

**THE ASSESSMENT OF EMPLOYEE'S MOTIVATION AND ITS ROLE ON
EMPLOYEES PERFORMANCE IN CASE OF CBE IN WOLKITE BRANCH**



WOLKITE UNIVERSITY

COLLEGE OF BUSSINESS AND ECONOMICS

DEPARTEMENT OF MANAGEMENT

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Prepared By : Bekalu Belete

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ADVISOR: Mr ALEMAYEHU

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**WOLKITE UNIVERSITY COLLEGE OF BUSINESS AND
ECONOMICS UNDER GRADUATE STUDIES DEPARTMENT OF MANAGEMENT**

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BY:- BEKALU BELETE

APPROVED BY BOARD OF EXAMINERS

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ABSTRACT

The study was conducted to assess the role of motivation on employee's performance in the case of CBE wolkite Branch. This study cover aspects of motivation and work performance and relationship between motivation and employee performance in CBE. The study used descriptive type of research design, Census technique was used ,data was collected trough questionnaire, and was analyzed using table and percentage. The study found out that the organization uses many different tools to motivate its employees. This includes provision of fringe benefits, bonus to workers who put in extra effort, giving a sense of responsibility, promotion of consistently hard working employees and treating the workers equally.

CHAPETR ONE

INTRODUCTION

1.1 Background of the Study

The role of motivation on employees work performance in public organization has been developed throughout the world during the era of human resource management as a tool which proposed to promote the organization's efficiency and performance. Motivation plays a key role in employee's job performance in any organization. The employee's motivation will be a long concept in human resource management and will draw more attentions as a central research topic for scholars and practitioners. As a result, a lot of theories and approaches will develop in order to explain the nature of employee's motivation in the private and the public sector. However, most of the previous studies on the role of motivation on employee's job performance descend little of practical application or offer it only for the private sector. The problem is that with the effects of the latest financial crisis governments need today, more than ever before, practical ways that can help motivate public employees to be productive.

Numerous studies have often used as an indicator for the importance, interest, and trends of certain subjects. In that sense, motivation is clearly a hot topic. There is good number of research articles and books that incorporated the word "motivation" in their title. That is, managers across-the-board strive to achieve organizational goals by increasing efficiency and effectiveness. Although many factors contribute to productivity, employee performance is view to be the most influential one Mitchell, (2000). Work motivation does not determine employee's level of performance, but it does influence his/her effort toward performing the task Bruton, (2009).

The Survival of organization is only possible through effective and efficient management of organization resources.

Human resource is one of these resources that need to be well managed. As a resource, human resource plays a vital role in achieving both the long run and short run objectives of the organization. Managing people at work is not easy like managing of others resources because of

complex nature of human being (Macmillan India Ltd, 2005). Even, in a single organization employees have different personality, attitudes, beliefs and values. Hence, we need different approaches to motivate them. Taking in to account people's complicated psychological makeup managers must use different strategies and skills motivating employees for the survival and best performance of the organization.

Employee Motivation is directly related to employee's performance which in turn affects a firm's productivity. Motivated employees feel encouraged to work towards achieving the goals of the firm while at the same time; they achieve their goals (WHETTEN and Cameron, 2003). So we can say that motivated employees are in a state of tension. To relive this tension, they exert effort. The greater the tension yields the higher the effort level. If this effort successfully leads to the satisfaction of the need, tension is reduced. Therefore, inherent in our definition of motivation is the requirement that the individuals needs be compatible and consistent with the organizations goals.

Employee motivation is the base for productivity of one organization so, the researchers were conduct the study in CBE Wolkite branches, because of any organization which is either large or small, profitable or nonprofit able, governmental or nongovernmental firms or company which encompasses vast resource from large machinery to supplies, human resource includes from top managers and executives up to lower level employees such as cleaners, writers, and message carriers, and large buildings. Therefore, the researchers will interest to conduct the study in this title and area due to, among all organizational resources human resource is the one which is very crucial or the corner stone of organization successes. Generally, the researchers were initiated by clearly assessing the motivational practice of the organization.

1.2 Statement of the Problem

Motivation is one of the essential activities of organization in achieving organizational goals and objectives. The one who manage an organization must focus on motivation and performance. Employee motivation is one of the policies of managers of any organization and implemented and monitored by the top management to increase efficiency and effectiveness among employees.

This study would motivate due to the need of human resource management in CBE, as the organization has to be managed effectively and efficiently. The rapid increase of the number of private banks, degree of competition and the required increase in employees turn over and cost of employee replacement have forced CBE to aggressively compete for employees. These issues and problems demand that public organizations continually assess its internal process and capability if it is to remain competitive.

Currently there are different problems in the CBE Wolkite branches such as Insufficient basic salary for new employees, lack of training center for employees, dissatisfaction of employees because of basic salary, relation with boss, relation with peers, unequal payment of employees compared with other employees in the same education level and service year.

Research questions

- How can implement motivational factors to increase employee's performance?
- What are the relationship between motivation and performance?
- What is the role of motivation to employees work performance?
- How motivational factors affect performance of employees?

1.3 Objective of the study

1.3.1 General Objective

The general objective of this study is to assess the role of employee's motivation on employee's performance in CBE Wolkite branches.

1.3.2 Specific Objective

The above research questions guided this study and the specific objectives were:

- To assess the role motivation on employee work performance in the organization.
- To identify how motivation link with employee performance.
- To describe employee satisfaction with the motivational practice of the company.
- To describe Motivation factors affecting performance of employee's

1.4 Significance of the study

This study would be very important to bring out the information on the effectiveness, motivations at industry level as well as organizational level and for competing firms. Criteria used in motivating staff, importance of motivation in relation to the performance would analyze. Furthermore, the study would add body of literature on understanding the topic, not only to employers but also to different stakeholders such as employees would be benefited from this study. Also the study would help the organization to restructure the motivation criteria, and flourish the motivation environments and be able to consider important factors in motivating employees. To future researchers, this study would be intend to spur more researchers within the employee motivation related matter. Finally, this research paper would help the researchers to acquire more extensive knowledge about the subject matter and in other researches.

1.5 Scope of the study

This study intended to assess the role of employee's motivation on employee's performance in case of CBE Wolkite branches.

1.6. Limitation of the study

The researchers face limitation at the time of data collection. The limitation was the respondents were not willing to fill the questionnaires due to the have no free time and all questionnaires were not collected but the researcher again distribute other questionnaires to new respondents.

1.7. Organization of the study

The study was organized in Five main chapters The first chapter includes introduction part, statement of the problem, objective of the study, significance of the study, scope of the study, and organization of the study. In the next chapter available literatures have reviewed. In chapter three the research design, source of data, methods of data collection, target population, and method of data analysis and interpretation was include.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

What is motivation? What Factor Influence motivation? The starting point of any research in the field of motivation is to define the term motivation. Although many researchers have attempted to come up with a clear definition of motivation, there seems to be no general agreement between researchers about how the term should be defined. This may due to the fact that these definitions reflect their own perceptions and experiences in a specific research area.

The term “motivation” can be traced to the Latin word “*motive*” which means “to move.” (Luthans,1995).

The challenge of an organization leaders and manager to motivate is expectedly complex. They must find out what workers for them in their situation in their perspective organization.

The chapter addresses different traditional theories and some aspects if their application in today’s business environment. It also of motivation and some briefly touches some method of motivating employees at work places.

2.2 Motivation: Defineg

It is evident that motivation directs our behavior towards specific goals. Especially, performance of works in organization is highly influenced by the motivation practices of the organization. The reason for studding motivation of personnel is the desire to secure or maintain optimum performance form employees.

Performance can be seen as a function of the individual’s knowledge and motivation (willingness to perform). The more presence of ability & knowledge can note guarantee that the individual will put forth his best effort. There is another factor operating in the situation, namely motivation which finally determines the effort which can reasonably be expected from such employee.

Motivation can be defined in a variety of ways depending on which goals are asked. If you ask someone on the street, you may get a response like, "What drives us?" or "What makes us do the things we do?" As far as the formal definition, motivation can be defined as forces within an individual that account for the level, direction and persistence of effort expended at work (Schermerhorn et al. 1984).

Motivation is one of the most important factors for any organization. According to Thompson and McHugh (2002), it is one of the five factors that determine the existence of any organization, as they put motivation on an equal footing with human resource, money, machines, and morale. Determining and understanding the factors that motivate employees is an essential need, since the performance of any organization depends on the availability of a satisfied and motivated workforce. Moreover, motivation can influence managers' effectiveness as, according to Analoui (1999-2007), motivation is one of the parameters of managerial effectiveness. Consistent with the previous opinion, Gage and Berliner (1992) consider motivation as the engine and the steering wheel of a car as they believe that motivation generates the energy and controls the behavior of any person. Because, if we discover and understand what motivates an employee, we will then be able to know the correct button to press to make him work harder, the correct levers to drag to make him change his behavior, and the correct rewards that can be used to direct his attitudes (Huczynski, 2001).

However, this is an inadequate explanation of the complex process of motivation. A more detailed definition was presented by Analoui when he illustrated that "motivation is the internal drive necessary to guide people's actions and behaviors toward achievement of some goals." (2000). This drive or force comes from the desire to satisfy certain needs and expectations (Mullins, 2005). Similarly, Kast and Rosenzweig (1979) defined motivation as "what perhaps prompts a person to act in a certain way or at least develop a propensity for specific behavior."

