, he attempts to make some judicious adjustments and changes in order to establish some means of effectively motivating the employees' void of threats and weaknesses to the organization.

Obviously, every employee in the organisation has a purpose to work. Some employees work to earn a living while others work to achieve the goals of the organization. The goals are achieved when employees involved have the ability and the satisfaction in the organisation. Gellerman (1963) affirms that if managers are to

be successful in instilling company-wide motivation, they have to find multiple approaches to reach each individual.

Al-Harthy (2008) and Nicholson (2003) also observes that motivating employees is not about forcing them to act in the organisation rather it is about creating a working environment that is conducive to every employee within the organisation. This is the environment in which employees are trusted, and are treated as adults and not micromanaged (Heathfield, 2017). Likewise, Demers (2006) adds that instilling motivation in employees is not easy, but necessary if the employees are to grow and stay satisfied within their jobs.

Many managers have a perception that motivation is more about money, increasing pay and increasing the take home package. This may be possible in some organisations but not in others. Hence, there is need to explore manageable motivation factors of employees' and goal achievement particularly at Malawi Adventist University. Grinsven (2000) and Deci & Ryan (1980) suggest that motivation can be activated through several factors depending on motivational subsystems that govern the employee's behaviour. It is the demonstrated behaviour that shows whether employees are happy or are not happy in their organisation. Zafar et al. (2014) state that if employees are happy and satisfied they will work hard to achieve organisation goals. This is affirmed by Wollenberg (2014).

Nevertheless, there are so many factors of employees' motivation as pointed by different authors, but for the sake of this study twelve factors will be referred to. These selected motivating factors would be attributed to Malawi Adventist University employees. The selected twelve factors were Physical Environment, Pay or reward, Equity and fairness, Organisation working conditions, Employees' work-life balance,



Employee Career advancement, Work it-self, Recognition, Responsibility, Wellbeing, Supervision and Co-workers.

### **Attention to Individual Matters (Well-being) as Factor of Motivation**

While teamwork is an important element of company success in the organisation, nothing can beat individual attention when it comes to individual motivation (Demers, 2006). If managers give employees more attention to their personal matters, employees would feel motivated and they would perceive their managers as considerate.

This is done through management regular visiting of employees in their work stations to find out how they are progressing. When they are stuck and their challenges seem daunting, management can give the necessary support and encouragement rather than reproof. According to Demers (2015), employees who experience the care, the love and the consideration from their managers on individual aspiration and problems, whether at home or at work, will feel that they are part of the family hence motivation to perform to the fullest.

Additionally, management can further explain how individual welfare challenges can affect negatively the progress of the organization and how in turn the challenges of the organization can affect the employee's individual well-being. Furthermore, Hossain (2012) posits that when employees realize that they are being treated as human beings they tend to be loyal to management hence they work hard and achieve organisation goals without being pushed.

Wollenberg (2014) articulates that it is easy to attract and retain employees' talent in an organisation when the organisation has built a good reputation for taking good care of its workforce. Just by giving out a fruit to employees, according to

Wollenberg (2014), would mean a lot and this will show that managers care for their employee's health (Perrin, n.d). For instance, laughing in the office can change an employee well-being (Smedley, 2013). He declares a great office is an office filled with laughter whereby the work can be rewarding and challenging but if there is no humour in an employees' day to day life, his or her job becomes a grind. Hence, a need for a close consideration of employee's well-being as a source of motivation.

### **Pay or Reward as a Factor of Motivation**

Pay is a universal remedy to help solve the employee problems. According to Rynes (2004), the majority of human resource professionals believe that employees are likely to report that pay is the only paramount motivator of employees. This contradicts other studies that indicated that pay or rewards are not the powerful motivators as indicated in Herzberg two factor theories of motivation (Safiullah, 2015). According to Gueringer (2016) employees' emotions are the ones that play a big role in determining the employees' intensity to work and not pay.

However, Gellerman (1963) concur Safiullah (2015) that pay is not quite a motivator at all in the organisation. While Safiullah (2015) and Gellerman (1963) view that pay is not a motivator. Mikander (2010) had a different view and argues that it is pay that motivates employees. Individuals look for work that is highly paying to satisfy their basic needs as Abraham Maslow has pointed out. According to Kaur (2010), Organisation needs to score high on salary on top of commitment to supervisors, peers and job security. These job characteristics together with the ability of the employee provide the opportunity for a high performance. Also, Managers should not deceive themselves into thinking that employees do not really care about how much they get, and instead simply only want a fair pay system. A permanent increase in pay leads to more performance gains than a one-time payment, and both forms of immediate

payment affect more results than deferred compensation. Different types of pay plans provide different types of rewards, and employees appear to respond differently to these awards based on their value (Sturman, 2012).

### **Equity as a Factor of Motivation**

Equity is yet the desire of every employee whether junior or senior in the organisation. Adebayo (2005) posits that equity theory is one other model that is applicable in understanding workplace fairness. He pronounces that the theory is concerned with how individuals evaluate and react to differences in treatment at the workplace. Equity is how fairly and equally an employee is treated in comparison with others within or without the organisation (Samson, 2009). Adebayo (2005) states that employees tend to compare their inputs that include qualities and characteristics that person poses such as age, seniority, education, effort and skills with what he/she receive.

Negatively, this may relate to the discrepancies in the rewards they get at the end of the month in relation to what they have put in the organisation (Adebayo, 2005). Employees feel robbed when they compare their packages with others who contribute less to the organization even with less qualifications as well. Thus, they develop negative attitude towards managers since they believe that they are not fairly treated in their organisation, hence de motivation.

Therefore, equity in the organisation can be considered a motivator or a de-motivator to the employee. Mejia (2008) affirms this by observing that an employee in an organisation has beliefs about fairness. He asserts that what is fair to one employee may not be fair to another. While there is a sense of unfairness in the organisation that might not be a formal grievance or a sufficient cause to look for fresh pastures, it can be fatal to employee's performance (Smedley, 2013).

Consequently, lack of fairness affects the motivation, the attitudes, and the behaviours of employees towards work; hence, low performance. Al-zawahreh (2012) avers that the “an unfair system is one in which has a lack of predictability, such that arbitrary decisions are made and employees fear victimization. Managers should be aware of the benefits of behaving toward subordinates in a manner perceived as fair. Managers should be concerned with how they treat their employees because employee’s perceptions of that treatment could affect the level of citizenship behaviour” p. 22 as well as productivity.

### **Working Conditions as a Factor of Motivation**

The organisation’s working conditions is one of the factors that motivates or de-motivates employees in the organisation. Working conditions in an organisation includes supervision, organizational culture, workload, career and promotion, advancement, reward, authority and autonomy, working group, job security, financial incentives; performance in term of quantity and quality, attendance, and time management (Aisha, 2013).

Samson (2009) concurs with Aisha (2013) that even though an organisation may appear to be successful financially, there is more that needs to be done if the working conditions are negatively affecting employees. Thus, employees consider these negative working conditions as sources of de-motivation. This hinders the needed passion for employees to work hard so that the organization may maximize its productivity beyond the obvious. Management should be aware of this and do everything possible to achieve extra productivity.

Taiwo (2010) as cited by Brenner (2004) asserts that the ability of employees to share knowledge within the organisation depends solely on the conditions of the organisation. A supportive work environment provide condition that enable

employees to perform effectively thus making best use of their knowledge, skills, competencies and available resources to ensure quality in achieving organisation goals (Oswald, 2012). Accordingly, work conditions and work environment correlates to ensure the organisation culture that promote employee productivity.

A good workplace is attributed with competitive wages, trusting relationships between employees and management, equity and fairness, a sensible challenging workload and achievable goals (Agbzo, 2017). An organisation that fosters these characteristics creates a work environment in which there are good and considerate working conditions that satisfy the needs of the employees.

Sundheim (2015) pinpoints that poor working conditions of the organisation can be a significant source of employee dissatisfaction. However, the working conditions that are adequate and friendly to the employee will result in satisfaction. As a matter of fact, a satisfied employee is a motivated employee leading to high work performance in the organisation. Despite that working conditions vary from one organisation to the other, organisation need to have working conditions that accommodate its employee's needs to enable them to work efficiently to achieve the organisation goals.

Chandrasekar (2011) adds that “motivating work environment must be the one in which employees are treated fairly. No matter what level of input a particular worker has in relation to the business processes as a whole, it is essential for a manager to give each employee a sense of playing a dynamic, integral role in something much larger. Thus, engendering loyalty in motivating workers and increasing the overall productivity of operations” (p.4).

## **Work-life Balance as a Factor of motivation**

Work-life balance is another source of motivation in an organisation. It is the desire of employees in organisations to enjoy work and personal life balance while working. However, this is not the case in many organisations because of the lack of the knowledge of what work-life balance is among managers.

Work-life balance is a very broad phenomenon that has wide definitions (Balance, n.d). He defined it as the extent to which an individual is equally engaged in and equally satisfied with his or her work role and family role. Work-life balance can be in many forms. For example, the University of Colorado Boulder (2012) believes that providing alternate work schedules (flex schedules) to employees give a powerful tool for management to fulfil business needs and accommodate a changing workforce for a better work-life balance.

On the other hand, Rife (2015) states “work-life balance policies frequently include benefits such as flexible work hours, child-and elder-care provisions, paid maternity leave, adoption assistance, leave/time off, education assistance, health assistance, and housing assistance p.6. Singh (2014) argues that balancing of work demands and family life are very essential and are associated with the mental and the physical health of the employees.

However, according to Rife (2015) research clearly shows that regardless of what the organization promotes, direct supervisors or managers greatly influence the work-life balance of their subordinates. Managers who focus on the desired work product, rather than requiring “face time” or logging overtime hours, can better enable their employees to balance work and life demands.

Where work and personal life is balanced and wisely managed, employees in an organisation enjoy both personal life and work demands (Singh, 2014). This

enables employees to avoid disturbing working hours with personal responsibilities. Shankar (2014) avers better quality work life lead to increased employee morale. Consequently, this limits and reduces costs for non-work-related absenteeism due to personal life issues.

### **Career Advancement as a Factor of Motivation**

Career advancement is another factor of employee motivation in the organisation. Demers (2006) claims that employees in the organisation feel stifled when their job becomes repetitive and stagnant for a long time with no hope of change. This will eventually de-motivate employees to work even those considered ambitious employees. Accordingly, career advancement is known to be an intrinsic factor of motivation as Herzberg two factor theories has pointed (Hossain, 2012).

