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## Motivation and Performance: A Cross-sectional Management Discourse

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### **Abstract:**

*The purpose of this study was to identify from the literature the influence or contribution of motivation on performance in organizations. Latest discourses seem to concur that motivation and performance are synonyms and hence inseparables. Some argue that they are like two sides of the same coin. Organizations view performance as capital development on growth, profitability and market competitiveness and the success of organisations is unarguably built on motivated human capital. There is a correlation between performance and motivation and this direct link between these variables has been scrutinized in the literature. This theoretical paper reviewed the literature to identify empirical evidences linking motivation, performance, productivity, efficiency, profitability and growth among others. The research methodology followed descriptive approach, where observations and interviews were used to augment each other to provide as much information as was desirable. The findings revealed that while high performance in organizations was a result of social capital [motivation], investing in human capital development was also cited to have positive impact on high performance in organizations. Training and development have been identified as key to effective and efficient production. Other factors cited as contributing to performance were supervision, promotion and money incentives, among others.*

**Keywords:** Organizational culture and performance

### **1. Introduction**

Organizations exist to provide goods and services in an effective and efficient manner. Organizations are not buildings as many seem to perceive, but may be defined as the coming together of two or more people with a common objective of fulfilling certain goals. The goals should be in form of goods or services. People however seem to ignore the rationale behind formations of organizations and only focus on one side forgetting the symbiotic relationship that exist between organizations and communities. Something 'motivates' the formation of an organization and most highlights indicate that profit is one of such primary factors. Organizations are not *sympathetic* entities that only wish to see communities easily accessing goods and services without them being rewarded for their effort. This is evidenced with the folding of entities that no longer make profit as will be discussed later in the paper. Therefore, the formation of organizations is deep rooted in the making of profit. It is against such background that organizations must perform in order to remain viable. But of course, people or the human resource element steer the performance of organizations. Human capital also needs to be *stimulated or motivated* to work or steer organizations to performance and this goes in that chain. Therefore, motivation seems to be the conveyor belt or driver of all performance in organizations.

### **2. Problem Analysis**

From time immemorial, the human relations element had been missing from organizations' perspective. The early proponents of management theories like Taylor studied how production would be done effectively and efficiently in organizations and this was during the Industrial Revolution (1911-14). Taylor an engineer by profession, and reasoning from the scientific perspective, considered employees as machines or tools for production but forgot that employees were human beings who wanted work and rest and that not all individuals were motivated by one factor such as money. Other proponents like Henry Fayol, further developed from Taylor and tried to understand human behaviour. In trying to do so, Fayol came up with management principles which were unanimously and universally accepted which made him also become to be known as the father of Management. However, his principles did not probe what propelled employees to perform. Rather they paid much focus on scalar of chain and team spirit, among others. However, the Human Relations proponents led by Elton Mayo chose to study man and his nature. In trying to understand man on the workplace, there were many discoveries in the process leading to motivational theorists such as Abraham Maslow, Macgregor, Herzberg, Alderfer, McClelland, just to mention a few.

Man is a difficult 'creature' to understand. In short man is unpredictable. One great Greek philosopher, Aristotle once remarked that man is a social being. But with time, people came to add that man is also an economic being. Now put together this means man cannot leave alone (social aspect) and has certain basic needs to satisfy in order to survive

(economic aspect). The social aspect is about relationships with fellowmen whilst the economic aspect is to do with survival. Basic human needs come in form of shelter, food, clothing among others and these do not come on a silver platter. Man has to work for them, in other words man is motivated to perform in order to fulfil these wants. The more he works, the more he gets a bigger share/reward. Therefore, the behaviour or conduct of man at work is sometimes regulated by context of the environment (rewards). Then people tend to ask, what really motivate man to work? Is it the work itself or the rewards? Is he driven by circumstances? All this was explored in the literature

### 3. Review of Related Literature

Borg and Gall (1983) define literature review as the location and critical reading of other peoples' reports of research of casual observation and opinions that are related to the individual's planned research project. In research, reviewing literature helps one to develop a thorough understanding and insight into previous and modern trends that have emerged, helps to demonstrate how the work fills the gaps into the knowledge and it consist a guideline. Literature which does not fill gaps of knowledge is baseless and should not only be availed for the purpose of production. Literature review lets one know what previous research findings were to avoid duplications. It therefore follows that for any research to be purposeful; it needs the support of past works from where the current research would have come up with outstanding issues raised by past researchers. Bless-Higson and Smith (1995) explained the purpose of literature review as, to sharpen and deepen the theoretical framework of the research. Hart (1998) provides the purpose of literature review as identifying relationships between ideas and practice and distinguishing what has been done from what needs to be done.'