Latham's points out that the key to understanding the process of motivation lies in the meaning of, and relationship between, needs, drives, and incentives. Therefore, motivation according to his point of view is a "process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive." (1995). Other researchers see motivation as an internal state that encourages people to behave in a certain way in order to

accomplish specific desired goals (Spector, 1996). Moreover, the term is used to express the readiness to increase one's efforts on a specific task in order to get specific incentives (Molander, 1996). Although the previous definitions may seem to vary, the general agreement is that, motivation as a dynamic process that starts with human needs which, in turn, make people act in a certain way to achieve the organizational goals and objectives, and hence satisfy their needs. Moreover, there seems to be a hidden agreement between researchers about the main characteristics of the motivation phenomenon, as there are three common denominators which characterize the phenomenon. That is, when researchers discuss motivation, they primarily focus on the following:

- (1) What energizes human behavior?
- (2) What directs or channels such behavior.
- (3) How this behavior is maintained or sustained within organizations.

2.3. MOTIVATIONAL THEORIES

After presenting the main definition of motivation, the next part will present the main motivation theories. However, it is important to notice that categorizing the different theories of motivation is not an easy task because they often overlap with each other.

Nevertheless, the most acceptable approach in categorizing these theories is to classify it into content and process theories (Steer, 1996; Analoui, 2000).

2.3.1. CONTENT THEORIES OF MOTIVATION

The main interest of content theories is to find out what controls and organizes the human behavior. They are mainly concerned with what motivates people, and what kind of rewards can enhance people's satisfaction and performance. According to Analoui (2000), "the content theories have identified needs, incentives and the work itself as important factors that contribute towards job satisfaction and focus on the inner drivers of human behavior." Accordingly, they can be described as "static" theories because "they incorporate only one or a few points in time and are either past-or present-time oriented." (Lutman's, 1995). Hence, they are not very useful

in predicting people's behavior, but they can be used in understanding the factors that motivate people in their working environment.

Although there are a number of content theories in the field of work motivation, this chapter will mainly concentrate on three of the most prominent and known content theories of work motivation. These theories are Maslow's Need Hierarchy, Herzberg's Two Factor Theory, and Alderfer's ERG Theory.

2.3.1.1. Maslow's Hierarchy of Needs Theory

General Reward	Need Levels	Organizational Factors
- Growth	Self	- Challenging job
- Advancement	Actualization	- Achievement in work
- Creativity		- Advancement
	Esteem Needs	- Social recognition
- Self-esteem		- Job title
- Self-respect		- High status job
- Prestige		- Feedback
	Social Needs	- Cohesive work group
- Love		- Friendly supervision
- Affection		

- Belongingness

-Professional associations

- Food

Physiological Needs

- Pay

- Water

- Good working conditions

- Shelter

- Sleep

- Safety

Safety Needs

- Safe working conditions

- Security

- Company benefits

- Stability

- Job security

- Protection

- Union

The Hierarchy of Needs Theory is considered one of the most famous theories in the field of human motivation and one of the first theories that attempt to describe the human behavior toward satisfying the different human needs (Kreitner, 1999).

The theory is based on assumption that a need affects a person's activity motivation and one of the first theories that attempt to describe the human behavior toward satisfying the different human needs (Kreitner,1999). The theory is based on the assumption that a need affects a person's activities until he/she satisfies it (Steers, 1996), thus the main motivator of people is

their desire to satisfy their needs. Maslow thought that personal needs can be arranged in a hierarchical order; in essence, once one of these needs has been satisfied, it will temporarily lose its effect as a motivator and the person will focus on satisfying the next higher need which has been activated (Hilgert and Leonard, 1995; Luthans, 1995). Needs. Maslow thought that personal needs can be arranged in a hierarchical order; in essence, once one of these needs has been satisfied, it will temporarily lose its effect as a motivator and the person will focus on satisfying the next higher need which has been activated (Hilgert and Leonard, 1995; Luthans, 1995).

Steers et al. (1996) demonstrated that, according to the Hierarchy Theory people move from the bottom to the top of the need hierarchy through an active cycle of deprivation, domination, gratification and activation. As, when a person feels deprivation (unsatisfied need) in one of the hierarchy levels, this will direct his action toward satisfying this particular need. For example, if the person needs to satisfy his safety and security needs, he will temporarily ignore satisfying his higher-order needs; however, once he has met this need, the higher need will be activated and he will try to satisfy it, thus repeating this cycle of action until he reaches the apex of the need hierarchy. In this regard, Maslow categorizes the basic human needs into five levels in a hierarchy order, namely physiological needs, safety needs, social needs, esteem needs and self-actualization needs.

The details of the five types of needs are as follows:

1. Physiological Needs:

Maslow considered the physiological needs as the basis of the hierarchy. These needs are actually related to the different body and survival needs. For example, it included the need for eating, drinking, sleeping, and shelter. Maslow (1970) argued that these needs are the most dominant needs which the person will try to satisfy first; in the workplace, this level of needs reflects the employee's needs to have a suitable working environment (clean and fresh air, reasonable temperature, enough light and work-space) and good pay. According to Maslow (1970), once these needs are satisfactorily met, it will lose its effect as a motivator and the safety needs (the second level in the hierarchy) will emerge and dominate the person's behavior.

2- Safety or Security Needs:

These are related to the safety and security of the individual's physical and emotional conditions. Maslow (1970) argued that when the individual feels the need for security, he/she become a safety-seeker and tries to satisfy it. This category of needs includes the desire for security, no threats or physical harm, and stability. In the workplace, this level of needs can be satisfied by providing job security (protection against layoff), safe working conditions (safe tools and environment), union, health insurance, and pension plans (Cherrington, 1989; Steers *et al.*, 1996).

3- Belongingness and Love Needs:

Most people like to be a part of a group. Therefore, when the individual satisfies the two previous needs, the belongingness and love needs will emerge. This category of needs expresses the human needs for receiving love and to belong to a human group and be accepted by others. However, Luthans (1995) argued that Maslow's choice of the word „love“ to address this category may have confuses, such as sex, and it may be more appropriate to use the word „social needs“ instead. The main ways to meet this kind of needs is through interaction as part of a work group, friendly supervision, professional associations, and a cohesive work group (Cherrington, 1989; Hilgert and Leonard, 2001).

4-Esteem and Ego Needs:

This represents one of the higher human needs. It includes the needs for high power, high status, and recognition for good work, achievement, self-respect, prestige, and attention from others. In the workplace, this level of needs can be met by sound job title, good feedback, and a high status job (Vecchio, 2000). Maslow argued that, “Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world.” (1970).

5- Self-Actualization Needs:

According to Maslow, self-actualization is “What a man can be, he must be” (Maslow, 1970), and he considered it as the apex of the needs hierarchy. This kind of needs is actually an inner

need for developing one's unique potential as an individual. In an organization, an employee may try to satisfy self-actualization needs by looking for challenging, innovative tasks or to make significant achievements to his job (Steers, 1996).

After Maslow had set his theory, some researchers made some changes in the format of the theory. For example, Porter (1961) in his study of middle and bottom managers added a new level that he called "autonomy" between the fourth level (esteem needs) and the fifth level (self-actualization needs). Porter claimed that needs such as those for authority, independent thought and participating in the setting of goals are logically distinct from more common esteem items (Porter, 1961). Another modification was made by Alderfer (1972), as he combined Maslow's physiological and safety needs into "Existence"(E) needs, belongingness and esteem needs into "Relatedness" (R) needs and the self-actualization need was renamed as "Growth" (G) need.

2.3.1.2 Herzberg's Two Factor Theory

In 1959, Herzberg and his colleagues introduced the "Two Factor Theory" which is one of the most well-known theories in the management field. His study was conducted based on semi-structured interviews of a sample of 203 accountants and engineers from a business enterprise in Pittsburgh. The aim of the study was to identify the moments when the participant felt good or bad about his/her job. Participants were asked two questions; the first was to describe in detail the times that they felt good about their job, and the second was to describe in detailing the times when they felt bad about their job (Herzberg, 1959). On the basis of the answers of these questions, Herzberg classified the job factors into two main categories. He called the first "hygiene" and the second "motivators".

He argued that hygiene factors resulted largely from extrinsic factors (e.g. company policy, interpersonal relations, working conditions, pay, status, and job security) and were mainly found in employees descriptions of the bad events (negative events). These factors are related with work environment and can hardly provide a real feeling of job satisfaction. However, when these factors fall below the acceptable level for the Employee, job dissatisfaction emerges as a result. He also argued that all a person can expect when satisfying the hygiene factors is to prevent the feeling of dissatisfaction and the poor levels of job performance, as its existence will help remove the barriers to achieve job satisfaction. Therefore, the hygiene factors offer little chance

for self-actualization because they don't offer the employees the chances for responsibility or achievement (Carrel,2000).

On the other hand, “motivators” (e.g. achievement, recognition, work itself, responsibility, advancement, and possibility of growth) were related to the content and nature of the job itself (Steer., 1996) and were mainly found in employees descriptions of the good events (positive events). These motivators offer a better chance for self-actualization and creativity.