Llopis (2012) affirms that career advancement motivates employees. If managers offer employee opportunities for advancement, employees will be motivated to work hard. As such, managers must focus on propelling the development and ability of employees through training programs that foster growth opportunities and enhance performance (Safuillah, 2015 and Heathfield, 2016). Training employees as far as Sushil (2013) is concerned helps in motivating, in turn retaining competent and skilled employees and ultimately help in developing succession plan. This expands knowledge base, leads to better understanding of job and greater ability to solve problem. Hence, creating a learning environment which prepares organization to deal with any forthcoming situation and thereby enhancing quality work life.

Again, Kefelegn (2016) said that career advancement and reward systems are sources of motivation at the work place. He therefore deduces that there may be a negative impact on motivation, morale, job satisfaction and performance in instances where employee's expectations for advancement are not yet met. Employees,

especially young people, get apathetic when they feel there is little chance of personal growth in their career. High level competition and globalization have also created stress leading to work life imbalance. It is through motivation and retention strategies that stress can be reduced and work-life balance can be created.

This encourages them to develop innovative ways in their work stations to better accomplish the organisation goals. However, offering educational opportunities to employees help them develop their skills and adapt to change. Thus, they will be willing to work even during odd hours.

### **Work as a Factor of Motivation**

Work itself can also be one of the factors of motivation to employees in the organisation (Colquitt, 2013). Thus, employees work hard when they enjoy their work. This is because enjoyment intrinsically provides them job satisfaction. Hence, the employees appreciate their job and work hard passionately. In turn, the demands of the job and the goals of the organization are achieved effectively. In addition, Hackman (1967) observes that motivation through work require a person engagement in challenging activities that stretches their skills, abilities and meaning to the employee. Therefore, they put more effort to accomplish the task as they strive to achieve the organizational goals.

Moreover, Burton (2012) and Hossain (2012) assert that providing a clear and understandable job description can motivate employees to work since they are aware of what is expected of them in relation to their job description. Often, employees are employed in organisations and no proper job description is given to them to enable them to frequently review their work demands and responsibilities. Hence, work becomes a de motivator. Ganta (2014) said that job enrichment, job enlargement and job rotation are important factors that give employees a sense of courage and



ownership of the job. The link between employee motivation and performance is quite obvious.

With that in mind, managers need to find creative ways in which to consistently keep their employees motivated as much as possible. Motivation is very important for every company to improve the employee performance and productivity of the organisation.

### **Employee Recognition as a Factor of Motivation**

Every employee in an organisation desire to be acknowledged for the contribution he or she is making to the organisation. Hossain (2012) as cited by Glanz (2002) states that appreciation is one of the top desires of employees which motivates and keep them productive in the workplace. This enhances the employees' morale to work hard, to think better for themselves and sharpen their abilities to achieve organisation goals (Hossain, 2012). This is affirmed by Safiullah (2015) as cited by Lai (2009) who points out that recognized employees work efficiently by extending much of their efforts, participating in work related issues and hence low rate of absenteeism.

Abraham Maslow's theory of 1943 ranked employee recognition as an employee's esteem factor while in 1959 Herzberg two factor theory ranked it as a motivator. In addition, Safiullah (2015) posits that an employee retaliates when they discover that there is lack of appreciation or the appreciation is too low relative to others in the same organisation. These dissatisfy employees.

There are several ways to recognize employees as individual or based on their achievements while at work (Hossain, 2012). Such recognition includes a greeting, acknowledging employee milestones, appreciating new ideas and holding celebrations

for the success of the organisation. This can mean a lot to the employees' work and transforms the organisation environment.

However, employee recognition whether in cash or non-cash has a great impact on the organisation achievement of goals over the routine pay (Mikander, 2010). Supervisors and managers can also have an impact on employee motivation through the recognition of positive employee efforts and accomplishments.

Recognition is an important aspect of keeping employees. Unfortunately, although it is a simple and cost-effective strategy, it is often overlooked as a viable solution to retention problems. Employers often focus on wages as the primary incentive they can offer employees. This solution, however, is shortsighted. Employees often identify less tangible aspects of their jobs as the most motivating and important (Nelson, 1994). Employees need concrete feedback and appreciation for what they do. They want to feel they are an important part of the organization's success, and they desire for managers and co-workers (Larson, 2001). This is because recognition does not have specific time as to when they are paid for they are meant to surprise. According to Mikander (2010), non-cash recognitions tend to motivate the employees more because they are personalized based on one's achievement. Also, noncash recognition distinguishes the company reputation from others with its long and outstanding items that are rare and are imitable hence more individuals would prefer working in such reputable companies that value the works and achievements of their employees.

### **Physical Working Environment as a Factor of Employee Motivation**

Physical working environment is another crucial factor that can motivate and de-motivate employees at the workplace. Physical working environment is the surroundings within the organisation where employees spend most of their working

time (Raziq, 2015 and Spector, 1997). The Employee physical working environment include the office layout, office furniture and equipment, workplace lighting, temperature, office design, set-up, ventilation, noise vibration, air quality and radiation (Tahir, 2015). These factors according to Vischer (n.d) influence the employees' actions and their attitudes towards work hence they can motivate or demotivate the employee to achieve the organizational goals.

However, if managers do not secure and maintain a comfortable, safe and very supportive environment among its employees, employees become de-motivated (Vischer, n.d). It is, therefore, the role of managers to create a good working environment that increases employee work efficiency. In order to create a physical work environment that is conducive and that fosters employee motivation to work Taiwo (2010) as cited by Akinyele (2007) states that managers must ensure the wellbeing of the employees for them to be able to exert their roles with vigor that will translate into productivity.

Good working environment reduces sick leaves and lowers employee turnover. Above all good working environment enables employees to work to their maximum and achieve organisation goals effectively (Elnaga, 2013). When employees work in an environment that suits their physical and mental abilities, (Elnaga, 2013) and Agbozo, 2017), then the employees have a correct fit between the organisation and the employees' work hence an increase in motivation.

Agbozo (2017) argues that apart from other factors that motivate employees at the work place, physical working environment is one of the crucial factors because productivity of employees is excessively determined by the physical environment they work in. This physical environment setting impact the level of interaction between co-

workers, more especially if the offices layout may allow or may not allow employees to share ideas that pertain to their work or not.

An improvement in one of the attributes of physical environment such as an office building, quality of lighting system at the workplace promotes working experiences that result in high productivity (Taiwo, 2010 and Agbozo, 2017). This includes leveraging the organisation physical environment that enable employee innovations and improved work efficiency (Taiwo, 2010).

The level of comfort derived from the work environment determines the level of motivation and the productivity of the workers. Taiwo (2010) further states that worker productivity cannot be optimal if the conditions of work environment are not favorable. To align this, managers must identify both psychological and situational factors that best motivate employees to boost the organisation productivity and hence achieving organisation goals effectively.

### **Responsibility as a Factor of Employee Motivation**

Although work environment and working conditions are the crucial factors of employee motivation, responsibility delegation must also be included in the working conditions of the organisation. This is where top management does not limit the employees' task but creating a sense of responsibility in employees (Raziq, 2015). If managers do not trust that their employees can manage the work, definitely they would not pass on their responsibility. This does not enhance the confidence and motivation of employees (Lavinsky, 2012). A confident employee works beyond the managers' expectation due to his or her excitement in achieving the organisation goals.

Furthermore, responsible and motivated employees own the organisation as such they take the challenges and the success of their organisation as their own. This

is possible if employees are satisfied and motivated (Tomes, 2017 and Burton, 2012). According to Riley (2005), an employee sense of responsibility encourages them to feel that their contributions are valuable for the success of the organisation. In order to achieve the maximum, managers must at times assign jobs and responsibilities to employees to induce their level of motivation to perform.

### **Employee Supervisor as a Factor of Motivation**

Employee supervisor is also another factor of employee motivation. Relationships between the supervisor and employees cause work motivation or demotivation (Hossain, 2012). He states that a bad feeling of an employee about the supervisor has an impact on work performance. The unfavorable work supervision and relation with supervisors often result in tense and job dissatisfaction (Heathfield, 2016). This is affirmed by Safiullah (2015). If employees find that their supervisor loves, cares and like giving feedback to his or her subordinates on their work expectations, employees tend to acknowledge the meaning and the contributions of their efforts in achieving the organisation goals.

Supervisors are the key engineer of employee motivation. Supervisors must create positive interacting time with the subordinates to listen to their work challenges (Heathfield, 2016). By doing so, the supervisor will bring a difference in the employees' attitude towards work as well as the negative perceptions employees had of the supervisor. Hence productivity increases.

### **Co-workers as a Factor of Employee Motivation**

Apart from supervisor relationship co-worker relations in the organisation can also be a factor of employee motivation. Relationships with co-workers in the organisation influence employee motivation at the workplace (Burton, 2012). This is

because employees interact with colleagues more at work than at home and as such there is meaningful relationships with co-workers around them. There is free flow of information and employees are free to ask for guidance whenever they encounter a work problem rather than messing up the job. Raziq (2015) states that it is the interaction of the employees that is crucial to the accomplishment of the organisation goals (Sari, 2017). This is crucial because if there is a clash among the co-workers on an issue pertaining to their job responsibilities then it will be difficult for employees to seek for ideas and advices from co-workers to achieve the desired organisation goals.

The interpersonal relationships among employees can support or endanger the psychological safety of an employee at the workplace. Co-workers who support and respect each other are destined to confidence and a strong engagement to work (Ariani, 2015). However, positive relationships in the workplace are important for organizational life. This is because employees' whose relationships and friendships are positive benefit their mental experience as well as the physical health. Jungert (2012) asserts that an increased support from managers and co-workers may increase employee competence that result in high performance and productivity.

Furthermore, committed employees to their organisation find personal meaning to their co-workers but above all to the organisation. They are happy and make their work agreeable as they assist each other with ideas and creativity to achieve the organisation goals (Jungert, 2012). This is affirmed by Paramitha (2014). Happiness among co-workers in the workplace yields, such that there is an increase in employee morale and the willingness to work towards improving the company products and services achieve organisation goals effectively (Gregory, 2009).

Upon looking at different sources of employee motivation at the workplace, it is the researcher's interest to find out if all factors are associated with employee demography, job status, job position, years of service and employee culture at the workplace.