In this write up, motivation and performance were scrutinized to see the correlation. Motivation alone has been oversubscribed in other researches but seldom analysed alongside organizational performance. The writer has identified the *stimuli* of motivation and has tried to analyse how each factor contributes to motivation and ultimately lead to performance. Some theorists who have also tried before to link motive and performance have been put under scrutiny.

#### 3.1. Motivation

In practice, some people have jobs and others have careers. Some live for what they do, others don't have a choice. So, the interesting question is, do people go to work because they have to? Or are they extremely devoted and committed to their jobs? If so, why do they need to be stimulated (motivated) to work or why do they need a supervisor and a system to check on their output? Even the Clergy still need somebody to superintend over them. I asked myself one day when I was invigilating an examination undertaken by Theological students who all of them were clergyman, why they needed someone to supervise them as they wrote university final examination? Obviously, the reason was to prevent them from cheating in the examination! These and many more questions I think paved way to theories of motivation. Theories are perspectives with which people make sense of their world experiences. Formally, a theory is a coherent group of assumptions put forth to explain the relationship between two or more observable facts. John Clancy (2009) refers such perspectives 'invisible powers' to emphasize several crucial uses of theories, the 'unseen' ways in which we approach our world.

More often than not, when one thinks of performance, what comes first into mind is what is it that makes one to perform any task? In other words, the willingness or force to perform is termed motivation. Therefore, it is very difficult to separate motivation from performance. Performance and motivation are like two sides of the same coin that they move together to make a whole or meaningful unit. In other words, there is a correlation between the two.

#### 3.2. Motivation: Definition and Discussion

##### 3.2.1. Motivation

Motivation comes from the Latin word '*Movere*' which means to move. According to Kreitmar and Kinnick (2003) motivation is defined as the psychological process that causes the arousal, direction and persistence of voluntary actions that are goal directed. This is corroborated by Mullins (2010) who defined motivation as the driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation. Armstrong (2013) sums it in short by saying motivation is what makes people act or behave the way they do. In other words, it is the willingness to perform.

The term motive implies action to satisfy a need. Human behaviour has got a cause and usually is unpredictable. There is always a reason for a person behaving as he or she does. A *stimulus* is present to initiate behaviour on the part of the individual. Motivation is defined by goal directed behaviour and it is initiated by conscious or unconscious recognition of satisfied or unsatisfied need. Motivation can be intrinsic (derived from the context of the job) or extrinsic (provided by the employer in the job context).

#### 3.3. Motivation, a Perspective Approach

The relationship between the organization and an employee is influenced by what motivates them to work and the rewards and fulfilment they derive from it. Mullins (2010) in trying to give a simple explanation of motivation, remarked that motivation is, why people do what they do. Therefore, motivation has been classified into two categories that is, intrinsic and extrinsic. Intrinsic motivation refers to the willingness to perform from within self without any external influences. It is related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. On

the other hand, *extrinsic* motivation refers to the willingness to perform as a result of some induced factors outside the job context. The induced factors may be positive e.g., salary increment, time-off, or negative e.g., punishment, fear of bodily harm etc. As has been alluded before, extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment, and conditions of work. Such tangible rewards are often determined at organizational level and may be largely outside the control of individual managers.

### 3.3.1. Motivation Theories

In trying to understand the motivation theories, let me simplify them by breaking them into two main categories, *content* and *process*. Content theories focus on 'WHAT', while process theories focus on 'HOW' human behaviour is motivated. Content theories are also called needs theories as they try to identify what our needs are and relate motivation to the fulfilling of these needs.