Accordingly, the only way for employees to achieve satisfaction and motivation is by using the motivators. However, the absence of these factors will not lead to job dissatisfaction, as in the case of the absence of the hygiene factors, but the result will reach the “neutral state” as in the case of the existence of the hygiene factors (Herzberg, 1959). Consequently, to reach job satisfaction there are two stages that must be fulfilled. The first is to eliminate job dissatisfaction by satisfying the employee's hygiene factors, this will just bring the employee's satisfaction to zero point (neutral state). The motivators can then be used to remove the employee's satisfaction from zero point to a positive level of job satisfaction (Herzberg ,1959).

Herzberg's ideas were different from other researchers in that other researchers dealt with satisfaction and dissatisfaction as opposites, while Herzberg thought that satisfaction and the factors that lead to satisfaction are totally different to those factors That lead to job dissatisfaction; he believed that the opposite of satisfaction is zero satisfaction, while the opposite of dissatisfaction is zero dissatisfaction (Herzberg., 1959). The difference between the traditional model of motivation and the ideas of Herzberg's theory can be summarized in the following figure.

Traditional View of Motivation

-



dissatisfaction

Satisfaction

Herzberg's Two-Factor Theory

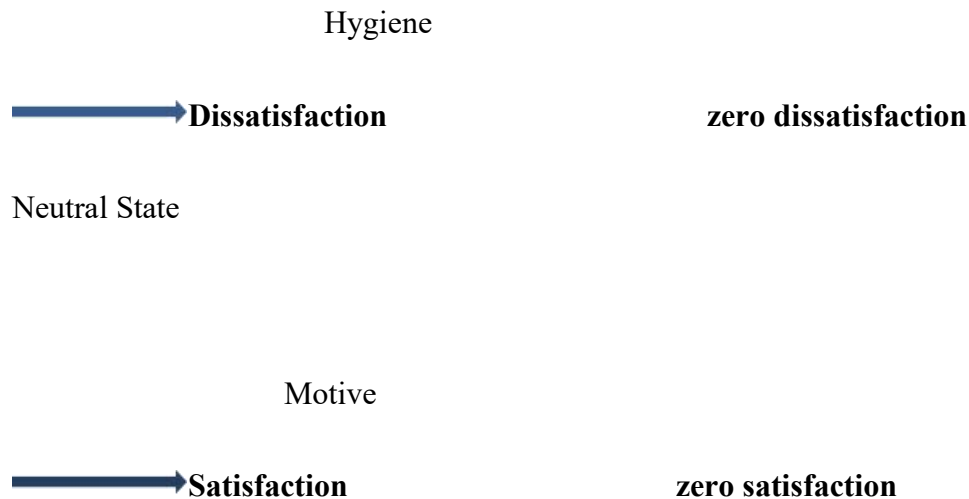


Figure 2.2: The difference between the Traditional Model and Herzberg's view of motivation

Source: Adopted from Cherrington 1989.

The Two-Factor Theory is a superior theory that has made a great contribution to managerial knowledge as it clarifies the different sources of job attitudes. It had an explanatory power that inspired researchers and generated a huge volume of researches in the field of industrial psychology (Whitsitt and Winslow, 1967). One of the greatest contributions of Herzberg's theory was to shed light on the content of work motivation, emphasizing that management are not motivating their employees when focusing only on the hygiene factors, and that only a challenging job that includes the possibility for achievement, advancement, responsibility, recognition, and growth can motivate people

However, Herzberg's theory was subject to some criticism. Some scholars criticized the notion that the motivators and hygiene's are two independent factors, and that hygiene factors have no impact on motivating employees. They argued that some hygiene factors may act like motivators, and motivators can serve as sources of dissatisfaction and satisfaction. This idea was supported by the work of many researchers. Furthermore, from a methodological point of view, Cherrington (1989) argued that the hygiene-motivator theory is methodologically bound, as it only produces supportive results if Herzberg's technique is used, and that using different methods produces different results. French (1973) supported the previous opinion by illustrating that others, who have used different data collection methods, failed to gain results that were consistent with Herzberg's results. Moreover, Brenner(1971) raised the question of the generality and validity of its findings, as they argued that the use of the single method of measurement (semi-structured interview) was not enough for ensuring the credibility and validity of the results. Additionally, Ewen (1964) and Ewen(1966) disagreed with the use of the "recall" method used by Herzberg as they believed that it was subject to "bias". Moreover, the "self-report" technique that was used in Herzberg's study has also been subject to criticism as it may not be accurate in measuring behavior and attitudes (Friedlander, 1966). Overall, "Herzberg added much to the better understanding of job content factors and satisfaction, but like his predecessors, he fell short of a comprehensive theory of work motivation. His model describes only some of the content of work motivation; it does not adequately describe the complex motivation process of organizational participants" (Luthans, 1995).

2.3.1.3 ERG Theory

Clayton P. Alderfer (1972) is an American psychologist who extended and reformulated Maslow's theory. As a matter of fact, his theory can be considered as a variant of Maslow's theory. However, contradictory to Maslow, his theory was developed specifically for explaining work behavior in organizational settings (Steers, 1996). Alderfer argued that the five need categories in Maslow's theory could be merged into three main categories, being "Existence", "Relatedness", and "Growth". Hence, the name of the theory (ERG) is adopted from the combination of the first letter of each need category (Hume, 1998).

The need of “Existence” refers to all forms of basic material and physiological needs required to maintain human existence. For example, the need for eating and drinking and other material needs in the work setting, like the need for pay, fringe benefits, and physical safety (Schneider and Alderfer, 1973). “Relatedness” is the need for meaningful interpersonal relations in the work settings with superiors, peers, and subordinates. However, the basic quality that distinguishes the relatedness needs from existence needs is that one cannot satisfy the relatedness apart from others, thus it cannot be satisfied without mutuality (Schneider and Alderfer, 1973). “Growth” needs are associated with the development of one’s potential (Steers, 1996). Schneider and Alderfer (1973) argued that, “satisfaction of this category occurs when a person engages problems which call upon him to make the most of his capacities and to build up new capabilities.”

Although the ERG theory may seem to have much in common with the work of Maslow, his work has some substantial differences. Alderfer agreed with Maslow that when people satisfy their lower needs, they tended to move up the hierarchy from “Existence” needs, to “Relatedness” needs, and finally to “Growth” needs. However, unlike Maslow’s hierarchy, Alderfer argued that all different levels of needs may be activated and operated in a given person at the same time (Huczynski and Buchanan, 2001). Therefore, any category of needs can be activated without the condition of fulfilling the other needs. In other words, the individual can be motivated by his desire for money (an Existence need), interpersonal relations (a Relatedness need), and by recognition (a Growth need) simultaneously (Brooks, 2003). Accordingly, the order of the needs may differ from one person to another according to his preferences and own framework.

The flexibility of the ERG theory enables it to explain a wider range of human behavior. For example, why some people seeks to satisfy their needs for achievement or recognition, or can achieve a high level of self-actualization although they may have a very low salary. Furthermore, Alderfer’s ERG theory suggests that there is also a Frustration-regression sequence, as when a higher level need remains unfulfilled and it appears difficult to be fulfilled; the individual may regress to lower level need which will drive his behavior. For example, if an individual cannot satisfy his growth needs, frustration regression occurs, causing the individual to focus on fulfilling his relatedness or existence needs (Steers, 1996).

Overall, ERG theory can be considered as a refinement of the hierarchy need theory; it helps the management to understand its employee's behavior and to realize that their employees have a set of needs that can be satisfied simultaneously. Accordingly, they can increase employees motivation by understanding the nature of the relationship between these needs; for example, if the management cannot satisfy the growth needs of their employees they should redirect they efforts toward the other two need categories, then steps must be taken to fulfil the growth needs again (Samson and Daft, 2002).

2.3.2 PROCESS THEORIES OF MOTIVATION

The major problem with the content theories is that it cannot explain the direction of the motivation process (Thompson and McHugh, 2002). On the other hand, the process theories have the ability to describe how behavior is started and directed. Thus, it takes the dynamicity of the motivation process and the interaction between the variables.

2.3.2.1 Equity Theory

The equity concept is a synonym of justice and fairness. This concept is usually used in the work context to express the positive association between one's efforts and performance, and the pay and other benefits one receives (Steers.1996). The basic principle of equity theory that been shared by different equity theorists is that rewards must be distributed among an organization's members according to their actual contribution, meaning that someone who contributes more should have more privileges than someone who contributes less (Deutsch, 1985).

Adams (1965: 280) argued that "inequity occurs when a person thinks that the ratio of his outcomes to inputs and the ratio of other's outcomes to other's inputs are unequal."Accordingly, the equity occurs when a person's outcomes to inputs = another's outcomes to inputs. On the other hand, there are two kinds of inequity. The first kind, "positive inequity", occurs when a person's outcomes to inputs >another's outcomes to inputs. The second kind of inequity, "negative inequity", can happen when a person's outcomes to inputs <another's outcomes to inputs (Adams, 1965). The inputs may include factors that an individual can give to his work such as qualifications, experience, hours, efforts, skills, loyalty, and devotion. On the other hand, outcomes represent what an individual can receive from his work, which may include pay,

benefits, respect, security, prestige, pleasant work environment, promotions, and status. Moreover, both the person's inputs and outputs are mainly influenced by one's perceptions and expectations (Luthans, 1995).