### **Age and Motivation**

Although no age motivation relationship was recorded in a number of studies, Roos (2005) argues that other studies suggest that motivation is associated with age. The influence of age on motivation matters in the sense that older employees are less motivated by achievement but by the meaningful work than the young employees (Kierastajin, 2008, Tolbert and Micen, 1998). This means that young employees consider personal achievement as a motivational factor at the organisation due to their age range. They would always want to achieve high levels of job and be recognized by their achievement.

In addition, according to Roos (2005) and Kovach (1995) young employees are concerned with good pay to motivate them to work. This is quite different with older employees who consider job security as a paramount factor of motivation. Employees in this age range would be scared of losing their job at any time due to old age as a result motivation factors gradually changes with age (Bernotaite, 2013). Bernotaite (2013), observes that some motivational factors are plausible. They are stable and do not change with age. Obviously, young employees would not mind to lose their job but would mind how much they are getting to sustain their life (Intern, 2015).

Despite the fact that pay depends on age to motivate some employees, Wiley (1997) found out that pay is a motivator to all employees regardless of age in the organization.

## **Gender and Motivation**

While Intern (2015) states that the above variables influence motivation, Johnson (2005) as cited by Simons and Enz (1995) reveal a significant difference in some demographic variables such as age but not with gender. Wiley (1997) and Stead (2009) posit that motivation level placed on each motivational factor vary according to the demographics of employees. This means that there is a significant difference in motivational preference between men and women, their ages, their job status, their job position and their culture just to mention a few.

Actually, what motivates men sometimes motivate or de-motivate women. Women derive their motivation from appreciation for work accomplished and good working conditions while men's motivation derive from challenging and interesting work (Conrad et al., 2015 and Wiley, 1997).

Again, Gunley (2010) mentions that women prefer work-life balance as a factor of motivation than men because women by nature hold both domestic work and work responsibilities. In other words, females would be motivated if they have flexible work schedules to accommodate their family responsibilities. Abubakar (2016) concurs with Gunley (2010) that finding a balance between work demands, family, and social life of an employee is challenging for modern society and that is common among women in the workforce. This means work-life balance as a factor of motivation affect employees' gender motivation (Fujimoto (2012). Despite the fact that there are differences in employee preferences based on gender, there are some universal motivational factors that are for both genders such as relationship with peers, salary, personal life and responsibility (Bernotaite, 2013).



## **Job Status, Job Position, Years of Service and Motivation**

Job status and job position are also associated with employee motivation (Wiley, 1997). An employee whose employment status is permanent places more value on working conditions, personal loyalty to organisation and interesting work. This is contrary to employees whose job status is temporary. Bernotaite (2013) affirms that it is feasible to assume that the length of employment affects the priority of motivational factors.

Job position impact job tasks, level of responsibility, nature of work and the condition of work (Bernotaite, 2013). The position of an employee influences the level of motivation. Bajwa (2010) argues that the job position an employee holds in the organisation enlightens some facts about motivation such that individuals in leading positions have a broader work area and a higher responsibility, which leads to the use of skills to perform to their best to achieve organisation goals. Employees who are in such positions enjoy autonomy as such they work hard to sustain their positions hence influences their motivational level.

Furthermore, when an employee is associated with the organisation for a long time, it means his or her skills will definitely be used frequently (Bajwa, 2010). However, with the increased years of service in the organisation the employee's gets more tasks and are able to do more things by himself/herself since they hold responsibility and accountability of their operation. They would perceive their job meaningful and interesting hence motivation level increases.

## **Motivation and Organizational Goal Achievement**

Kelechi (2013) avers that motivation is one of the most important factors determining organization efficiency. All organisation resources get waste in the

absence of motivated employees for proper use of the resources. In an organization, the main reason behind running activities is to achieve organizational goals. Organisation performance plays a principle role in attaining such goals. However, the performance of human beings in the organisation is dependent on the ability implanted in motivation. By providing proficiency and the employee connection to the organisation, motivation helps and thus improves performance in achieving organisation goals. Motivation is an effective instrument in inspiring the workforce to perform to achieve the organisation goals. Osabiya (2015) said motivation lead to high levels of job creativity at the workplace. It increases the willingness of the employees to work and ensure best efficient utilization of resources to achieve organisation goals. Employees should be motivated to carry out the plans, policies and programmes laid by the organisation (Kelechi, 2013). Organizational performance is all about attaining goals. Some believe it is simply how content an individual is with his or her job while some it is the willingness and the capacity to work to achieve the organisation goals. In other words, an employee can be physically and mentally fit to work but if he lacks motivation for the job and thus organisation goals cannot be achieved. Motivation bridges the gap between capacity to work and willingness to work. As a psychological catalyst according to Nabi (2017) motivation turns the spirit to embodied object. Organizational effectiveness is an extent up to which, the organization fulfills its goals using certain resources and with placing strain on its members. It also helps to ensure the operative use of human resource, gratification of employees, mutual consistency, durability of workforce which are important factors for attaining the organizational goals, smoothing organizational performance and thus bringing about job satisfaction (Nabi, 2017).

## **Theoretical Framework for the Study**

A theoretical framework of the factors of employee motivation and the effect on organizational goal achievement and its association with employee job status, job category, years of service and demography are assumed to be influenced and associated with age, gender, years of service, Job position and Job status. The study framework above is developed based on literature review. Literature reviewed reveal that employee motivation is an interesting subject that has been widely researched by different researchers. A lot has been reviewed in relation to motivation such as job satisfaction, organisation commitment, employee turnover, organisation goal achievement and the factors of motivation in different organisations around the world.

In addition, literature has also provided that in order for an organisation to achieve its goals, motivation factors must be present and these factors are associated with employee demography though with little evidence in other organisation context as regarding, job status, job position and years of service. Further, literature has no evidence on factors of employees' motivation and their effect on the achievement of organizational goals at Malawi Adventist University.

Therefore, it is in this regard that the researcher would want to conduct this study to examine the effect of motivation factors on the achievement of organisation goals at Malawi Adventist University to fill the existing gap in literature.

## CHAPTER 3

### METHODOLOGY

#### **The Research Design**

The research design for this study was a causal type of study conducted once in a specified time of one month to examine the effect of motivation factors and the extent to which motivation factors and demographic factors affected the achievement of organisation goals at Malawi Adventist University.

#### **Study Setting**

Malawi Adventist University is owned by Malawi Union Conference of the Seventh-day Adventist Church. The University was established in 1996 by an action of Malawi Union Executive Committee. The action was taken to upgrade it from a seminary to a Junior College. This materialised in 2000 when the institution was opened as Malawi Adventist College with the signing of an affiliation agreement with the University of Eastern Africa, Baraton Kenya in May 2007. The signing of an affiliation document developed the institution from it being a junior college to a full university. These developments included Malamulo College of Health Sciences as a constituent college of the University that offers medical degrees, diplomas and certificates (MAU, 2013).

The school had 241 faculty and staff with 1451 students in both campuses. The University is set up to provide tertiary education to the people of all tribes in Malawi and abroad. The institution produces holistic education whose products are bachelor's degree in Business studies (whose major and minor is in Accounting,

Management, and Marketing), bachelor's degree in Education (whose major and minor is English, Literature and Religion), bachelor's degree in Theology, and bachelor's degree in Agriculture. The degrees are offered at the university main campus.

The University is fairly new on the market and it hold eighth of its graduation ceremonies in 2016 since its existence. The University was caught up with competition with other emerging private Universities such as Catholic University, Malawi Assembles of God University, Livingstonia University, just to mention a few. To overcome this competition, Malawi Adventist University needed employees who could work hard and willingly go an extra mile in both teaching and supporting the organisation with the help of managers to achieve the organisation goals through various factors of motivation. The study was conducted in Malawi. The country has four government owned universities and ten private colleges and universities, out of the ten universities, six were faith based while the rest were non-faith based. These universities are scattered around the three regions of the country.

### **The Population and Sampling Procedure**

The study targeted on campus and off campus employees from Lakeview and Malamulo Campuses as population sample. The population consisted of 241 employees whose employment status was permanent and contract (See Table 1 below).

*Table 1. Population and Sample for the Study (Malamulo and Lakeview Campuses)*

Name of Campus	Permanent Employee (Teaching and Non-teaching)	Contract Employees (Teaching and Non-teaching)	Total Population	Sample
Lakeview Campus	51	40	73	91
Malamulo Campus	79	71	108	150
Total	130	111	181	241

(Source: Field Data, 2018)

From the population of 241 employee, 181 employees were randomly selected as a sample for the study. This was according to Krejcie and Morgan (1970) pre-calculated sample size table see appendix (C) as cited by Sekeran (2013). Random sampling provided employees with equal chance of being selected to participate in the study.

### **Instrument for Data Collection**

The researcher used a self-structured questionnaire for data collection. The Questionnaire had three sections. Section A described the demography of the employees such as age, gender, education qualification, job position, years of service and job status. Section B had close ended questions on the variables under study while section C had open ended questions where the respondents had the opportunity to express their views in writing with items on the scale. The questionnaire contained questions on intrinsic motivators, some questions on extrinsic motivators and questions on employee demographic characteristics. The close ended questions used Likert Scaling method of five-point intervals ranging from 5=Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree to quantify the degree of the responses. On the other side, the open-ended questions where employees expressed their views was also considered in the study.

### **Instrument Validity**

The instrument ensured accuracy in measuring the constructs that it intended to measure. Therefore, a pilot study of the questionnaire was conducted and reviewed with the help of the advisor and the research committee to ensure the face and content validity of the instruments. The instrument was tested at Malamulo and Lakeview using the remaining population of employees who were not part of this study's sample. Inefficiencies appeared, the instruments were amended to make sure that the contents of the instruments measured all the variables to achieve the objective of the study.

### **Instrument Reliability**

The reliability of the data collection instrument also ensured that the instrument measured what it intended to measure and the results obtained were reliable. Cronbach Alpha method was used in this study to test the reliability and the stability of the responses on the constructs the questionnaire intended to measure (Bolarinwa, 2015 & Sekeran, 2013) as shown on Table 2 below.