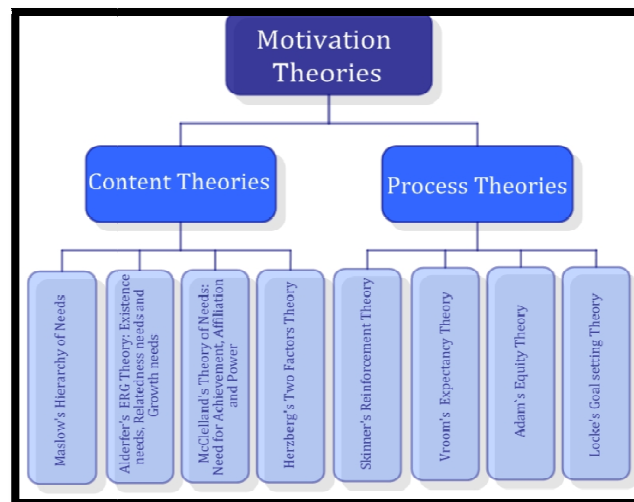


Figure 1: Motivation Theories  
Source: Author's Own Figure

The content theories were the earliest discoveries and they seemed to concentrate on the needs pertaining to human beings and they all seemed also to agree on many of their aspects or have many similarities or common aspects as I will relate or show below when each is discussed. In fact, as an *aide memoir* it is useful to regard content theories as focusing on the 'what' of motivation: The pioneer was Abraham Maslow followed by Alderfer, McClelland and Herzberg.

#### 3.3.1.1. Abraham Maslow's Hierarchy of Needs

This probably is the earliest and most widely known theory of motivation, developed by Abraham Maslow (1943) in the 1940s and 1950s. The theory condenses needs into five basic categories. Maslow categorized these needs in what came to be known as hierarchy of needs, beginning with the basic psychological needs and continuing through safety and security, belonging and love, esteem and self-actualization as demonstrated below (Figure 2) and they are read from bottom going up.

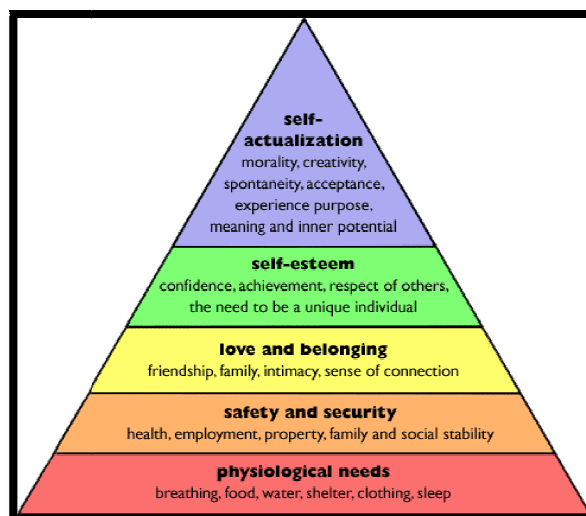


Figure2: Maslow Hierarchy of Needs

In his theory, the lowest unsatisfied need becomes the dominant, or the most powerful and significant need. The most dominant need activates an individual to act to fulfil it. Satisfied needs do not motivate. Individual pursues to seek a higher need when lower needs are fulfilled. Also, Maslow believed that individuals develop from one level to another after the need in one level has been fulfilled and he said the needs are hierarchical such that one cannot fulfil higher level need before the preceding. Therefore, individuals only pursue to seek a higher need when lower needs are fulfilled. However, whilst the popularity of this theory of motivation is rooted in its simplicity and logic, some critics are of the opinion that the first two levels precede each other but the last three can come anyhow. Some believe that there are some humans for whom self-esteem or self-actualization seems to be more important than love or belonging.

Having assessed Maslow's theory of hierarchy of needs, one would ask its relevance to performance today. As earlier explained, man is a 'wanting animal' and this means that after fulfilling needs in one level, continuously develop more needs and hence they will perform in order to fulfil those needs.

### 3.3.1.2. Alderfer – ERG Theory

The theory was developed by a psychologist, Clayton Alderfer, who like Maslow believed that worker motivation can be categorised in a hierarchy of needs. He distinguished three steps or classes of needs: *existence, relatedness and growth*. Alderfer classified Existence needs to include needs for basic material necessities. In short, it includes an individual's physiological and physical safety needs. In explaining Relatedness needs, Alderfer said individuals need significant relationships (be with family, peers or superiors), love and belongingness, they strive toward reaching public fame and recognition. This class of needs contain Maslow's social needs and external component of esteem needs. He further said Growth needs stood for self-development, personal growth and advancement. This class of needs contain Maslow's self-actualization needs and intrinsic component of esteem needs.