Another important point related to the equity theory is the selection of the "referent" used. The referent is the person that an individual compares his own output and outcomes to other. This referent may include other people like colleagues, friends, and counterparts in similar organizations (Goodman, 1974; Hills, 1980; Ronan, 1986; Dornstein, 1988). Another referent may be the self-referents when an individual compares the ratio of his outcomes to inputs with his past ratios (Scholl, 1987; Summers and DeNisi, 1990).

Oldham (1986) added that the employee's tenure may affect the choice of referents, as they found that employees with a long tenure tend to choose the referents from the same organization they work in, whereas individuals with a short tenure tend to use self-referents by using their own history when judging the equity ratio. Kulik and Ambrose (1992) added that people use others as a referent when judging extrinsic rewards (e.g. pay, security, and working conditions), but use themselves when judging intrinsic rewards (e.g. recognition, growth, and advancement).

Another point related to the Equity Theory is the reactions toward inequity. According to Adams, if a person perceived inequity he will try to bring the equity ratio into balance by using one of the following four possible methods (Samson and Daft, 2002).

1. Changing effort: if an individual suffered from negative inequity he may reduce his efforts, take long breaks, or may increase his absence ratio. On the contrary, if an individual found a positive inequity, he may try to increase his inputs by increasing his efforts or increasing his technical skills by gaining more training.
2. Changing outcomes: if an individual feels that he is underpaid, he may ask for a raise or salary increase. Additionally, he may ask for a promotion or an improvement in his working conditions.
3. Changing their own perception or people's perception of equity if they are unable to change their own efforts or outcomes. For example, if a public sector employee is unable to change his

efforts or increase his outputs, he may try to increase his status as a public sector employee and distort the status of private sector employees as a method of altering his position.

4. If the individual is unable or does not intend to bring the equity ratio into balance, he may quit his job and look for the equity in another place.

Overall, the Equity Theory has gained fairly good support from many researchers, and a comprehensive number of researchers support the “equity norm” (where a person compares his outcomes to inputs ratio with others and tries to balance the ratio if he perceived inequity) (Messe and Radinsky, 1969; Austin and Walster, 1974). Another research area tested the relation between inequity and employees dissatisfaction; the findings supported the norm that there is a positive relationship between the perceived equity and job satisfaction level (Pritchard *et al.*, 1972; Klein, 1973; Porter and Steers, 1973; Austin and Walster, 1974; Dittrich and Carrell, 1979; Oldham., 1986; Miceli., 1991; Singh, 1994; Watson *et al.*, 1996). Other researchers supported the relationship between equity and performance (Lawler and OGara, 1967; Pritchard., 1972; Summers and Hendrix, 1991), and another positive relationship between inequity and turnover was found (Telly, 1971; Oldham., 1986; Allen and White 2002).

However, the equity theory was subject to some criticism. Szilagyi and Wallace (1990) and Steers. (1996) pointed out certain problems associated with the equity theory. They argued that the reference person in most cases cannot be classified, as the individual may use several references for different outcomes. Moreover, the validity of the equity theory may be questionable on the real organizational context because most studies that evaluate it were laboratory studies. Additionally, several researches have questioned the assumption that overpayment may lead to positive inequity. Finally, pay is the focal point of this theory, while other motivation theories consider pay as just one factor that can motivate people as there are other factors that may have a greater influence on people’s behavior.

2.3.2.2 Expectancy Theory

The Expectancy Theory derived its roots from the early work of Tolman and Honzik (1930), who tried to produce a systematic explanatory theory of work motivation (Bork’s, 2003). However, Vroom (1964) was the first who presented a systematic formulation of motivation that based on

the expectancy assumptions developed for use in work situations (Steers, 1996). Since Vroom (1964) formulated what has been called the “Expectancy Theory” it has been widely used in managerial literature to explain the human behavior within the workplace. Vroom refused the assumption of the content theories, that people have certain needs that they try to satisfy it, as he took the diversity and the complexity of the human behavior into consideration. Huczynski and Buchanan (2001) argued that the Expectancy Theory is more comprehensive than the content theories as it sheds light on the individual differences regarding motivation and behavior. Moreover, it helps us to measure the strength of an individual’s motivation.

According to the theory, the human behavior is determined by the preference and the possibility of getting the desired outcome. Accordingly, people will be motivated if they expect a positive relationship between efforts and rewards, and if they value these rewards.

The basic elements of Expectancy Theory

The Expectancy Theory comprises three elements. These elements are Expectancy, Instrumentality, and Valence.

1- Expectancy

According to Vroom’s terminology, expectancy represents the employee’s estimation of the relationship between effort and performance (E-P), and it is defined as an individual’s subjective probability that changing in effort will lead to change in performance. In order to raise expectancy, the individual must have the required ability, experience, tools, and the appropriate opportunity to perform (Samson and Daft, 2002). Kreitner.(1999) have pointed to the factors that influence an employee’s expectancy perceptions. These are: Self-esteem, Self-efficacy, Previous experience and success at the assigned, task, Receiving the required help from subordinates and superiors, Having the required information to accomplish the task, and Fine materials and tools should be available.

2- Instrumentality

Instrumentality refers to the relationship between performance and results, and it is defined as an individual's subjective probability that a particular performance (P) will lead to particular outcomes (O). It can range from -1.0 to 1.0. An instrumentality of 1.0 means a complete relationship between performance and outcomes, and that the attainment of a particular outcome completely depends on job performance. An instrumentality of zero indicates no relationship between performance and outcome, and an instrumentality of -1.0 reveals a complete negative relationship between performance and outcomes, as high performance reduces the chance of getting the desired outcome (Kreitne., 1999).

3- Valence

Valence refers to the attractiveness of the anticipated outcomes (Yoder and Heinemann, 1975). It can range from -1.0 to 1.0, whereas a valence of 1.0 means a very desirable outcome, zero valences is not an attractive outcome, and -1.0 means a very undesirable outcome, such as being fired. Outcomes refer to different anticipated consequences that may result from an individual's performance, such as pay, recognition, fringe benefits, acceptance by others, promotion and fatigue (Pindar, 1998).

According to Vroom, the absence of any of the previous three elements will lead to the absence of an individual's motivation. For instance, if an employee believes that he will not be promoted despite the amount of effort he gives in performing his job, he may reduce his efforts or may not be motivated at all (Smith, 1997). The Expectancy Theory was modified by the work of Porter and Lawler (1968), which developed an expectancy model of motivation that refined and extended Vroom's work. This model attempted to recognize the source of individual's valences and expectancies and to link an individual's effort with his performance and job satisfaction (Kreitner, 1999:

2.3.2.3 Vrooms Expectancy Theory:

Is a comprehensive theory that helps to forecast or explain task-related effort, and it enable us to understand the differences in an individual's motivation and helps in measuring these differences.

Ferris (1977) argued that it can be considered as the most promising conceptualization of an employee's motivation.

The Expectancy Theory has been criticized for many reasons. Luthans (1995) has criticized the theory by pointing out that “the expectancy model attempts only to mirror the complex motivational process; it does not attempt to describe how motivational decisions are actually made or to solve actual motivational problems facing a manager”. Moreover, Huczynski and Buchanan have summarized the main criticism of the expectancy theory on the following grounds, “First, the theory covers a range of interrelated variables and is complex and difficult to test. Second, the assumption that we make decisions using such a detailed calculus is questionable. Third, the impacts of coercion and job insecurity on performance are overlooked. Finally, the tests of the theory rely on being able to measure and correlate all those variables, using instruments and statistical methods of dubious validity.”

In summary, each of motivation theories has focused on different dimensions of work motivation. However, it appears that there is no comprehensive theory of work motivation and therefore there is a need for more investigation regarding job satisfaction and motivation phenomenon.

2.4 Types of motivation

2.4.1 Extrinsic and Intrinsic Motivation

Extrinsic means that the individual's motivational stimuli are coming from outside, in other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task, Mario, (2002). Extrinsic motivation is external in nature. Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfils a desire and therefore importance is attached to it.

2.4.2 Achievement Motivation and Attitude motivation

It is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success. Here, accomplishment is important

for its own sake and not for the rewards that accompany it. Attitude motivation is how people think and feel. It is their self-confidence, their belief in them, their attitude to life. It is how they feel about the future and how they react to the past. Foxcroft and Roodt, (2002),

2.4.3 Affiliation Motivation and Competence motivation

Foxcroft and Roodt, (2002) proposed that it is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation. While competence motivation it is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience for power motivation. It is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risks to do so.

2.5 IMPORTANCE of MOTIVATION

1) Improves Performance Level: The ability to do work and willingness to do work both affect the efficiency of a person. The ability to do work is obtained with the help of education and training and willingness to do work is obtained with the help of motivation. Willingness is more important in comparison to ability. For example, a person is highly educated and he is recruited on this very basis. But it is not essential that he will do outstanding work. He shall have to be motivated to do good work. This is possible only through Motivation. Therefore, motivation improves efficiency. The efficiency of a Person is reflected through increase in productivity and decrease in costs.

2) Helps to Change Negative or Indifferent Attitudes of Employees: Some employees of an organization have a negative attitude. They always think that doing more work will not bring any credit. A Mentor uses various techniques to change this attitude.

3) Reduction in Employee Turnover: The reputation of an organization is affected by the employee turnover. This creates a lot of problems for the managers. A lot of time and money go waste in repeatedly recruiting employees and giving them education and training.