*Table 2. Cronbach Alpha Reliability Test*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Extrinsic factors	11.4594	1.230	.561	.535
Intrinsic factors	10.9887	1.432	.504	.579
Demographic factors	11.4270	1.563	.459	.611
Organisation goals	10.3067	1.703	.322	.690

(Source: Field Data, 2018)

## **Ethical Considerations**

Ethical issues relating to protection of participants were of great concern in research (Marquita, 2015). Evans (2011) as cited by King and Harrocks (2010) added that ethical practice of social research with human participants was complex and demands researcher responsibility. It concerned the participant confidentiality and their consent to participate in the study. Prior to data collection, the researcher sought for an approval from Adventist University of Africa and authorisation from the leadership of the participating organisation. In addition, the researcher sought individual consent from the participant by explaining the purpose of the study and their role as participants. They were given opportunity to ask questions or concerns and invitation to voluntarily participate in the study.

Furthermore, the researcher ensured the privacy of participants and confidentiality of data collected, first, no identities and information were acquired that would identify participant names, emails, phone numbers, home addresses in the study. Secondly data collected was available only to the research team – the researcher, advisors and the statistician secured with a password. In addition, all data collected was coded and none of the participants' responses was individually identifiable in the resulting study. Again, the researcher exercised objectivity in analysing and presenting the results to make a conclusion about Malawi Adventist University. In addition, the researcher acknowledged the borrowed information from all sources whether primary or secondary to avoid plagiarism and to preserve the originality of the study.



### **Data Collection Procedure**

Data was collected after Adventist University of Africa Research Committee Board approved the research proposal and the survey instruments. An email was written to Malawi Adventist University Administration Committee Board requesting for permission to conduct the study at Malawi Adventist University campuses. After permission was granted, the researcher distributed and administered the questionnaire personally to the participants who agreed to take part in the study. The participants were given a maximum of one week to complete the questionnaire. The whole process of data collection took one month.

### **Method of Data Analysis**

After collection of the questionnaires from respondents, the questionnaires were first scrutinized to find out if there were errors and to check if all the questions were attempted. Some questionnaires were not fully responded to as required but were considered otherwise. When editing was done, the questionnaire was numbered based on the number of the retrieved questionnaires then the researcher coded the questions and imported it in SPSS statistical package version 22 to get the numerical data for descriptive analysis. The descriptive analyses were facilitated with frequency tables.

On the other hand, the analysis provided the insight distribution of the respondents based on the employee demographic characteristics to respond to the research questions. Frequency tables were employed to analyse the demography of the respondents as well as the descriptive factors of motivation. Inferential statistics deemed appropriate for the study such that correlation and multiple regression analyses were used to answer the research questions and the null hypotheses of the study.

## CHAPTER 4

### RESULTS AND DISCUSSIONS

This chapter presents the findings, the analysis and the interpretation of data gathered through research questionnaire on the effect of employee motivation and the achievement of organisation goals, the case of Malawi Adventist University. The findings are presented according to the sequence of the research questions.

#### **The Response Rate**

The employees under study were 241. Out of the 241 employees, 181 was the sample size. 181 questionnaires were distributed to the respondents and 155 were retrieved representing 85.6% retrieval rate. 9 questionnaires were discarded as were not properly responded to leaving 146 questionnaires that were fully responded to and that represented 80.6% or 81% response rate. Therefore, the results presented and the conclusions made from this study are from the 81% response rate and the researcher felt adequate to draw conclusions out of this.

#### **Demographic Characteristics of the Respondents**

This section presents the demographic information of the respondents based on their age, gender, years of service, education level, job category and job status. These categories are shown on the frequency distribution tables below. The distribution by age is presented in Table 3.

*Table 3. Distribution by Age*

Age Group	Frequency	Percent
Below 25	2	1.4
25-34	27	18.5
35-44	61	41.8
45-54	33	22.6
55-64	18	12.3
Above 64	5	3.4
Total	146	100

(Source: Field Data, 2018)

From the above age distribution table, all age groups of Malawi Adventist University were represented in the study. However, the table revealed that 41.8 % of the total respondents were in the age group of 35-44 indicating 61 employees followed by 33 respondents who were within the age group of 45-54 representing 22.6% with a minority of those below 25 representing 1.4%. Based on the results it can be concluded that most of Malawi Adventist University employees are in the age range of 35-44.

Table 4 below summarises the gender distribution of the employees who participated in the study.

*Table 4. Distribution by Employee Gender*

Gender	Frequency	Percent
Male	109	74.7
Female	37	25.3
Total	146	100.0

(Source: Field Data, 2018)

The gender frequency distribution Table 4 above shows that male and females were represented. Of the total 146 respondents 109 employee respondents were male representing 74.7% and 37 were female representing 25.3%. This means that there are more male employees than female employees at Malawi Adventist University as evidenced by the figure of the male doubles the representation of the female respondents.

*Table 5. Distribution by Employee Years of Service*

Years of Service	Frequency	Percent
0-4	34	23.3
5-9	39	26.7
10-14	28	19.2
15-19	14	9.6
Over 20	31	21.2
Total	146	100.0

(Source: Field Data, 2018)

Frequency distribution Table 5 for employee's years of service above indicate the number of years respondents have served Malawi Adventist University. This information was important to the researcher as it gives information on the experience of the respondents with the operations of the university. The more the years of service the better the understanding one has on the operations of the institution. The table indicated that out of 146 employee respondents under study 39 employees served Malawi Adventist University for a period of 5-9 years long representing 26.7%, followed by 34 employee respondents who served the organisation for a period of 0-4 years representing 23.3% and with a least number of those who served the organisation for at least 15-19 years representing 9.6%. Therefore, the results indicate

that the majority of the respondents have served Malawi Adventist University for 5-9 years long.

*Table 6. Distribution by Employee Education Level*

Education Level	Frequency	Percent
PSLC	11	7.5
JCE	11	7.5
MSCE	23	15.8
CERTIFICATE	8	5.5
DIPLOMA	12	8.2
DEGREE	47	32.2
MASTERS	27	18.5
PHD	7	4.8
Total	146	100.0

(Source: Field Data, 2018)

The level of education was required from the respondents to find out whether the respondents would be able to interpret and understand the research questionnaire given. Table 6 above presents Malawi Adventist University employee's education level. The results indicate that of the 146 respondents under study, 81 are university graduates. In percentages as shown on Table 6, 32.2% are bachelors and 18.5% are master holders with a few doctoral representing 4.8%. Respondents with college certificates, diplomas and other qualifications constituted 45.5% of the entire sample. Based on these results the researcher concluded that the respondents are adequately qualified and are knowledgeable to interpret and complete the questionnaire.

Table 7. Distribution by Employee Job Category

Job Category	Frequency	Percent
Permanent	112	76.7
Contract	34	23.3
Total	146	100.0

(Source: Field Data, 2018)

Table 7 present results of job categories of Malawi Adventist University employees. This information was important to the researcher to find out how many respondents were on permanent and how many were on contract. The results indicate that 112 respondents were permanent workers representing 76.7% followed by 34 contract workers representing 23.3%. Based on these results, it can be concluded that the majority of the respondents were permanent workers. This indicates that most of Malawi Adventist University employees are on permanent basis.

Table 8. Distribution by Employee Job Status

Job Status	Frequency	Percent
Teaching	49	33.6
Non-Teaching	97	66.4
Total	146	100.0

(Source: Field Data, 2018)

With respect to job statuses, the researcher wanted to know how many teaching and non-teaching respondents participated in the study. Table 8 above shows the results. Of the 146 respondents under study, 97 were Non-teaching staff representing 66.4% and the rest of the respondents were teaching staff representing 33.6%. This means that the composition of Malawi Adventist University employees the majority are non-teaching staff.

## Research Question 1

### To what extent do intrinsic motivation factors affect the achievement of organisation goals at Malawi Adventist University?

In order to address the first research question, the researcher used descriptive statistics to find the intrinsic motivation factors that are important to Malawi Adventist University employees. The degree of agreement of the respondents is based on the 5-point Likert response scale. The expected mean for very important factor is 5 and the analysis is based on how the mean responses of the respondents are close to the expected. Table 9 below shows the descriptive responses and interpretation for each of the mean scores.

*Table 9. Descriptive Statistics- Intrinsic Motivation Factors important to employees*

Intrinsic factors	Mean	Standard deviation	Interpretation
Work-life balance	3.81	.80	Important
Nature of work	4.00	.80	Important
Employee Wellbeing	3.31	1.08	Not sure
Equity and fairness	3.59	1.01	Important
Responsibility	4.04	.71	Important
Recognition	3.66	.85	Important

(Source: Field Data, 2018)

Legend: Interval scale of 1.00-1.49 = Not important at all, 1.50-2.49 = Not important, 2.50-3.49 =Not Sure, 3.50-4.49 =Important and 4.50-5.00 =Very important.

Table 9 results indicated the highest mean score on employee responsibility of 4.04, SD= .71, followed by nature of work (M=4.00, SD=.80), work-life balance (M=3.81, SD=.80), employee recognition (M=3.66, SD=.85), equity and fairness (M=3.59, SD=1.01) while employee wellbeing had a least mean score of 3.31, SD=1.08 indicated that employees were not sure if the factor was important. Their

standard deviation ranged from .71-1.08 measured the degree to which the scores in the distribution deviated from the means.

As stated in literature, not all motivation factors are equally important to employees at the same time. Some factors are more important than others such that they provide much more powerful drive to an employee to work and achieve organisation goals (Robbins, 2010 and Armstrong, 2006). As shown in Table 9 above, the mean scores of the intrinsic motivation factors ranged between a high of 4.04 and a low of 3.59 indicated that respondents agreed to the fact that motivation factors are not the same to employees. Some factors are important and some are not. The results revealed that responsibility, nature of work, work-life balance, employee recognition, equity and fairness are the intrinsic motivation factors important to employees in achieving the organisation goals as evidenced by their mean scores.

### **Research Hypothesis Testing 1**

**Employees' intrinsic motivation factors do not significantly affect the achievement of organisation goals at Malawi Adventist University.**

In general, to examine the extent at which the intrinsic motivation factors affected the achievement of organisation goals at Malawi Adventist University correlation matrix was computed to assess the relationship. Table 10 below presents the results.