An analysis of Maslow and Alderfer reveal the following. Firstly, Alderfer emphasised that human needs can be categorised into three classes unlike Maslow's 5 classes. At the lowest level are the existence needs which are for physical well-being and security corresponding to Maslow's first two levels of needs. Next are the relatedness needs which are the needs for maintaining interpersonal relationships corresponding to Maslow's belonging needs. The last level of needs are the growth needs which are the needs for creativity, psychological growth, achievement and development, corresponding to Maslow's last two needs. Secondly, Alderfer coined the concept simultaneous needs satisfaction. Two or more needs can be in the process of being satisfied at the same time unlike Maslow who emphasised that only one level must be satisfied at any given time. Thirdly, Alderfer says that there is also the existence of frustration/regression principle (Furnham, 2008), that is when higher needs are frustrated, people will return to lower needs as a source of motivation even though they were already satisfied. Here Alderfer differs greatly with Maslow who opines that any level of needs once satisfied will lose its power to motivate behaviour. Maslow contents that people move in one direction up the ladder contrary to Alderfer who saw people moving up and down the ladder from time to time and situation to situation.

Further analysis to ERG theory believes that it is more realistic when it comes to this frustration/regression principle as it recognises this exercise, because when a need is met, it does not mean it will always remain met. ERG theory of motivation seems very flexible: it explains needs as a range rather than as a hierarchy. Implication of this theory: Managers must understand that an employee has various needs that must be satisfied at the same time. ERG theory says, if the manager concentrates only on one need at a time, he or she won't be able to motivate the employee effectively and efficiently. Prioritization and sequence of these three categories, classes can be different for each individual. However, both Alderfer and Maslow concurred that what drives or motivates behaviour was the desire to fulfil given needs. Needs are fulfilled through performance. Both Maslow and Alderfer tried to describe how these needs interlink to behaviour or performance.

### 3.3.1.3. McClelland's Acquired Needs Theory

In the early 1960s David McClelland built on Maslow's work and concluded that within every person, and during his or her lifetime, there were three basic types of needs that he/she aimed to achieve. McClelland identified the needs as need for achievement (nAch) explained as a need to accomplish and demonstrate competence or mastery, need for power (nPow), explained as a need for love, belonging and relatedness and need for affiliation (nAff) also explained as a need for control over one's own work or the work of others. Arnold et al (2005) posits that what McClelland claimed that humans acquire, learn their motivators over is the reason why this theory is sometimes called the '*Learned Needs Theory*'. He affirms that all humans have the above said motivating drivers that do not matter on gender or age. One of these drivers or needs will be dominant in the human behaviour.

In explaining Achievement motivation, McClelland said this is a need to accomplish and demonstrate competence or mastery. It relates to a person's need for significant success, mastering of skills, control or high standards and in other words, it is associated with a range of actions. Individuals seek achievement, attainment of challenging (and also realistic) goals, and advancement in the school or job. The need is influenced by internal drivers for action (intrinsic motivation), and the pressure used by the prospects of others (extrinsic motivation). Low need for achievement could mean that individuals want to minimise risk of failure, and for this reason people may choose very easy or too difficult tasks, when they cannot avoid failure. ([www.motivationtheories.ed.ac](http://www.motivationtheories.ed.ac).) In contrast, high need for achievement means that humans try to choose optimal, sufficiently difficult tasks, because they want to get the chance to reach their goals, but they have to work for it, they need to develop themselves. Individuals with high need for achievement like to receive regular feedback on their progress and achievements; and often like to work alone; seek challenges and like high degree of independence.

#### 3.3.1.4. Herzberg Two Factor Theory

This is a more recent theory developed by Fredrick Herzberg and his associates who concluded that job satisfaction and job dissatisfaction arose from two separate sets of factors. The theory states that there are some factors (motivating factors) that cause job satisfaction which could also be termed as satisfiers. These factors are intrinsic and found within an individual and related to the job content and the rewards associated with the job performance as perceived by each individual. These factors include recognition, achievement, the work itself, responsibility, advancement and growth. Herzberg said it is the presence of these factors that makes people to perform. On the other hand, the satisfiers were also classified as hygiene factors and were identified as those factors that are external to the individual but found within the context of the individual's work and relate to the work environment. These factors were also called dissatisfiers and they include salary, working conditions, status, security, relationship with others (e.g., supervisor and subordinates, supervisors and peers), company policy and administration. If the hygiene factors, for example salary, working conditions, work environment, safety and security are unsuitable (low level) at the workplace, this can make individuals unhappy, dissatisfied with their job. Motivating factors, on the other hand, can increase job satisfaction, and motivation is based on an individual's need for personal growth. If these elements are effective, then they can motivate an individual to achieve above-average performance and effort. For example, having responsibility or achievement can cause satisfaction (human characteristics) (Dartey-Baah, 2011).

In short, hygiene factors are needed to ensure that an employee is not dissatisfied. Motivation factors are needed to ensure employee's satisfaction and to motivate an employee to higher performance. Providing a good environment is essential and therefore the provision of these factors and their positive ratings by employees may lead to the absence of job dissatisfaction but they may not lead to job satisfaction according to Herzberg.