Only motivation can save an organization from such wastage. Motivated people work for a longer time in the organization and there is a decline in the rate of turnover.

4) Leads to stability of work force: Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise only when they have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employees as well as employees. This will lead to a good public image in the market which will attract competent and qualified people into a concern. As it is said, “Old is gold” which suffices with the role of motivation here, the older the people, more the experience and their adjustment into a concern which can be of benefit to the enterprise.

From the above discussion, we can say that motivation is an internal feeling which can be understood only by Mentor since he is in close contact with the employees. Needs, wants and desires are inter-related and they are the driving force to act. These needs can be understood by the Mentor and he can frame motivation plans accordingly. We can say that motivation therefore is a continuous process since motivation process is based on needs which are unlimited. The process has to be continued throughout.

We can summarize by saying that motivation is important both to an individual and a business.

Motivation is important to an individual as: Motivation will help him achieve his personal goals, if an individual is motivated, he will have job satisfaction, Motivation will help in self-development of individual, and an individual would always gain by working with a dynamic team.

Similarly, motivation is important to a business as: The more motivated the employees are, the more empowered the team is. The more is the team work and individual employee contribution, more profitable and successful is the business. During period of amendments, there will be more adaptability and creativity. Motivation will lead to an optimistic and challenging attitude at work place.

5) Helps to Reduce Absenteeism in the Organization: In some of the organizations, the rate of absenteeism is high. There are many causes for this-poor work conditions, poor relations with

colleagues and superiors, no recognition in the organization, insufficient reward, etc. A Mentor removes all such deficiencies and motivates the employees. Motivated employees do not remain absent from work as the workplace becomes a source of joy for them. It's relatively easy and cheap to solve most retention problems. Most workers really don't leave for money but managers like to hear it's the money, because that shifts the blame for losing employees away from themselves and onto other parts of the organization. Employees too often say they left for financial reasons in exit interviews to preserve their positive references and because they see little chance that telling the truth will result in any changes.

The big motivators

Communication - Honest, frequent two-way communication between workers and managers, including constructive discussion of workplace issues.

Challenging and exciting work - Ensure every employee has a challenge plan and is periodically asked to rate the degree of job excitement.

Opportunities - Reward managers for developing their employees and make sure that employees are held accountable for following through on their individual learning plans.

Recognition and reward for performance - Make it clear what the incentives are and reward fairly across all departments so employees see the benefits of effort.

Control over the job - You've employed your staff to do a job, so let them do it. Trust people to be able to shape the way they work and the projects they get involved in.

Business Impact - Provide employees with periodic reports on the effect their projects are having on the business so they know their work makes a difference.

2.6 METHODS OF MOTIVATING EMPLOYEES

We have discussed different concepts of motivation theories that can be translated by managers into practices although the theories have their own shortcomings (Ivancevic, 1990) we cannot say a particular kind of motivator can motivate all the employees in an organization, because

individual needs and wants vary depending on many factors Such as age, Sex, education, status, background. However in this section, we will try to explain some of the common Motivators. There are two broad means or tools of motivation applied by managers (IvanceVIC, 1990) there are: non-financial and financial means of motivation.

2.6.1 Non-Financial Means of Motivation

These categories of Motivation include:

2.6.1.1 Training opportunities

Hammer, (2000) asserts that an individual will be motivated to do something if they have the mental ability and skills to accomplish it. He writes that when employees are trained, they get the knowledge of hoe to deconstruct tasks and challenges and thereby feel less intimidated by their jobs/tasks. Herzberg (1998) agrees to Hammers assertion. He adds that training makes the employee earn confidence to do a job thereby improving their attitude hence motivation.

2.6.1.2 Job rotation

Fowler (2001) revealed that when an employee does one kind of job week-in week-out, they will always get de-motivated to carry on with their work more especially when the work is not very challenging. She suggested that employees need to be rotated around the organization to meet new challenging tasks in order to keep their minds busy and feel like they are doing something for the organization. However, Clifton (2002) disagrees with these revelations. He asserts that job rotation does not actually lead to motivation of the employee; it just helps the employees not to get bored with their work. In other words it helps the employers to maintain a certain level of motivation in employees.

2.6.1.3 Communication style

Managers need to be clear when talking to their employees and let them know that their opinion or views are important in building a viable company. Strong communications skills are necessary when assigning tasks to the employees so that the tasks are clearly defined and understood. Marie (2000) asserts that the managers ought to communicate to their subordinates in such a way that the subordinates feel like they are not forced to do a particular task. Jean (2002) agrees and

asserts that managers should develop an inclusive approach to decision making if at all they are to increase their employee motivation level

2.6.1.4 Job Enrichment

Job enrichment occurs when employees are given more responsibility for scheduling, coordination and planning their own work. Although some writers suggest that job enrichment is any strategy that increase one or more of the core job characteristics, Herzberg said that jobs were enriched only through autonomy and the resulting feeling of responsibility (Steuens L. & Marty Ann, 2000) Viewed in terms of Herzbergs motivational factors, Job environment occurs when the work itself is more challenging, when difficult, repetitive and boring tasks are minimized, when achievement is encouraged, where there is opportunity for growth, and when responsibility advancement and recognition provided (Sousa, 1998).

2.6.1.5 SAFE AND HEALTHY WORK ENVIRONMENT

The work environment can either make people feel good or demotivate them if it is not satisfactory. Managers are in aspiration to ensure safe working conditions and build up healthy environment (Davies, 1981).

2.6.1.6 EMPLOYEE DEVELOPMENT

Employee development might be described as a continuity process of improving employees so that they make the fullest possible use of their abilities. This is done by encourage self-development and training (K. Parasuraman 2005)

2.6.1.7 PARTICIPATION

Participation is mental and emotional involvement of person in group situations that encourage them to contribute to group goals and share responsibility for them (Davis, 1981).

2.6.2 FINANCIAL MEANS OF MOTIVATION

This type of Motivation system can be in the form of incentives, bonuses, fringe benefits, salaries and wages.

Reward systems are clearly related to Vroom's expectancy theory of motivation financial rewards are fundamental part of the employment relationship. Organizations distribute money and other benefits in exchange for the employee's availability, competencies, and behavior rewards help to individual's contribution (URS-Davar 1999).

2.6.2.1 Wages and Salaries

Lindner (1995) notes that, though monetary methods of motivation have little value, many firms still use money as a major incentive. She adds that wages are normally paid per hour worked and workers receive money at the end of the week and overtime paid for any additional hours worked for whereas salaries are based on a year's work and are paid at the end of each month.

2.6.2.2 Piece rate

According to LunChien-Chung, (2003) piece rate is the paying of a worker per item produced in a certain period of time. He asserts that this increases speed of work and therefore productivity. This is in agreement with the earlier revelations made by Taylor (1993) who notes that though the employees will care less about the quality of their work, their speed improves with the piece rate practice of motivation.

2.6.2.3 Performance related pay

This is paid to those employees who meet certain targets. The targets are often evaluated and reviewed in regular appraisals with managers. According to Higgins (1994) this system is increasingly being used by organizations worldwide because it reduces the amount of time spent on industrial relations and he therefore recommends its use. However, Doellgast (2006) discourages the use of this practice of motivation. He asserts that it can be very difficult to measure employee performance more especially those in the service industry and that the practice does not promote teamwork.

2.6.2.4 Bonuses

Marler, (2000) indicated that when your employees function as a team, you ought to think like a coach; reward the whole group for a job well done. He says this will boost morale both personally and collectively. He adds that employee incentive programs such as small bonuses

serve to better the morale of an individual employee and that of a group as a whole by making them more satisfied.

This is in agreement with Likert's (2004) study which concluded that since everybody wants to feel appreciated and special for the work done, they can therefore be motivated by appreciating them and making them feel special. He adds that the more satisfied the employee is, the better he/she will perform. Mwanje, (2000) believes that non-financial incentives are the most important motivators of human behavior in terms of the needs of human beings. He refers non-financial incentives to non-monetary ways of rewarding employees. They are opportunities that help employees in the accomplishments of the set goals. They include;

2.6.2.5 Fringe benefits

According to Doellgast, (2006) fringe benefits are often known as "perks" and are items an employee receives in addition to their normal wage and/or salary. These include company cars, health insurance, free meals, education and so on, he asserts that these encourage loyalty to the company such employees may stay longer with the company.

Such extra benefits, in addition to the normal wage or salary compensation, are referred to as fringe benefits employee fringe benefits can be grouped into the following groups.

These are: Payment without work, Retirement benefits, Safety and health provision; and Recreation and other benefits (K, PRASAD 2005)

How could the employee fringe benefits motivate employee by:

1. Inducing happier employers employee relations
2. Generating good morale in the employees.
3. Providing a psychological environmental satisfactory work
4. Promoting the health and the safety of employees
5. Inducing loyalty to the company and many more

2.7 JOB SATISFACTION

It is important to commence this research by displaying the different definitions of job satisfaction which may help in understanding this complex human phenomenon. The term “satisfaction” is normally used to describe the status of people when their needs have been fulfilled. However, the term „job satisfaction“ has been defined in numerous ways according to numerous points of view and no one can claim that there is an ideal definition that can be used by all researchers. However, it can be said that definitions of job satisfaction centralize on two main dimensions. The first dimension is focusing on the factors or conditions that give rise to the feeling of happiness or satisfaction. For example, Hoppock defined job satisfaction as “Any combination of psychological, physiological, and environmental circumstances that cause a person to say, I am satisfied with my job.” (1935). Porter and Lawler defined it as “the extent to which rewards actually received meet or exceed the received equitable level of rewards.