*Table 10. Relationship - Intrinsic Motivation Factors and Organisation Goals*

Intrinsic motivation factors		Organisation goals
Work-life balance	Pearson Correlation	.124
	Sig. (2-tailed)	.136
Nature of work	Pearson Correlation	.308**
	Sig. (2-tailed)	.000
Wellbeing	Pearson Correlation	.089
	Sig. (2-tailed)	.283
Equity and fairness	Pearson Correlation	.150
	Sig. (2-tailed)	.071
Responsibility	Pearson Correlation	.320**
	Sig. (2-tailed)	.000
Recognition	Pearson Correlation	.240**
	Sig. (2-tailed)	.004

(Source: Field Data, 2018) N=146

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed).

The results in Table 10 above present the relationship between intrinsic motivation factors and the achievement of organisation goals. It shows significant positive relationships between intrinsic motivation factors and the achievement of organisation goals on these factors: nature of work ( $r = .308^{**}$ ,  $p < .05$ ), responsibility ( $r = .320^{**}$ ,  $p < .05$ ) and recognition ( $r = .240^{**}$ ,  $p < .05$ ). These results therefore indicate a significant relationship between the intrinsic motivation factors and the achievement of organisation goals. On the contrary the results also indicated that there is no relationship on factors like work-life balance, wellbeing, equity and fairness.

To further determine the effect of the intrinsic motivation factors multiple regression analysis was conducted. Table 11 presents the results.

Table 11. Multiple Regression- Intrinsic Motivation Factors

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.083	.290		10.622	.000
Work-life balance	-.020	.055	-.032	-.363	.717
Nature of work	.113	.057	.180	1.961	.052
1 Wellbeing	-.011	.040	-.024	-.280	.780
Equity and fairness	.019	.041	.039	.464	.643
Responsibility	.158	.061	.225	2.574	.011
Recognition	.080	.050	.136	1.593	.113

(Source: Field Data, 2018)

a. Dependent Variable: Organisation goals

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 <sup>a</sup>	.160	.123	.47048

(Source: Field Data, 2018)

a. Predictors: (Constant), Recognition, equity and fairness, responsibility, wellbeing, work-life balance and nature of work

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.850	6	.975	4.405	.000 <sup>b</sup>
	Residual	30.768	139	.221		
	Total	36.618	145			

(Source: Field Data, 2018)

a. Dependent Variable: Organisation goals

a. Predictors: (Constant), Recognition, responsibility, nature of work, wellbeing, work-life balance, equity and fairness.

The results in Table 11 show an F value of 4.405 with a corresponding p-value < 0.05 indicating a significant effect between the intrinsic motivation factors and the achievement of organisation goals. A critical look at Table 11 reveals that nature of work with (Beta) of .180, t=1.961 and p < 0.05 and employee responsibility with (Beta) of .225, t= 2.574 and p < 0.05, explains the significant degrees of

variation in the achievement of organisation goals. More so, the adjusted R square of .123 means that approximately 12% of the total variation in organisation goal achievement is as a result of the nature of work and employee responsibility. The multiple coefficient of the regression Multiple R, of .400<sup>a</sup> also indicates a strong correlation.

These results seem to collaborate with Riley (2005)'s that entrusting employees with responsibility in different positions contribute to the achievement of organisation goals. This will encourage employees to work hard and prove that their work contributions mean a lot for the success of their organisations. The success of the organisation is dependent on the employee's nature of work and a sense of responsibility. Creating a sense of responsibility indicates that managers trust and have confidence in employees that they will carry out work properly without close supervision. Besides, a confident employee works beyond manager's expectation due to the excitement and the trusted work (Lavinsky, 2012). They are responsible and motivated hence they own the challenges and the successes of the organisation. This therefore suggests that if managers entrust employees with responsibility they will intrinsically get motivated and eventually the organisation is likely to benefit more.

Furthermore, these results seem to agree with Colquitt (2013)'s suggestion that employees work hard when they enjoy their work. The enjoyment comes due to the nature of work the employee is involved in and this provides job satisfaction. Employees who are satisfied appreciate their jobs and work passionately to fulfil their job demands without being pushed. Therefore, the null hypothesis which claims that intrinsic motivation factors such as employees' nature of work and responsibility do not significantly affect the achievement of the organisation goals is rejected.

On the other hand, since the other intrinsic motivation factors such as work-life balance, recognition, wellbeing, equity and fairness did not prove as significant in the regression matrix, the null hypothesis is accepted.

## **Research Question 2**

### **To what extent do extrinsic motivation factors influence the achievement of organisation goals at Malawi Adventist University?**

To answer the second research question which sought to establish the extent to which extrinsic motivation factors influenced the achievement of organisation goals, the researcher employed descriptive statistics to find the extrinsic factors that seem to be important to Malawi Adventist University employees. The respondent's degree of response is based on the Likert scale of 5-point response. The expected mean for a very important factor is 5 and the analysis is based on how close the means are to the expected. Table 12 below exhibit the results.

*Table 12. Descriptive Statistics - Extrinsic Motivation Factors*

Extrinsic Factors	Mean	Std. Deviation	Interpretation
Working Conditions	3.59	1.08	Important
Pay or Reward	2.96	1.08	Not Sure
Supervision	3.36	.85	Not Sure
Co-Worker	3.65	.82	Important
Physical Environment	3.23	.83	Not Sure
Career Advancement	2.80	1.12	Not Sure

Source: Field Data, 2018)

Legend: Interval scale of 1.00-1.49 = Not important at all, 1.50-2.49 = Not important, 2.50-3.49 =Not Sure, 3.50-4.49 =Important and 4.50-5.00 =Very important.

Recalling literature review section, extrinsic motivation inspires an action that leads to an outcome (Ryan, 2000). The employees are involved in actions because there is a reward at the end. It is this reward therefore that energises employees to work hard. Based on Table 12 above, the results indicate the mean scores of the variables used ranging from 2.80 to 3.65. The highest mean score of 3.65, SD=.82 was obtained on co-worker, followed by working conditions (M=3.59, SD=1.08), supervision (M=3.36, SD=.85), physical environment (M=3.23, SD=.83), pay or reward (M=2.96, SD=1.08) and career advancement (M=2.80, SD=1.12).

The results show that co-worker (M=3.65, SD=.82) and working conditions (M=3.59, SD=1.08) are the extrinsic motivation factors that are important to Malawi Adventist University employees as evidenced by their mean scores. The respondents further indicated the mean scores which were far from the expected mean of 5 on supervision, physical environment, pay or reward and career advancement. The interpretation was that employees were not sure if such factors were important in achieving the organisation goals. It is only when the organisation has good working conditions and harmonious work relationships that is when employees can work hard and achieve the organisation goals.

### **Research Hypothesis Testing 2**

**Employees' extrinsic motivation factors do not significantly influence the achievement of organisation goals at Malawi Adventist University.**

The subsequent discussions pertain to the extent at which extrinsic motivation factors influenced the achievement of organisation goals at Malawi Adventist University. Correlation matrix was used to determine the relationship.

*Table 13. Relationship-Extrinsic Motivation Factors and Organisation Goals*

Extrinsic motivation factors	Organisation Goals	
Working Conditions	Pearson Correlation	.109
	Sig. (2-tailed)	.190
Pay or reward	Pearson Correlation	.032
	Sig. (2-tailed)	.705
Supervision	Pearson Correlation	.152
	Sig. (2-tailed)	.067
Co-worker	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
Physical Environment	Pearson Correlation	.045
	Sig. (2-tailed)	.588
Career Advancement	Pearson Correlation	.164*
	Sig. (2-tailed)	.048

(Source: Field Data, 2018) N=146

\*\* .Correlation is Significant at the 0.01 level (2- tailed)

\*. Correlation is Significant at the 0.05 level (2- tailed)

The results in Table 13 above present the relationship between extrinsic motivation factors and the achievement of organisation goals. It shows a significant positive relationship between organisation goal achievement and the extrinsic motivation factors on co-worker ( $r = .305^{**}$ ,  $p < .05$ ) and career advancement ( $r = .164^*$ ,  $p < .05$ ). These results therefore indicate a significant relationship. Literature reviewed indicated that co-worker relationships influence employee motivation at the workplace (Burton, 2012). This is so because employees interact more with colleagues when they are at work and less when they are at home. This interaction indicates a meaningful relationship that enables the free flow of information within the organisation. It is the free flow of information that will enable employees to share coherent information for the growth of the organisation through work ideas. The

interaction of employees is crucial to the achievement of organisation goals hence there is a relationship (Raziq, 2015).

In addition, these results seem also to agree with Kefelegn (2016) that career advancement influences the level of motivation at the workplace. This is evidenced by correlation  $r = .164^*$  that signify that career advancement relates to the achievement of organisation goals even though the relationship is weak. It is career advancement that brings about developments, new innovations at the work stations to better accomplish the organisation goals.

To further determine the extent and the effect to which extrinsic motivation factors influences the achievement of organisation goals, a multiple regression analysis was conducted. Table 14 presents the results.

Table 14. Multiple Regression- Extrinsic Motivation Factors

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.626	.249		14.577	.000
Working conditions	.024	.042	.052	.574	.567
Pay or reward	-.031	.043	-.068	-.724	.470
1 Supervision	.065	.050	.112	1.307	.193
Co-worker	.170	.053	.279	3.221	.002
Physical environment	-.051	.057	-.085	-.887	.376
Career advancement	.044	.042	.099	1.058	.292

(Source: Field Data, 2018)

a. Dependent Variable: Organisation Goals

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 <sup>a</sup>	.118	.080	.48208

(Source: Field Data, 2018)

a. Predictors: (Constant), career advancement, working conditions, supervision, co-worker, pay or reward and Physical environment.

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.315	6	.719	3.095	.007 <sup>b</sup>
	Residual	32.303	139	.232		
	Total	36.618	145			

(Source: Field Data, 2018)

a. Dependent Variable: Organisation Goals

b. Predictors: (Constant), working conditions, co-worker, physical environment, pay or reward, career advancement and supervision.

The results in Table 14 above show an F value of 3.095 with a corresponding  $p < 0.05$  indicating that there is a significant influence between extrinsic motivation factors and the achievement of organisation goals. The table also reveals that only co-worker with (Beta=0.279,  $t=3.221$  and  $p < 0.05$ ) explains a significance degree of



variation in the achievement of organisation goals. The adjusted R square of 0.080 also means that approximately 08% of organisation goal achievement is as a result of co-workers' influence. The multiple coefficients of correlation R of 0.343<sup>a</sup> indicate a relative weak correlation.