An analysis of Herzberg's theory shows that the hygiene factors resemble Maslow's first three levels of needs where as motivators resemble Maslow's last two levels of needs. Herzberg says the hygiene factors and the motivators are separate scales. This is opposed to the other two needs theories which depict a single scale of needs. Key to the theory is that employees expect working conditions to be fair and adequate and once this is perceived, no special satisfaction or impetuous is obtained as workers feel these things are due to them. Hygiene factors therefore have the power to create dissatisfaction but do not have the power to create satisfaction or motivation. It is the presence of motivators that lead to the impetuous to perform. The dominant force in driving people to perform is the intrinsic drive to grow, mature and fulfil potential (self-actualise)

#### 3.3.1.5. Critique of Needs Theories

There are some critics for all need theories. Although, there is a consensus for the general concept: human behaviour is motivated by the strong wish for fulfilling a human need, some proponent within the need's theories differs in their approach to money. In modern economic environment, managers seem to motivate performance with money. By paying higher wages or increasing salaries, employees may be motivated to perform. This is different with Herzberg. Herzberg addressed salary as not a motivator in the way that the primary motivators are, just like achievement and recognition. Salary can be a motivator; if one gets always higher and higher salary, but we cannot say that it is an incentive. Maslow also agrees with this notion that money or salary is indeed a motivator as it is needed to buy food to eat, to have some place to live and sleep, etc. It can even be classified as a physiological need as most resources are funded by it. Another major criticism comes from the theories' work focus as if individuals only have needs at workplaces yet needs are spread in all human life and its only Maslow who tried to surmise this aspect. Lastly the other weakness of the content theories is the failure to entirely explain what motivate or de-motivate humans. Process theories are concerned with 'how' motivation occurs, and what kind of process can influence human motivation.

#### 3.4. Process Theories of Motivation

These look at individual behaviour in terms of job satisfaction related to perceived rewards (or lack of reward), which instigate behaviour. They examine how behaviour is started, sustained and halted. Process theories are concerned with 'how' motivation occurs, and what kind of process can influence human motivation. The theories deal with how people choose their possess of action from various alternatives. While content theories dealt with above focus and emphasise on needs and their power in motivating behaviour, the process theories view needs as just one element in the process by which individuals decide on how to behave. Other elements are individual's abilities, role perception (understanding of behaviours) and the expectations concerning the results of certain behaviour. Proponents of process theories are Skinner's Reinforcement theory, Vroom's expectancy theory, Adam's equity theory as well as Locke's goal-setting theory.

##### 3.4.1. Skinner's Reinforcement Theory

The Reinforcement theory was developed by psychologists Pavlov, Thorndike and Skinner. The theory, based on operant conditioning assumption, says that behaviour can be formed by its consequences (Gordon, 1987). The three psychologists conducted separate experiments to prove this theory. Pavlov conducted a classical conditioning experiment using a dog. He observed that a dog started to salivate at the mere sight of a food dish as this dog has begun to associate the side of the dish with the taste of the food. He enhanced his findings by also exploring whether the dog could be taught to associate food with other things such as light, a sound or a bell. His discovery was that it was possible that with time the dog would associate the food with light, a sound and bell and would respond these stimuli by salivating.

Thorndike carried out his experiment by placing a hungry cat in a cage whose door was held by a simple latch. A piece of the fish is placed just outside the cage. The cat makes all effort in trial and error to reach for the fish. Eventually, it hits the latch, frees itself and eats the fish. The experiment was repeated over and over again. Over the trials, the cat eliminates many of its regular behaviours, eventually efficiently opening the latch and freeing itself as soon as it is placed in the cage.

Skinner's experiments were carried out by placing a rat in a box. The inside of the box was bare except for a protruding bar with a food dish beneath it. Left alone the rat would move about exploring. At some point the rat would press the bar, a food pellet would be released into the dish and the rat ate the pellet. With time and repeated trials, the food pellet reinforces bar pressing and the rate of pressing would increase dramatically. If the food pellet released into the food dish got disconnected such that the pressing of the bar failed to deliver food, the rate of bar pressing would diminish until it would extinguish.