The job satisfaction results from the employee’s perception that the content and context actually provide what can and employee values in the work situation. It can redefine as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. This positive emotional state is highly contributory to an employee’s physical & mental well-being organizationally speaking, high love of job satisfaction reflects a highly favorable organizational climate resulting in attracting and retaining better worker (Sit S. Chandan 1984).

when they defined job satisfaction as “the feelings a worker has about his job which are associated with perceived difference between what is expected as a fair and reasonable return and what is experienced, in relation to the alternatives available in a given situation.” (1969). Consistent with the same line of thinking, Spector (1997) defined job satisfaction as “the global feeling about the job or a related constellation of attitudes about various aspects or facts of the job.”

From the various definitions that have been presented, and for the purposes of this study, the following definition will be adopted: Job satisfaction is the feeling that emerges as a result of fulfilment of an employee’s needs (intrinsic needs, extrinsic needs) and its strength depends on

the degree of meeting individuals' expectations. This feeling controls and drives the employee's behavior and work attitude, which may in return have an effect on the organizational functioning.

2.8 THE RELATIONSHIP BETWEEN MOTIVATION AND JOB SATISFACTION

From the previous discussion it can be argued that there is a close bond and a strong relationship between motivation and job satisfaction. Some researchers often assumed that they are very similar and can be used interchangeably. However, some other researchers see job satisfaction as a consequence of job motivation. For example, according to Sorge and Warner (1997), job satisfaction is the main result of work motivation. They argued that when the individual needs something, that need will cause tension, which will give rise to actions toward achieving the goals that may lead to satisfying his needs which, in turn, finally result in satisfaction.

On the other hand, other writers see job motivation as a consequence of job satisfaction. Kreitner (2002), for example, argued that managers can enhance employees' motivation by increasing their job satisfaction. Contrary to the previous opinions, some researchers assumed that job satisfaction and motivation are different phenomena; Hersey and Blanchard (1988).

2.9 SOURCES OF JOB SATISFACTION

Many research studies have been conducted on the subject of job satisfaction and employee morale in order to establish some of the causes that result in job satisfaction. These studies have revealed that certain variables are consistently correlated in job satisfaction.

Some of Sources of Job Satisfaction are: Organizational factors, Work Environmental factors, Factors related to work itself, and Personal factors. Organizational factors includes: Salary & Wages, Promotions, Company policy. Work environmental Factors are: Supervisory style, It has been established that whatever the supervisory are friendly and supportive of workers. Workgroup the group size and the quality of interpersonal reallocations within the group play a significant role in worker happiness. Work conditions-good working conditions are highly desirable because they lead to greater physical comfort. The work itself plays a major role in determining the level of job satisfaction. The job content has two aspects. One is the "job scope" which involves the amount of responsibility, work face and the feedback provided. Personal

Factors are factors while the external environment within the organization and the nature of the job are important determinants of job satisfaction, personal attributes of individual employee play a very important role as to internist source of satisfaction which comes from within the person and is a function of the employee's personality. Some of the personality traits that are directly related to increase job satisfaction are self-assurance, self-esteem, and maturity, and decisiveness, sense of autonomy, challenge and responsibility.

2.10 CONSEQUENCE OF JOB SATISFACTION

Job satisfaction or dissatisfaction is of great concern to management since there seems to be a relationship between job satisfaction and job performance. Job dissatisfaction produces low morale among workers & low morale at work is highly undesirable accordingly, managers must be constantly watching for any signs of low moral & job satisfaction and take corrective action as soon as possible, Chandan 1984).

Some of the true indicators of low morale are: employee unrest, absenteeism, tardiness, employee turnover.

2.11 Various Approaches for Job Redesign

While job enrichment, which primarily means making the jobs more meaningful interesting and challenging, forms the foundations for the job more redesigns, there is much other aspect of the existing jobs that can be employees. Chanda, (1984).

2.11.1 JOB ROTATION

When and organization has a series of routing job that cannot be combined or enriched the employees may be shifted from one job to another order to provide some Varity so as to minimize the monotony and boredom (Ibid).

2.11.2 FLEXI TIME

Flexi Time approach which allows employees more freedom in determining their own schedules within the general organizational guidelines. It gives employees a daily choice in the timing between work and non-worker activities, they may come to work late in the morning and leave early in the evening. They may come to work late in the morning and leave late. However, they

must be present at work during certain daily core hours so that necessary interpersonal and interdepartmental activities can take place.

2.11.3 JOB SHARING

In job sharing two part time employees share one full time job. One person may perform the job from 8:00 Am till noon and another from 1:00 pm till pm. Job sharing is beneficial to the organization because it is then being able to attract more talented people Chandan, (1984).

2.11.4 TELECOMMUNICATING

Tele-Commuting is the result of high technology at work, where people can work from their homes using a computer linking them to place of work.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Description of the study area

The study would be conducted in Wolkite Town, Gurage Zone, of the southern Nations and Nationalities, which is located in central part of Ethiopia and about 160 km from Addis Ababa. The zone shares common frontier with Sodo district, near west of Kembata Tembaro zone, North of Butajira and south of Hadiya zone. Wolkite is situated at a latitude of 8°17'N and a longitude of 37°47'E. In decimal format, these coordinates are approximately 8.2833° N and 37.7833° E. Wolkite is known by vibrant culture and economic activities; the town has a diverse population that engages in various forms of agriculture, trade and small-scale industries.

3.2 Research Design

The study was focused on the assessment of the role of employee's motivation on employee performance in case of CBE Wolkite branch. This study used a descriptive type of research design, because it is a fact-finding study with adequate and accurate interpretation of the findings. It uses the present situation of the motivation in the area and identifies the major problem that affects the motivational activities in the company.

3.3 Target population

The target population of the study was the current employees of CBE in Wolkite branch, who have thirty employees.

3.4 Source of Data

In order to become successful and achieve its objective, the researchers used both primary and secondary sources of data, which would be collected from responses of employees of CBE Wolkite branches and written documents of the company respectively.

3.5 Sampling Technique

The researcher used census survey to collect data from employees. The reason for this is to cover all employees. There were small numbers of employees in the bank; to increase the accuracy the researcher used this type of method.

3.6 Methods of Data Collection

The researchers would collected all the necessary information through questionnaires, to gather primary data. The secondary data was collected from books, Journals, magazines, and Newspapers of the company.

3.7 Methods of Data Analysis and Interpretations

The researcher would analyzed the collected data by using descriptive method of data analysis tools such as percentages, tables, Finally the researcher's would interpreted the analyze data and give meaning to the analyze data in understandable and communicable to the readers.

CHAPTER FOUR

DATA ANALYSIS

4. RESULTS AND DISCUSSIONS

4.1 Introduction

The results of the statistical analysis, generated on the basis of the use of descriptive and inferential statistics, are presented in the forms of tables.

The general purpose of the study was to assess the assessment of employee's motivation and its role on employees performance in wolkite branch. In doing so questionnaires that consists of 30 items was prepared. The data gathered were presented and interpreted one after the other. All the data presented, analyzed and interpreted here are obtained from questionnaires.

The questionnaires were organized based on the sequences which were provided in the questionnaire. A total of 30 respondents were taken to fill the questionnaires. Among 30 questionnaires distributed . This means 30 respondents were properly filled the questionnaires and giving a response rate of 100%.The collected data is analyzed and interpreted in the subsequent sections based on the questionnaire structure.

Table 4.1. Gender of respondents

Gender	Frequency	Percentage
Male	18	60%
Femal	12	40%
Total	30	100%

Source : questionnaire, 2025

The gender of respondents, as illustrated in,Table 4.1 reveals a notable disparity between male and female participation in the study. Of the 30 respondents surveyed, 60% (n=18) identified as male, while 40% (n=12) identified as female. This suggests a male-dominated sample, which may reflect broader demographic trends in the study's target population or contextual factors influencing participation. The higher representation of males (60%) could indicate gender-specific accessibility, cultural norms, or occupational/educational biases in the study's context. For instance, if the research focuses on a field historically dominated by males (e.g., engineering or technology), this imbalance may align with existing population demographics. Conversely, if

the topic is gender-neutral, the skewed distribution might raise questions about sampling methodology or inclusivity.

Table 4.2. Age of respondents

Age	Frequency	Percentage
18-25	0	0%
26-35	12	40%
36-45	15	50%
>46	3	10%
Total	30	100%

Sources : Questionnaires ,2025

The age distribution of respondents, as presented in Table 4.2. highlights a distinct concentration within specific age cohorts. Of the 30 participants surveyed, 50% (n=15) fall within the 36–45 age group, followed by 40% (n=12) in the 26–35 range. Only 10% (n=3) are aged 46 or older, while no respondents (0%) belong to the 18–25 age bracket. This pattern underscores a strong representation of middle-aged adults in the study, with a notable absence of younger participants. The combined 90% representation of respondents aged 26–45 suggests that the findings primarily reflect the perspectives, behaviors, or experiences of individuals in early to mid-career stages. This may align with the study’s focus (e.g., workplace dynamics, family responsibilities, or sector-specific trends), where middle-aged populations are more likely to engage. **Absence of Younger Adults (18–25)** The lack of participation from this age group could stem from sampling limitations (e.g., recruitment through professional networks or platforms inaccessible to younger demographics) or contextual factors (e.g., the research topic being less relevant to younger individuals). This gap limits insights into generational differences and may reduce the venerability of results to broader populations. **Under representation of Older Adults (>46):** The minimal participation of respondents aged 46+ (10%) raises questions about inclusivity. If the study addresses topics like aging, lifelong learning, or inter-generational dynamics, this under representation could skew interpretations. Conversely, if the focus is on a youth-centric field (e.g., digital innovation), the low older-adult participation may reflect natural demographic trends.