These results appear to agree with Burton (2012)'s that co-worker relationships in the organisation influences employee motivation. More so, employees find meaning in their co-workers when they are happy and make their work agreeable. They assist each other with work ideas and creativity to achieve the organisation goals (Jungert, 2012). As Table 14 displayed (Beta) = 0.279, t=3.221 with p-value < 0.05 indicating that co-workers have a significant effect on the achievement of organisation goals. Happiness among co-workers in the workplace yields, such that an increase in employee morale and willingness to work influences high levels of productivity hence the organisation goals are achieved (Gregory, 2009 and Paramitha, 2014). Therefore, the null hypothesis which claims that extrinsic motivation factors such as relationship with co-workers does not significantly influence the achievement of organisation goals at Malawi Adventist University is rejected.

Alternatively, since the other extrinsic motivation factors such as working conditions, pay or reward, supervision, physical environment and career advancement did not enter into the regression equation as significant, the null hypothesis is accepted.

### **Research Question 3**

**To what extent do employee demographic factors determine the achievement of organisation goals at Malawi Adventist University?**

To answer to the third research question, the researcher considered the following demographic factors to determine the achievement of the organisation

goals. These factors are age, gender, years of service, job status, job position and education level.

### Research Hypothesis Testing 3

#### **Employees’ demographic characteristics do not significantly determine the achievement of organisation goals at Malawi Adventist University.**

In examining the extent to which employee demographic factors determine the achievement of organisation goals correlation matrix was used to find the relationships and Table 15 present the results.

*Table 15. Relationships – Employee demographic factors and Organisation Goals*

Employee demographic factors	Organisation goals	
Age	Pearson Correlation	.146
	Sig. (2-tailed)	.079
Job Position	Pearson Correlation	.251**
	Sig. (2-tailed)	.002
Job Status	Pearson Correlation	.147
	Sig. (2-tailed)	.077
Years of Service	Pearson Correlation	.007
	Sig. (2-tailed)	.934
Gender	Pearson Correlation	.125
	Sig. (2-tailed)	.133

(Source: Field Data, 2018) N=146

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The results in Table 15 above present the relationship between employee demographic factors and the achievement of organisation goals. It shows a significant positive relationship between organisation goals and employee demographic factors on job position ( $r = .251^{**}$ ,  $p < .05$ ). These results therefore indicate a significant

relationship between the demographic factors and the achievement of organisation goals.

To further assess the influence the demographic factors have on the achievement of organisation goals multiple regression analysis was conducted and the results are presented on Table 16.

Table 16. Multiple Regression- Employee Demographic Factors on Organisation Goals

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.382	.283		11.956	.000
Age	.049	.057	.075	.852	.396
Job position	.135	.054	.238	2.519	.013
1 Job status	.036	.055	.065	.661	.510
Years of service	-.105	.056	-.178	-1.889	.061
Gender	.064	.046	.115	1.395	.165
Education level	.126	.055	.185	2.304	.023

(Source: Field Data, 2018)

- Dependent Variable: Organisation Goals
- Predictors: Age, job position, job status, years of service, gender and education level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362 <sup>a</sup>	.131		.093

(Source: Field Data, 2018)

- Predictors: (Constant), Age, job position, job status, years of service, gender and education level

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.788	6	.798	3.485	.003 <sup>b</sup>
	Residual	31.830	139	.229		
	Total	36.618	145			

(Source: Field Data, 2018)

- Dependent Variable: Organisation goals
- Predictors: (Constant), Age, job position, job status, years of service, gender and education level

The results in Table 16 above show an F value of 3.485 with a corresponding  $p < .05$ , indicating that there is a significant relationship between demographic factors and the achievement of organisation goals. Additionally, looking at the same table critically, it reveals that job position with (Beta=0.238,  $t = 2.519$  and  $p < 0.05$ ) and

education level (Beta=0.185,  $t= 2.304$  and  $p < 0.05$ ) explain a significance degree of variation in the achievement of organisation goals. Moreover, the adjusted R square of 0.093 means that approximately 09% of the total variation in the achievement of organisation goals is determined by the demographic factors. The multiple coefficients of correlation R, of 0.362 again signify a moderate correlation.

The results agree with Bernotaite (2013)'s that job position determines the achievement of organisation goals. The table revealed that at the 0.013 level of significance job position with (Beta) .238,  $t=2.519$  and  $p < 0.05$  determined the achievement of organisation goals. Employees are more motivated to work when they are in leading positions. They stretch their skills, abilities and experiences to perform and achieve organisation goals. They even go an extra mile with their respective work schedules and dedicate their time for work in order to secure their positions for the future. Besides the position one holds, it has to be collaborated with the employee's level of education evidenced by (Beta=0.185,  $t= 2.304$  and  $p < 0.05$ ) to understand the requirements at that position.

Based on Table 16 above, we can conclude that job position and education level are the determinants of organisation goal achievement. Following the preceding discussions, the null hypothesis which states that employee's demographic factors such as job position and education level do not significantly determine the achievement of organisation goals is rejected.

On the other hand, the other factors when entered in to regression analysis did not bring in any significance hence the null hypothesis is accepted.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **Summary**

The study was purposed to examine the effect of employee motivation on the achievement of organisation goals with a particular emphasis on intrinsic, extrinsic and demographic factors at Malawi Adventist University. The university seemed to experience low employee morale consequently, the employees lacked the passion and zeal to willingly work and go an extra mile with their respective work and achieve organisation goals. It was in this regard that the researcher sought to examine the causes and effects of such behaviors in relation to the achievement of organisation goals at Malawi Adventist University. The study was piloted on three research questions:

1. To what extent do intrinsic motivation factors affect the achievement of organisation goals at Malawi Adventist University?
2. To what extent do extrinsic motivation factors influence the achievement of organisation goals at Malawi Adventist University?
3. To what extent do employee demographic factors determine the achievement of organisation goals at Malawi Adventist University?

A causal research design was used to address the questions raised. Data collection instrument was designed by the researcher and tested for validity and reliability. From the population of 241 employee, 181 employees were randomly

selected as a sample for the study. The results and conclusions made were based on 146 respondents representing 81% response rate.

Descriptive statistics facilitated by mean scores and standard deviation were employed to present the results. The results showed that work-life balance, nature of work, equity and fairness, responsibility and recognition were the intrinsic motivation factors important to employees at Malawi Adventist University. On the other hand, working conditions and co-worker were the extrinsic motivation factors important to employees as well. Correlation and multiple regressions analysis were used to find the relationship and the effect.

The findings revealed that significant correlations between the nature of work, responsibility, recognition, coworker, career advancement, job position and achievement of organizational goals. The multiple regression analysis indicated that nature of work with p-value 0 .052 and responsibility with p-value 0 .011 suggest that approximately 12% of intrinsic factors affected the achievement of organisation goals. Co-worker with a p-value 0.002 indicated that approximately 08% of extrinsic factors influenced the achievement of organisation goals. Also, Job position with p-value of 0.013 and education level with p-value 0.023 revealed that approximately 09% of the demographic factors determined the achievement of organisation goals.

### **Conclusion**

Employee motivation is a very important subject that managers need to consider when dealing with human resource to effectively achieve organisation goals. Based on the findings of this study, we can conclude that employee motivation exists at Malawi Adventist University. Besides, employees' sources of motivation include nature of work, responsibility, recognition, co-worker, career advancement and others.

In addition, the predictors of achievement of organizational goals at Malawi Adventist University are employees' nature of work and responsibility, their relationship with other co-workers, their job position and level of education.

### **Recommendations**

Based on the findings the researcher recommends that

1. Management must ensure employee provision for career advancement.

Career advancement opportunities will help employees to acquire new skills and experiences which will eventually benefit the organisation in the long run. This can be done either by sponsoring the individual employees in their area of work or by giving them an opportunity to advance their career at their own expense. Giving them this opportunity will motivate employees to work and achieve the organisation goals.

2. Management must ensure proper supervision and monitoring of the subordinates to track the progress of the work and be able to spot the challenges faced by the employees as they carry out their day to day operations. This will enable them express their challenges and how management can overcome those challenges to achieve the organisation goals.

3. Management must ensure an introduction of a reward system which will be used to recognize the work achievements of employees at all levels either private or public. The employee reward system will act as an encouragement tool that will evenly reward employees based on their performance. This will encourage employees to perform and willingly go an extra mile for the sake of being recognized eventually this will help organisation achieve its goals.



### **Suggestions for Future Research**

It is suggested that a similar study be conducted with other Adventist institutions to determine the level of motivation and the effect on the achievement of organisation goals.

Furthermore, this study dealt with some of Herzberg (1957) motivator and satisfier factors such as work-life balance, nature of work, wellbeing, equity and fairness, responsibility, recognition, working conditions, pay or reward, supervision, co-workers, physical environment and career advancement. It is recommended that further researches include employee job security which was not the focus in this study.

## APPENDICES

## APPENDIX A

### LETTERS



**AUA**  
*Adventist University of Africa*

Private Bag Mbagathi  
00503 Nairobi, Kenya  
Tel (254) 206603073/660330  
Fax: (254) 20 660 3150  
Email: [info@aua.ac.ke](mailto:info@aua.ac.ke)  
WEB: [www.aua.ac.ke](http://www.aua.ac.ke)

Location:  
Advent Hill, Magadi Road, Ongata Rongai

January 15, 2018

The Vice Chancellor  
Malawi Adventist University  
Ntcheu, Malawi

Dear Madam:

**RE: Authorization to Conduct a Research Study**

Greetings from Adventist University of Africa (AUA), Kenya! This letter is to introduce **Madam Rose Mandala** who is a student in the School of Postgraduate Studies offering Master of Business Administration at AUA.

Rose is currently undertaking a research leading to the production of a thesis on the subject: **"Sources of Employees' Motivation and Achievement of Organizational Goals: The Case of Malawi Adventist University"**. As part of the research process, she needs to conduct a survey by distributing questionnaires and seeking interviews at the Lakeview and Malamulo campuses of the University.

May I therefore request your kind assistance in granting Rose authorization to distribute her questionnaires to the employees (including Administrators) of the University.

Be assured that any information provided will be treated in the strictest confidence and none of the participants/data will be individually identifiable in the resulting study.

Thanking you in advance for your assistance and support in furthering this research endeavor.

Yours faithfully,

A handwritten signature in blue ink, appearing to read "J. Gamu", is enclosed within a simple rectangular box.