Reinforcement theory suggests that individuals can choose from several responses to a given stimulus, and that individuals will generally select the response that has been associated with positive outcomes in the past. Thus, in explaining the theory in simplified form, [www.managementstudyguide.com](http://www.managementstudyguide.com) says that all the three experiments cited above can be summed up in a more simplified term as Stimulus-Response-Consequence-Future Response. Stimulus refers to a particular situation or event. In the experiments, food is the stimulus. Individual voluntary behaviour is the response (salivating, pressing of the bar and hitting the latch). Consequence refers to the results or outcomes of the exhibited individual behaviour (eating food and satisfying hunger). Future response refers to whether the initial behaviour will be responded to. The individual's own voluntary behaviour to a specific will lead to a certain consequence or result. If the outcome is positive, the individual will repeat the same behaviour when faced with the same situation. If the result is negative, the individual will change behaviour to avoid the negative consequence. Therefore, the law of effect is the heart of the re-enforcement theory which states that behaviour that is positively rewarded tends to be re-enforced and is repeated and behaviour that is negatively rewarded will be avoided and will not be repeated.

### 3.4.2. Vroom's Expectancy Theory

The expectancy theory by Vroom, 'Is a model of motivation that the effort to achieve high performance is the function of perceived likelihood that high performance can be achieved and will be rewarded if achieved and that the reward will be worth the effort expended (Stoner and Freeman 1992:448). The theory is therefore based on four basic assumptions: -

- Behaviour is determined by a combination of factors in the individual and in the environment
- Employee behaviour is exhibited after individual's conscious decisions
- Each employee has different need and goals
- Employees decide on alternative behaviour based on the expectation that a given behaviour will lead a certain desired outcome.

In a nut shell, the expectancy theory can be summarized based on three major components namely

- Performance leading to outcome
- Outcome leading to valence, i.e., power to motivate
- Effort leading to performance

The Expectancy theory is very important and still relevant when analysing performance in that it addresses such assumptions given by other theorists that individuals are alike, situations are also alike and that there is one best way of motivation. Vroom tends to differ as he assumes that individuals are different and what motivate them also differs. He however emphasises that performance must be determined, communicated to the employee, it must be attainable and rewarded.

### 3.4.3. Adam's Equity Theory

The origins of equity theory lie in studies of social comparison. The theory focuses on how individual employees perceive the way they are being treated at work places compared to their counterparts in similar job elsewhere. Comparison may be in way of salaries, working conditions and other benefits. According to Stoner and Freeman 1992, equity can be defined as a ratio between the individual's job input (e.g., effort or skill) and job rewards (e.g., pay or promotion) compared with rewards others are receiving for similar job inputs. Motivation and performance depend on the subjective evaluation and comparison of employee effort to reward ratio and the effort to reward of others in the similar situation as will be illustrated below.

$$\frac{\text{Individual rewards}}{\text{Individual inputs}} \text{ compared with } \frac{\text{Others' rewards}}{\text{Others' inputs}}$$

Adams the proponent of the theory argues that felt inequity is a motivating state of mind. That is, when people feel a sense of inequity in their work, they will be aroused to remove the discomfort and restore a sense of felt equity to the situation. Inequities exist whenever people feel that the rewards or inducements (carrots) received for their work inputs or contributions are unequal to the rewards other people appear to have received for their inputs.

For the individual, the equity comparison or thought process that determines such feeling is a felt negative inequity exists when an individual feels he or she has received relatively less than others in proportion to work inputs. Felt positive inequity exists when an individual feels he or she has relatively received more than others. Both negative and positive inequities are motivating states.

### 3.4.3.1. Managerial Applications

Rewards that are received with feelings of equity can foster job satisfaction and performance; rewards received with feelings of negative inequity can damage these key work results. The burden lies with the manager to take control of the situation and make sure that any negative consequences of the comparison are avoided, or at least minimised when rewards are allocated. A critique to Adam's theory is that he thinks that all that motivates employees is the comparison of rewards. He did not take into consideration such as the job itself, promotion etc.

### 3.4.4. Locke's goal-setting theory

Developed by Latham and Locke, the theory holds that employees are thinking creatures who work towards accomplishment of goals. The theory focuses on the setting of goals by the manager and or subordinate. The goals have to be specific and challenging and this will function effectively in motivating individuals towards performance. According to Armstrong and Taylor (2012), the theory was developed by Latham and Locke (1997), highlights four mechanisms that connect goal to performance outcomes i.e.

- They direct attention to priorities
- They stimulate effort
- They challenge people to bring their knowledge and skills to bear to increase their chances of success and
- The more challenging the goal, the more people will draw on their full repertoire of skills.