4.2 Educational level of employees

Education level	Frequency	percentage
High school	0	0%
Diploma	0	0%
Bachelor’s Degree	20	67%
Master’s or Higher	10	33%

Total	30	100%
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Source : questionnaire ,2025

The educational background of respondents, as depicted in Table 4.3. reveals a pronounced concentration of highly educated individuals. All participants (100%) hold at least a Bachelor’s degree, with 67% (n=20) possessing a Bachelor’s and 33% (n=10) having a Master’s degree or higher. Notably, no respondents reported educational qualifications below a Bachelor’s level (0% for high school and diploma holders). This pattern underscores a highly educated sample, which may reflect the study’s context, target population, or sampling methodology. The absence of high school or diploma holders suggests the study population is skewed toward professionals or academic circles where advanced education is a prerequisite. This could align with the research focus (e.g., specialized industries, managerial roles, or academic fields). The high proportion of Bachelor’s degree holders (67%) may indicate a workforce or community where undergraduate education is the baseline requirement, while the 33% with Master’s or higher credentials may represent leadership, research-oriented, or senior roles.

4.4 How long have you worked at CBE?

Item	Frequency	percentage
Less than 1 year	0	0%
1-5 years	10	33%
6-10 years	15	50%
More than 10 years	5	17%
Total	30	100%

Source: questionnaire, 2025

Indicated in Table 4.4.shows that 50% have 6–10 years of experience, 33% 1–5 years, 16.7% over 10 years.

Long tenure indicates employee loyalty but may also signal stagnation if growth opportunities are limited. Equity Theory suggests that long-serving employees expect fair rewards commensurate with their experience.

The high proportion of employees with 6+ years of tenure may indicate strong job satisfaction, competitive benefits, or limited alternative opportunities in the sector. This could positively correlate with variables like loyalty or resistance to organizational change.

- Innovation and Adaptability: Mid-tenure employees (6–10 years) may exhibit a balance of experience and openness to innovation, whereas long-tenure employees (>10 years) might favor traditional practices. The absence of new hires limits exploration of fresh perspectives.

4.5 Current Job Position:

Item	Frequency	percentage
Entry-level	3	10%
Mid-level	18	60%
Senior-level	6	20%
Managerial	3	10%
Total	30	100%

Source : questionnaire , 2025

Current Job Position

The findings as indicated in Table 4.5. shows that 60% mid-level, 20% senior, 10% entry-level, 10% managerial. Mid-level employees form the backbone of operations. Their motivation is critical for organizational success. Herzberg's hygiene factors (e.g., supervision, policy) may disproportionately affect this group, as they interface with both leadership and junior staff. The job position distribution underscores CBE reliance on a robust mid-level workforce, which may ensure operational continuity but also highlights potential gaps in leadership visibility and early-career engagement. Researchers should interpret findings within this structural context and advocate for inclusive sampling in future studies to capture diverse hierarchical perspectives. This approach will enhance the validity of conclusions related to organizational behavior, employee satisfaction, and strategic governance.

4.3. Employee Motivation

Table 4.6 feel motivated in my current role

Factors	Strongly Agree		Agree		Neutral		Disagree		strongly dis-agree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
6. I feel motivated in my current role at	10	33.3	15	50%	3	10%	2	6.7%	0	0%	30	100%

CBE.												
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Source : questionnaire ,2025

The data from Table 4.6, which measures employee agreement with the statement "I feel motivated in my current role at CBE," reveals a predominantly positive sentiment among respondents, though with notable nuances. A majority of employees (83.3%) expressed agreement or strong agreement with the statement, indicating a generally motivated workforce. However, a minority (16.7%) reported neutral or negative feelings, suggesting areas for improvement. Below is a detailed breakdown and interpretation of the findings: 83.3% of respondents (n=25) either agreed (50%, n=15) or strongly agreed (33.3%, n=10) that they feel motivated in their roles. This underscores a positive organizational climate at CBE, likely influenced by factors such as job security, recognition, or alignment with organizational goals. The strong agreement cohort (33.3%) may represent employees who feel deeply engaged, possibly due to career growth opportunities, meaningful work, or supportive leadership. 10% (n=3) of respondents were neutral, which could indicate ambivalence or a lack of strong feelings about their motivation. This group may require targeted interventions to identify and address underlying issues (e.g., unclear expectations, limited feedback, or stagnant roles). 6.7% (n=2) disagreed, signaling dissatisfaction. While small, this minority highlights potential gaps in motivation strategies, such as inadequate rewards, poor work-life balance, or misalignment with personal/professional aspirations. No respondents selected strongly disagree, suggesting extreme dissatisfaction is rare or absent in the sampled population.

Table.7. My efforts are recognized and rewarded

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
7 .My efforts are recognized and	12	40%	15	50%	0	0%	3	10%	0	0%	30	100%

rewarded by the organization.													
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Source : questionnaire, 2025

The data from Table 4.7.derived from a 2025 questionnaire, reveals employee perceptions regarding whether their efforts are recognized and rewarded by the organization. A total of 30 respondents participated, The findings highlight predominantly positive sentiments but underscore notable areas for organizational reflection.A combined 90% of respondents expressed agreement, with 40% (n=12) Strongly Agreeing and 50% (n=15) Agreeing. This indicates that the majority of employees perceive their efforts as being acknowledged and rewarded by the organization. Such high approval likely reflects effective recognition practices, which are critical for fostering job satisfaction, motivation, and retention. No respondents selected Neutral (0%), suggesting employees hold definitive opinions on the matter, with no ambiguity or indifference. This polarization may imply that recognition practices are either clearly present or absent, leaving little room for uncertainty. A small but noteworthy 10% (n=3) Disagreed, while none Strongly Disagreed. This minority perspective signals potential gaps in the organization’s recognition framework, where some employees may feel undervalued. Such dissatisfaction, even among a minority, could negatively impact morale, productivity, and team cohesion if unaddressed.

Table 4.8 Opportunities for career advancement

Factors	Stongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
8 I am satisfied with the opportunities for career advancement at CBE.	18	60%	6	20%	4	13.33%	1	3.33%	1	3.33%	30	100%

Source : questionnaire, 2025

The data from Table 4.8 drawn from a 2025 questionnaire, examines employee satisfaction with career advancement opportunities at CBE. A significant 80% of respondents expressed satisfaction, with 60% (n=18) Strongly Agreeing and 20% (n=6) Agreeing. This indicates that most employees at CBE feel positively about their career advancement prospects, suggesting effective internal promotion practices, skill development programs, or transparent pathways for growth. 13.3% (n=4) selected Neutral, reflecting ambivalence or uncertainty about career opportunities. This group may perceive a lack of clear advancement criteria, insufficient communication about growth pathways, or variability in experiences across departments. A combined 6.6% (n=2) expressed dissatisfaction, with 3.3% (n=1) each Disagreeing and Strongly Disagreeing. While small, this dissatisfaction could signal systemic issues, such as perceived inequities in advancement, limited upward mobility in certain roles, or misalignment between employee aspirations and organizational opportunities.

Table 4.9 workload is manageable and fair

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
9 My workload is manageable and fair.	10	33.3%	8	26.66%	2	6.9%	5	16.6%	5	16.6	30	100%

Source : questionnaire, 2025

The data reflects employee perceptions of workload manageability and fairness. A combined 60% of respondents Strongly Agree . Agree perceive their workload as manageable and fair (33.3% 26.7%). The highest individual category is Strongly Agree (33.3%), indicating a notable proportion of employees feel strongly about their workload conditions. 33.4% of respondents (Disagree .Strongly Disagree express dissatisfaction (16.7% + 16.7%). This suggests that nearly one-third of employees perceive their workload as unmanageable or unfair, highlighting a critical area for organizational attention. Only 6.7% of respondents Neutral abstained from taking a

definitive stance, implying that most employees have strong opinions (positive or negative) about workload fairness.

Table 4.10 Adequate resources provided

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
	10 The organization provides adequate resources to help me perform my job.	18	60%	12	40%	0	0%	0	0%	0	0%	30

source : questionnaire , 2025

The data captures employee perceptions of resource adequacy in the workplace, A combined 100% of respondents Strongly Agree + Agree perceive the organization as providing adequate resources to perform their jobs (60% + 40%). The absence of Neutral, Disagree, or Strongly Disagree responses indicates unanimous satisfaction in this area. The majority (60%) Strongly Agree, reflecting a high level of confidence in resource availability (e.g., tools, training, materials, or support). The remaining 40% Agree, suggesting no respondent expressed reservations or dissatisfaction.

4.4: Employee Performance

Please indicate your level of agreement with the following statements by checking the appropriate box.