Josephine Gamu, PhD  
School of Postgraduate Studies  
Director, MBA Program

Email: [ganuj@aua.ac.ke](mailto:ganuj@aua.ac.ke)  
Mobile: +254 736656839

----- Forwarded message -----

From: **Rose Mandala** <[mandalar@aua.ac.ke](mailto:mandalar@aua.ac.ke)>

Date: Wed, Jan 17, 2018 at 12:40 PM

Subject: Re: A REQUEST TO CONDUCT RESEARCH STUDY AT YOUR MALAMULO CAMPUS

To: Fyson Kasenga <[kasengaf@mchs.adventist.org](mailto:kasengaf@mchs.adventist.org)>

Thanks very much Dr. I do appreciate probably next week I should come. I will let you know when am ready.

Kind regards,

Rose

On Wed, Jan 17, 2018 at 12:38 PM, Fyson

Kasenga <[kasengaf@mchs.adventist.org](mailto:kasengaf@mchs.adventist.org)> wrote:

Dear Mrs. Tsukani,

Greetings!

Thank you for your recent email. We have taken note of the request and willing to support you and when you are ready you may go ahead.

Regards and remain blessed!

Fyson H. Kasenga, PhD (Sweden)

Deputy Vice Chancellor (DVC)

Malawi Adventist University (MAU)

Malamulo College of Health Sciences Campus,

P.O. Box 55,

Makwasa.

Malawi.

Tel: +265 (0) 888 366 419Tsukani

On 17 January 2018 at 10:30, Rose Mandala <[mandalar@aua.ac.ke](mailto:mandalar@aua.ac.ke)> wrote:

Dear Dr,

Greetings! I trust that this email finds you in good health.

I refer to the above mentioned subject. I am a student at Adventist University of Africa doing masters in Accounting. I am in my final year and as it is a requirement that before I graduate I produce a thesis. I proposed to research on a topic "Sources of Employees' Motivation and Achievement of Organizational Goals. The Case of Malawi Adventist University." I proposed to conduct this research study at both campuses of the University thus Lakeview and Malamulo Campus.

As per the attached introduction letter, I wrote the Vice Chancellor seeking for permission for the same and she said that I can go ahead as long as I share the findings. I therefore wish to as well seek for your permission and authorization to distribute my structured questionnaires and to conduct interviews for the selected participants at your campus.

I will be very grateful if my request is considered at your earliest convenient time possible.

Kind Regards,

Rose Mandala Tsukani  
MBA Student (AUA)

APPENDIX B  
**QUESTIONNAIRE**

Questionnaire Number \_\_\_\_\_

Dear Respondent,

I am conducting a study that seeks to study employee motivation. As a member of this esteemed organization, your views and experience are very important to this study. I am therefore inviting you to voluntarily participate in this research study by completing this questionnaire with all honesty. Please read the instructions carefully and answer the questions to the best of your knowledge and workplace experience.

Be assured that your response will be kept strictly confidential. The data collected from you will be coded and aggregated in order to protect your identity and privacy. So, there will be no way to connect you with your data. You don't need to write your name on the questionnaire or feel intimidated in any way. In case of any discomfort, you may withdraw at any time without any penalty.

Thank you very much for your time and cooperation. I greatly appreciate your help in supporting this research activity.

Sincerely,

Rose Mandala

MBA Candidate, Adventist University of Africa.

SECTION A

GENERAL INFORMATION

The following questions are concerned with demographic data. Please indicate your section by checking the box which describes your demographic characteristics.

**i. Age Group**

Below 25     25-34     35-44     45-54   
55-64     Above 64

**ii. Gender**

Male     Female

**iii. Years of Service**

0-4 Years     5-9 Years     10-14 Years     15-19 Years   
Over 20 Years

**iv. Education Level**

PSLC     JCE     MSCE     Certificate     Diploma     Degree   
Masters     PHD     Others Specify \_\_\_\_\_

**v. Job Category**

Permanent     Contract

**vi. Job Status**

Teaching     Non Teaching

**vii. Job Position \_\_\_\_\_**

## SECTION B

With respect to section B indicate the level of agreement with each statement below.

### LEVELS OF AGREEMENT

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

<u>Intrinsic Motivators</u>	<u>Questions</u>	<u>Ratings</u>				
Work-life balance	1. Flexibility of work schedule in this organisation influences my level of motivation.	1	2	3	4	5
	2. Flexible work time has an effect on the achievement of organisation goals.	1	2	3	4	5
	3. Work-life balance is a motivation priority in achieving the organisation goals.	1	2	3	4	5
Nature of work	1. The type of work that employees get involved influences their motivation and achievement of organisation goals.	1	2	3	4	5
	2. The nature of my job affects my level of motivation to achieve organisation goals.	1	2	3	4	5
	3. My knowledge and experience on my current job has an effect on my performance.	1	2	3	4	5
Wellbeing	1. The wellbeing benefits offered by this organisation influences my level of motivation.	1	2	3	4	5
	2. I work hard because this organisation considers employee personal concerns.	1	2	3	4	5
Equity of fairness	1. Managers' fair treatment of employees contributes to their level of motivation in the organisation.	1	2	3	4	5
	2. Unfair salary distribution has a significant influence on the level employee motivation.	1	2	3	4	5
Responsibilit y	1. Managerial responsibility entrusted in me greatly influences my motivation.	1	2	3	4	5
	2. I work to my best to achieve organisation goals when am given total responsibility of my job.	1	2	3	4	5
	3. The amount of responsibility I possess within my job significantly impact on my motivation.	1	2	3	4	5
Recognition	1. Public or private recognition done by this organisation impacts on my motivation.	1	2	3	4	5
	2. The organisation work effort acknowledgement has an effect on the motivation and achievement of organisation goals.	1	2	3	4	5
	3. Management employee contributions recognition influences the level of motivation in achieving organisation goals.	1	2	3	4	5



<b>Extrinsic Motivators</b>		1	2	3	4	5
Working Conditions	1. The conditions of service offered in this organisation are safe and contributes to my level motivation.	1	2	3	4	5
	2. Good working conditions of this organisation influence my motivation level.	1	2	3	4	5
Pay or Reward	1. Incentives offered by this organisation are adequate and contribute to my motivation and achievement of organisation goals.	1	2	3	4	5
	2. What I am currently earning contributes to my motivation to work.	1	2	3	4	5
Supervision	1. The supervision that I get influences the motivation level and goal achievement.	1	2	3	4	5
	2. The close work supervision by my supervisor in this organisation affects my motivation to do my job diligently.	1	2	3	4	5
	3. The relationship I have with my supervisor influences me to work hard and achieve organisation goals.	1	2	3	4	5
Co-workers	1. The good working relationship that exists between me and my co-workers influences my level of motivation to work.	1	2	3	4	5
	2. The friendliness approach that my workmates have when at work affects my work intensity in achieving organisation goals.	1	2	3	4	5
	3. Access to work information is easy with my colleagues because of good relationship in this organisation.	1	2	3	4	5
Physical Environment	1. The vicinity of this organisation influences my work motivation.	1	2	3	4	5
	2. The quality of working environment at this organisation has an influence on my motivation.	1	2	3	4	5
	3. The infrastructure of this organisation appeals to my level of motivation to achieve organisation goals.	1	2	3	4	5
Career Advancement	1. Training opportunities offered in this organisation motivates me to explore new ways of achieving the organisation goals.	1	2	3	4	5
	2. Often times am provided with career opportunities to advance my career for the good of this organisation.	1	2	3	4	5
<b>Demographic factors</b>						
Age	1. An employees' age difference is significantly associated with the achievement of organisation goals.	1	2	3	4	5
	2. Young employees are more motivated to achieve organisation goals than old employees.	1	2	3	4	5
	3. My motivation to work is not influenced by my age in achieving organisation goals.	1	2	3	4	5
Job Position	1. I am forced to go an extra mile because of the job position that I possess to achieve the organisation goals.	1	2	3	4	5

	2. An employee job position in an organisation determines the achievement of organisation goals.	1	2	3	4	5
Job Status	1. The job status that I do possess in this organisation determines my contribution to the organisation goal achievement.	1	2	3	4	5
	2. Employee motivation to work is greatly associated with an employee job status.	1	2	3	4	5
Years of service	1. The years of service served in this organisation determines the achievement of organisation goals in this organisation.	1	2	3	4	5
	2. I still have a long way to serve this organisation to achieve its organisation goals.	1	2	3	4	5
	3. I feel the achievement of this organisation goal is determined by the years of service one has served.	1	2	3	4	5
Job category	1. The job category of an employee determines the achievement of the organisation goals.	1	2	3	4	5
Gender	1. Employees' gender whether male or female determines organisational goal achievement.	1	2	3	4	5
	2. Employees gender does not determine organisation goal achievement	1	2	3	4	5
Education level	1. Employee education level determines organisation goal achievement.	1	2	3	4	5
	2. Employee education level does not influence organisation goal achievement.	1	2	3	4	5

Looking at your own work performance, rate your own work attitude honestly by ticking the following ratings ranging from **5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree 2= Disagree** and **1= Strongly Disagree**.

Items	Rating
<b>Organisation Goals</b>	
I make sure I work hard to complete my duties without giving excuses.	1 2 3 4 5
I am committed to support the obligations of the University for its success.	1 2 3 4 5
My performance targets are aligned with the University' organisation goals.	1 2 3 4 5
I manage to fulfil my specified responsibilities from my job description.	1 2 3 4 5
I work hard in my department knowing that my work contributes to the ultimate University organisation goals.	1 2 3 4 5

SECTION C

Open ended questions.

Circle the letter below based on your level of importance on the motivation factors.

1. The following intrinsic motivation factors lead to the achievement of organisational goals.
  - (a) Work-life balance
  - (b) Nature of work
  - (c) Well-being
  - (d) Equity of fairness
  - (e) Responsibility
  - (f) Recognition
2. The following extrinsic motivation factors lead to the achievement of organisational goals.
  - (a) Working conditions
  - (b) Pay or reward
  - (c) Supervision
  - (d) Co-workers
  - (e) Physical environment
  - (f) Career advancement

3. What motivated you to come and work for this Organisation?

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4. Is there any relationship between employee demographic characteristics and their motivation at Malawi Adventist University? Explain.

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Thank you very much for taking time to complete this questionnaire.

APPENDIX C

STATISTICAL ANALYSES

Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

*S* is sample size.