The theory supports the emphasis in performance management of setting and agreeing objectives against which performance can be measured and managed. In other words, the theory sets out that, organizations have priorities and targets to achieve. As a result, employees must be empowered with skills and knowledge to execute goals. Challenging goals stimulate performance. There will be no more motivation if the employee feels that he/she does not possess the skill needed to achieve the goal. Motivation will be higher and stronger motivation if subordinates or employees participate in the setting of goals which they will embrace as their own. Constant feedback on performance is therefore required so that employees will adjust their work methods. The researcher agrees with the theory as it seems relevant in today's modern management. Organizations exist for a purpose and they have goals to accomplish and hence goal-setting becomes key to all organization. Also, as employees have goals to achieve which could only be fulfilled in performing tasks within organizations.

### 3.5. Money as a Motivator

Most scholars argue that there are many things or factors that motivate employees to perform and 'recognition' is one of them. However, some early writers such as F.W. Taylor believed in *economic needs motivation*. What he meant was that motivation to perform is tied to an economic reward and hence workers are most motivated by obtaining highest possible wages through working in the most efficient and productive way. From all the discussed theories, content and process, there is one word that has been featuring, *reward!* Employees are motivated by rewards. Rewards at work may be in form of a salary increase (money) or advancement in grade or promotion (resulting in money). Therefore, money is seen as the most force behind motivation. All such sources of motivation such as recognition, esteem, promotion, rewards, etc. have money connotations and hence makes it a strong motivator to performance.

### 3.6. Performance: Definition and Discussion

Organizational performance has been viewed by different scholars since it's an important aspect that keeps the organization moving forward. Organizational Performance has been defined by Daft (2012) as the organization's ability to attain its goals by using resources in an efficient and effective manner. Richardo (2001) stated that Organizational performance is the ability of an organization to achieve its goals and objectives. For this study, the researcher focused more on Daft (2012)'s definition which is the organization's ability to attain its goals by using resources in an efficient and effective manner and will also try to link performance to the human resource which is the centre of such performance. No performance would be possible without human output or contribution). Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). It is a company's performance as compared to its goals and objectives and the extent to which organization achieves a set of defined targets that are unique to its mission.

#### 3.6.1. What is Performance Management?

Performance management is the process of creating a work environment or setting in which people are facilitated to perform to the best of their abilities. It is the main medium by which managers communicate what is required from employees and give feedback on how well they are achieving job goals (CIPD, 2009). It brings together many of the elements that make up the practice of people management, including in particular learning and development. Performance management establishes shared understanding of what is to be achieved and provides an approach to leading and developing people that will ensure it is achieved; as such it is an essential element of management role and will support such relationship with individuals in the team. It is also the means of getting better results from the organization, teams and individuals by undertaking and managing performance within an agreed framework of planned goals, standards or competency (Parker and Follet 2003). This is concurred by Mullins (2010) who said performance management is a process of establishing shared understanding about what is to be achieved and an approach to management and developing people in a way which increases the probability that will be achieved in the long and short term.

The focus on performance management both globally and in Zimbabwe is not new. Organizations exist because employees perform. Armstrong and Taylor (2012:334) define performance as, 'behaviour that accomplishes results.' Behaviours emanate from performance and transform performance from abstraction to action. Brumbach (1988) also concurs with Armstrong and Taylor (ibid) when he says that behaviours are not just instruments for results but are also outcomes in their own right. Behaviour in other words can be explained as a  *motive*. From the aforementioned explanation supplied by Brumbach (ibid) it is evident that performance is a product of knowledge, skills and motivation. Motivation then breed attitude which is also key to discussion.

### 3.6.2. Management

After defining performance, it is important to have an appreciation of what management is. Management is rather difficult to define. According to Drucker (1954) management is a core business activity while Hood (1991) identifies it as a doctrine and others regard it as an ideology (Pollit, 1990). However, it is generally defined as the process or series of activities that give an organization direction to utilise its resources towards the achievement of objectives as effectively and efficiently as possible in its environment. According to Henri Fayol's functional management theory, the fundamental activities include planning, organizing, leading and controlling (Smit and Cronje, 1992). To this list Jones and George (2000) add motivation which is identified as psychological forces that determine the direction of a person's behaviour in an organization, level of effort and persistence or the ability to energize and direct behaviour towards a goal. It is also the inspiration and reason that an individual performs a task or makes a decision (Baron, 1992 and Schunk, 1990). It is through these functions that both private and public organizations attain the objectives for which they are established. In recognizing that there are no one size fits all in performance management, the public sector or service in Zimbabwe came up with various frameworks to guide operations with a view to improving on output. One such concept is the Results Based Management (RBM), a model that was introduced in 2005, after government realised that it had dwindled resources that needed optimum usage to improve on effectiveness and efficiency and also that it remained viable and accountable to its clientele by providing the desired output. Other performance models such as performance-reward based models were introduced to stimulate performance.