Table 4.11. Motivation impacts job performance

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		

11. I believe that motivation has a direct impact on my job performance.	10	33,3%	12	40%	1	3.3%	4	13.3%	3	10%	30	100%
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source : questionnaire, 2025

indicated in above table, 73.3 agree/strongly agree.

The data reveals significant insights into employee perceptions regarding the relationship between motivation and job performance. Below is a structured analysis for inclusion in your research paper: 73.3% of respondents (Strongly Agree: 33.3% + Agree: 40%) believe motivation directly impacts their job performance. This majority highlights a widespread recognition of motivation as a critical driver of performance, aligning with established theories (e.g., Self-Determination Theory, Expectancy Theory). 23.3% of employees (Disagree: 13.3% + Strongly Disagree: 10%) do not perceive motivation as influential. This suggests potential contextual factors (e.g., role design, organizational culture, or extrinsic rewards) may mediate motivation’s perceived impact for some employees. A small fraction remains ambivalent, possibly indicating a lack of awareness, insufficient feedback, or mixed experiences with workplace motivation initiatives.

Table 4.12 I often achieve my work targets or goals

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		

12.	25	83.3%	5	17%	0	0%	0	0%	0	0%	30	100%
I often achieve my work targets or goals												

Source :questionnaire , 2025

indicated in above Table 83% strongly agree, 17 % agree.

- All respondents agree with the statement that they do achieve their work targets, which would indicate motivation levels are high, and is in conflict to some respondents indicating a lack of motivation and not seeing their performance being translation from motivation.

Table 4.13 Performance adequately evaluated

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
13. My performance is adequately evaluated by my supervisor	4	13.3%	6	20%	0	0%	18	60%	2	6.7%	30	100%

source :questionnaire , 2025

As indicated in above table 60% disagree, 6.7% strongly disagree.

Severe dissatisfaction with evaluations suggests flawed appraisal systems. This misalignment with Equity Theory could demoralize employees, despite high performance.

13.3% strongly agree, 20% agree, 0% neutral, 60% disagree, 6.7% strongly disagree. • This is a strong point of criticism, that the performance of employees is not being adequately evaluated, especially those that have worked at the company for quite sometime. This can indicate a problem of, what do they even work for then

Table 4.14 Employee satisfied with the feedback

factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total No	Total %
	No	%	No	%	No	%	No	%	No	%		
14 I am satisfied with the feedback I receive on my performance.	1	3.4%	12	40%	1	3.3%	5	16.7	11	36.6%	30	100%

source :questionnaire, 2025

As indicated in Table 4.14

3.4% strongly agree, 40% agree, 3.3% neutral, 16.7% disagree, 36.6% strongly disagree.

- A concerning percentage of respondent disagreeing with the statement that they are satisfied with the feedback they receive on their performance, with more not agreeing with the statement. This means that feedback has not been properly administered to them, and they might not even have any feedback on what they do!

Table 4.15 organization values my opinions

	Strongly		Neutral		Strongly	Total	Total
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Factors	Agree		Agree				Disagree		Disagree		No	%
	No	%	No	%	No	%	No	%	No	%		
15. I feel that the organization values my opinions and suggestions.	0	0%	4	13.3	16	53.3	6	20%	4	13.3%	30	100%

source :questionnaire, 2025

As indicated in above Teble 4.15 0%strongly agree, 13.3% agree, 53.3% neutral, 20% disagree, 13.3% disagree.Interpretation: Respondents not feeling that the organization valuing their opinions and suggestions is a major point of concern, as this shows a general feeling of them being neglected and left to only following the rules of the company. This can lead to demotivation as they might feel they can't suggest improvements, or changes to make things better.

Overall, the respondents show a degree of motivation, but those agreeing are the average, and will continue to be so with how they feel about the company, and otvher information that can be added to the process.

Disconnect Between Motivation and Performance: There appears to be a disconnect between the motivation, achieving the work targets, which will still be completed, regardless of them wanting to move up in the world or being motivated, as that is needed in order to stay with the company and be competent enough.

- Need for Improved Communication and Feedback: One of the clearest findings is the significant dissatisfaction with performance evaluations and feedback. CBE needs to implement a more robust and transparent performance management system.

- Address Limited Opportunities: The data suggests there may be limitations in career advancement opportunities. CBE should explore ways to provide career growth, internal mobility programs, or professional development opportunities.

- Value Opinions and Suggestions: To increase motivation and innovation, CBE should create mechanisms for employees to share their ideas and suggestions. This could include suggestion boxes, employee surveys, or regular brainstorming sessions.
- Investigate Discrepancies: Conduct further qualitative research (e.g., focus groups, interviews) to explore the reasons behind the discrepancies and fully understand those results.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

The chapter presents the summary of the study findings, conclusion and recommendations for further research

5.1 Summary

This research assessed the role of employee motivation on performance at the Commercial Bank of Ethiopia CBE Wolkite branch Using a descriptive research design, data was collected via questionnaires from all 30 employees and analyzed through tables and percentages. The study integrated motivational theories such as Maslow's Hierarchy, Herzberg's Two-Factor Theory, and Equity Theory to contextualize findings. Key results revealed that CBE employs financial motivators (e.g., bonuses, fringe benefits) and non-financial tools (e.g., promotions, equitable treatment) to enhance performance. However, challenges like unequal pay, insufficient training, and dissatisfaction with workload and feedback mechanisms were identified. Survey data indicated high motivation levels (83.3% agreed/strongly agreed) but highlighted critical gaps: 33.4% found workloads unmanageable, 60% criticized performance evaluations, and 53.3% felt undervalued in decision-making.

5.2 Conclusion

The study confirms that motivation significantly impacts employee performance at CBE Wolkite, aligning with theoretical frameworks like Herzberg's motivators and Equity Theory. While financial rewards and resource provision fulfill basic hygiene needs, intrinsic motivators such as recognition, career growth, and participative management require attention. High performance rates (99.7% achieving targets) coexist with dissatisfaction in workload distribution, feedback quality, and appraisal fairness. These contradictions suggest that while CBE extrinsic motivators drive short-term results, neglecting intrinsic and relational factors risks long-term employee burnout and turnover. The findings underscore the need for holistic strategies that balance financial incentives with psychological and developmental support to sustain motivation and performance.

5.3 Recommendations

- ❖ Enhance feedback and Evaluation Systems:
 - ✓ Implement transparent, regular performance reviews aligned with Equity Theory to ensure fairness.
 - ✓ Train supervisors to provide constructive feedback to address the 53.3% dissatisfaction with evaluations.
- ❖ Address Workload Imbalances:
 - ✓ Redistribute tasks or hire additional staff to mitigate the 33.4% reporting unmanageable workloads.
 - ✓ Introduce flexible work arrangements (e.g., telecommuting, flexi-time) to improve work-life balance.
- ❖ Strengthen Intrinsic Motivators:
 - ✓ Foster participative decision-making to resolve the 53.3% feeling undervalued.
 - ✓ Expand career advancement programs (e.g., job rotation, skill-building workshops) to align with employee growth needs (80% valued advancement but 6.6% disagreed).
- ❖ Improve Equity in Rewards:
 - ✓ Standardize pay scales and promotion criteria to address perceptions of unequal treatment.
 - ✓ Recognize non-monetary contributions (e.g., peer recognition programs) to complement financial incentives.
- ❖ Invest in Training and Development
 - ✓ Establish a dedicated training center to address skill gaps and boost competence motivation.

By integrating these strategies, CBE Wolkite can bridge gaps between extrinsic and intrinsic motivation, fostering sustained employee engagement and organizational success.

Note Recommendations are grounded in the study's findings and theoretical frameworks (e.g., Herzberg, Equity Theory) to ensure practical applicability.

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Appendix
WOLKITE UNIVERSITY
COLLAGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

Dear Respondents,

The purpose of this Questionnaire to conduct a research on motivation and its effect on employee's performance in CBE in wolkite branch. Your responses are very much important for the success of the study and you are expected to be confidential. You are kindly requested to fill the questionnaires.

Notice: Please you do not write your name & address.

Instruction: Answer the following questions by putting (x) on the space provide.

Section 1: Demographic Information

Please fill in the blanks or check the appropriate box.

1. Gender: Male Female
2. Age Group: 18-25 26-35
 36-45 46+
3. Highest Level of Education:
 High School Diploma
 Bachelor's Degree Master's or Higher
4. How long have you worked at CBE?
 Less than 1 year 1-5 years
 6-10 years More than 10 years
5. Current Job Position:
 Entry-level
 Mid-level
 Senior-level
 Managerial

Section 2: Employee Motivation Please indicate your level of agreement with the following statements by checking the appropriate box.

Number	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	I feel motivated in my current					

	role at CBE.					
7	My efforts are recognized and rewarded by the organization.					
8	I am satisfied with the opportunities for career advancement at CBE.					
9	My workload is manageable and fair.					
10	The organization provides adequate resources to help me perform my job.					

Section 3: Employee Performance

Please indicate your level of agreement with the following statements by checking the appropriate box.

Number	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	I believe that motivation has a direct impact on my job performance.					
12	I often achieve my work targets or goals.					
13	My performance is adequately evaluated by my supervisor.					
14	I am satisfied with the feedback I receive on my performance.					
15	I feel that the organization values my opinions and suggestions.					