### Item-Total Statistics Cronbach Alpha

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Extrinsic factors	11.4594	1.230	.561	.535
Intrinsic factors	10.9887	1.432	.504	.579
Demographic factors	11.4270	1.563	.459	.611
Organisation goals	10.3067	1.703	.322	.690

### Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25	2	1.4	1.4	1.4
	25-34	27	18.5	18.5	19.9
	35-44	61	41.8	41.8	61.6
	45-54	33	22.6	22.6	84.2
	55-64	18	12.3	12.3	96.6
	Above 64	5	3.4	3.4	100.0
	Total	146	100.0	100.0	

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	109	74.7	74.7	74.7
	Female	37	25.3	25.3	100.0
	Total	146	100.0	100.0	

### Years of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-4	34	23.3	23.3	23.3
	5-9	39	26.7	26.7	50.0
	10-14	28	19.2	19.2	69.2
	15-19	14	9.6	9.6	78.8
	Over 20	31	21.2	21.2	100.0
	Total	146	100.0	100.0	

### Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PSLC	11	7.5	7.5	7.5
	JCE	11	7.5	7.5	15.1
	MSCE	23	15.8	15.8	30.8
	CERTIFICATE	8	5.5	5.5	36.3
	DIPLOMA	12	8.2	8.2	44.5
	DEGREE	47	32.2	32.2	76.7
	MASTERS	27	18.5	18.5	95.2
	PHD	7	4.8	4.8	100.0
	Total	146	100.0	100.0	

### Job Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	112	76.7	76.7	76.7
	Contract	34	23.3	23.3	100.0
	Total	146	100.0	100.0	

### Job Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching	49	33.6	33.6	33.6
	Non Teaching	97	66.4	66.4	100.0
	Total	146	100.0	100.0	

### Descriptive Statistics-Intrinsic motivation factors

	N	Minimum	Maximum	Mean	Std. Deviation
Work-life balance	146	1.00	5.00	3.8128	.80036
Nature of work	146	1.00	5.00	4.0046	.80514
Wellbeing	146	1.00	5.00	3.3116	1.08459
Equity and fairness	146	1.00	5.00	3.5925	1.01030
Responsibility	146	1.67	5.00	4.0434	.71681
Recognition	146	1.00	5.00	3.6667	.85141
Valid N (listwise)	146				

Bivariate Correlations of intrinsic factors								
		Work-life balance	Nature of work	Wellbeing	Equity and fairness	Responsibility	Recognition	Goals
Work-life balance	Pearson Correlation	1	.360**	.306**	.236**	.235**	.268**	.124
	Sig. (2-tailed)		.000	.000	.004	.004	.001	.136
	N	146	146	146	146	146	146	146
Nature of work	Pearson Correlation	.360**	1	.122	.274**	.389**	.323**	.308**
	Sig. (2-tailed)	.000		.142	.001	.000	.000	.000
	N	146	146	146	146	146	146	146
Wellbeing	Pearson Correlation	.306**	.122	1	.217**	.268**	.239**	.089
	Sig. (2-tailed)	.000	.142		.008	.001	.004	.283
	N	146	146	146	146	146	146	146
Equity and fairness	Pearson Correlation	.236**	.274**	.217**	1	.206*	.208*	.150
	Sig. (2-tailed)	.004	.001	.008		.013	.012	.071
	N	146	146	146	146	146	146	146
Responsibility	Pearson Correlation	.235**	.389**	.268**	.206*	1	.231**	.320**
	Sig. (2-tailed)	.004	.000	.001	.013		.005	.000
	N	146	146	146	146	146	146	146
Recognition	Pearson Correlation	.268**	.323**	.239**	.208*	.231**	1	.240**
	Sig. (2-tailed)	.001	.000	.004	.012	.005		.004
	N	146	146	146	146	146	146	146
Goals	Pearson Correlation	.124	.308**	.089	.150	.320**	.240**	1
	Sig. (2-tailed)	.136	.000	.283	.071	.000	.004	
	N	146	146	146	146	146	146	146
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Coefficients intrinsic factors						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.083	.290		10.622	.000
	Work-life balance	-.020	.055	-.032	-.363	.717
	Nature of work	.113	.057	.180	1.961	.052
	Wellbeing	-.011	.040	-.024	-.280	.780
	Equity	.019	.041	.039	.464	.643
	Responsibility	.158	.061	.225	2.574	.011
	Recognition	.080	.050	.136	1.593	.113

a. Dependent Variable: Organisation goals

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 <sup>a</sup>	.160	.123	.47048

a. Predictors: (Constant), Intrinsic factors

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.850	6	.975	4.405	.000 <sup>b</sup>
	Residual	30.768	139	.221		
	Total	36.618	145			

a. Dependent Variable: Organisation goals

b. Predictors: (Constant), Recognition, equity and fairness, responsibility, wellbeing, work-life balance, nature of work

### Descriptive Statistics extrinsic factors

	N	Minimum	Maximum	Mean	Std. Deviation
Working conditions	146	1.00	5.00	3.5959	1.08328
Pay or reward	146	1.00	5.00	2.9658	1.08542
Supervision	146	1.00	5.00	3.3607	.85993
Co-worker	146	1.00	5.00	3.6507	.82149
Environment	146	1.00	5.00	3.2329	.83997
Career Advancement	146	1.00	5.00	2.8014	1.12722
Valid N (listwise)	146				



**Correlations Extrinsic factors**

		Working Conditio ns	Pay or reward	Super vision	Co- worker	Physical Environ ment	Career Advanc ement	Organis ation Goals
Working Condition	Pearson Correlation	1	.375**	.088	.292**	.354**	.216**	.109
	Sig. (2- tailed)		.000	.288	.000	.000	.009	.190
	N	146	146	146	146	146	146	146
Pay or reward	Pearson Correlation	.375**	1	.281**	.180*	.407**	.337**	.032
	Sig. (2- tailed)	.000		.001	.030	.000	.000	.705
	N	146	146	146	146	146	146	146
Supervisi on	Pearson Correlation	.088	.281**	1	.152	.196*	.293**	.152
	Sig. (2- tailed)	.288	.001		.066	.018	.000	.067
	N	146	146	146	146	146	146	146
Co-worker	Pearson Correlation	.292**	.180*	.152	1	.268**	.292**	.305**
	Sig. (2- tailed)	.000	.030	.066		.001	.000	.000
	N	146	146	146	146	146	146	146
Physical Environm ent	Pearson Correlation	.354**	.407**	.196*	.268**	1	.435**	.045
	Sig. (2- tailed)	.000	.000	.018	.001		.000	.588
	N	146	146	146	146	146	146	146
Career Advancem ent	Pearson Correlation	.216**	.337**	.293**	.292**	.435**	1	.164*
	Sig. (2- tailed)	.009	.000	.000	.000	.000		.048
	N	146	146	146	146	146	146	146
Organisati on Goals	Pearson Correlation	.109	.032	.152	.305**	.045	.164*	1
	Sig. (2- tailed)	.190	.705	.067	.000	.588	.048	
	N	146	146	146	146	146	146	146
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Coefficients <sup>a</sup> extrinsic factors						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.626	.249		14.577	.000
	Working Conditions	.024	.042	.052	.574	.567
	Pay or reward	-.031	.043	-.068	-.724	.470
	Supervision	.065	.050	.112	1.307	.193
	Co-worker	.170	.053	.279	3.221	.002
	Physical Environment	-.051	.057	-.085	-.887	.376
	Career Advancement	.044	.042	.099	1.058	.292

a. Dependent Variable: Organisation Goals

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 <sup>a</sup>	.118	.080	.48208

a. Predictors: (Constant), Career advancement, working conditions, supervision, co-worker, physical environment, pay or reward

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.315	6	.719	3.095	.007 <sup>b</sup>
	Residual	32.303	139	.232		
	Total	36.618	145			

a. Dependent Variable: GOALS

b. Predictors: (Constant), Career advancement, working conditions, supervision, co-worker, physical environment, pay or reward

Correlations Demographic factors								
		Age	Job position	Job status	Years of service	Gender	Education level	Organisation Goals
Age	Pearson Correlation	1	.342**	.180*	.328**	.130	.117	.146
	Sig. (2-tailed)		.000	.030	.000	.119	.159	.079
	N	146	146	146	146	146	146	146
Job Position	Pearson Correlation	.342**	1	.463**	.343**	.021	.084	.251**
	Sig. (2-tailed)	.000		.000	.000	.800	.311	.002
	N	146	146	146	146	146	146	146
Job status	Pearson Correlation	.180*	.463**	1	.463**	.216**	.088	.147
	Sig. (2-tailed)	.030	.000		.000	.009	.293	.077
	N	146	146	146	146	146	146	146

Years of service	Pearson Correlation	.328*	.343**	.463**	1	.188*	.146	.007
	Sig. (2-tailed)	.000	.000	.000		.023	.080	.934
	N	146	146	146	146	146	146	146
Gender	Pearson Correlation	.130	.021	.216**	.188*	1	.079	.125
	Sig. (2-tailed)	.119	.800	.009	.023		.346	.133
	N	146	146	146	146	146	146	146
Education level	Pearson Correlation	.117	.084	.088	.146	.079	1	.203*
	Sig. (2-tailed)	.159	.311	.293	.080	.346		.014
	N	146	146	146	146	146	146	146
Organisation Goals	Pearson Correlation	.146	.251**	.147	.007	.125	.203*	1
	Sig. (2-tailed)	.079	.002	.077	.934	.133	.014	
	N	146	146	146	146	146	146	146
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Coefficients <sup>a</sup> demographic factors						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.382	.283		11.956	.000
	Age	.049	.057	.075	.852	.396
	Job position	.135	.054	.238	2.519	.013
	Job Status	.036	.055	.065	.661	.510
	Years of service	-.105	.056	-.178	-1.889	.061
	Gender	.064	.046	.115	1.395	.165
	Education level	.126	.055	.185	2.304	.023

a. Dependent Variable: Organisation Goals

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362 <sup>a</sup>	.131	.093	.47853

a. Predictors: (Constant), Age, gender, years of service, job position, job status, education level

#### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.233	1	2.233	9.350	.003 <sup>b</sup>
	Residual	34.386	144	.239		
	Total	36.618	145			

a. Dependent Variable: GOALS

b. Predictors: (Constant), Age, gender, years of service, job position, job status, education level

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