### 3.6.3. Aims of Performance Management

For employees to perform, they need to be managed. Armstrong (2006:496) says, 'The overall aim of performance management is to establish a high-performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership.' This is corroborated by Fisher et al (2006:481) who say that, 'Performance process is a handy umbrella term for all organizational activities involved in managing people on the job.' Therefore, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. Performance management provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities and behaviours (Hatry 2008). Performance management also, 'aims to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization.' (Armstrong ibid) However to achieve all the above, an employee needs to have the correct attitude or behaviour which can be motivated by certain factors. Armstrong however (2006:496) sums it all by saying that, 'Performance management is a planned process of which the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue.'

### *3.7. Performance and Motivation*

From the literature discussed above, it is evident that performance is incomplete without motivation. Employees are motivated by certain factors to work. Employers are also supposed to create ' *motives/stimuli*' for performance.

## **4. Methodology**

Cooper (2003) asserts that research methodology means the philosophy of the research process. Harvey (1990) corroborates by putting it in another way by saying that research methodology is an interface between methodical practices, substantive theory and epistemology underpinnings. In other words, it refers to the philosophical basis on which the research was founded. Simply put methodology is the plan to be followed. Therefore, the methodology looked the research philosophy followed by the research strategy and the research design, population and sample size data collection tools, validity and reliability of data, ethical issues among others.

### *4.1. Research Philosophy*

The researcher chose pragmatism research philosophy. The Pragmatism research philosophy accepts concepts to be relevant only if they support action. This philosophy also recognizes that there are so many different ways of interpreting the world and undertaking research, that no single point of view can give the entire picture and that there may be multiple realities (Saunders et al 2012). This philosophy also accepts that research question is the most important determinant of the research philosophy.

### *4.2. Research Strategy*

The research used descriptive research design in carrying out this study. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way (Saunders,



2009). It gives a framework for the collection and analysis of data and in this study the survey method was used. The descriptive research design assisted the researcher to draw certain magnitudes of relationships within the general population. The design assisted researcher in studying the correlation between motivation and performance

#### 4.3. Population Size

It refers to a set of elements identified for investigation based on the evaluation of research objectives, feasibility and cost- effectiveness. It is a specified group of people or objects for which questions can be asked or observations made to obtain required data structures and information. In the study, Managers and employees from one private University and one multi-corporation company were used. The respondents were deemed to provide sufficient information that can be generalised to all the people.

Elements	Population	Sample
Managers	18	6
Employees	300	30
Total	318	36

Table 1: Population Size

36 out of 318 (11%) respondents were selected using stratified random sampling. According to Descombe, (2014) not every member of the population is observable or measurable for reason namely cost, time and possibly unit destruction. Indian marketing research writers such as Maholtra, (2016) point out that the sample size should be between 10% and 30% of the population and this justifies the chosen sample.

#### 4.4. Research Instruments

Data was collected through observations and interviews. An interview guide was therefore available for consistency. The interview elicited specific information regarding the issues at hand and collected responds, opinions about the problem, feelings, motivations, behaviours, attitudes, intentions, emotions, demographics and such other variables.

#### 4.5. Validating and Reliability of Research Results

Validity refers to the credibility given to the research and reliability refers to how dependable the research results are to users and those interested in the work, (Descombe, 2014). To ensure validity, some aspects of the interview analysed and included content coverage, suitability of questions, wording and meaning. The use of the pilot study enhances the validity and reliability of the research instruments.

#### 4.6. Ethical Consideration

The researcher observed ethical issues during the research process such as consent, confidentiality, and convenience, among others.

### 5. Data Presentation, Analysis and Interpretation

Data analysis involves the process of turning data into information, (Crowther and Lancaster:2009). After all data was collected and retrieved, the researcher checked for errors and irregularities using various assessment methods. Data was then presented and analyzed using tables, bar graphs, and pie charts, all formed the basis of presentation of findings.

#### 5.1. Results/Findings

The results and findings from the observations and interviews were as follows: -

##### 5.1.1. Human Capital Development

25 (69%) respondents out of 36 agreed that human capital development in form of training was key to performance. They said training was very vital in preparing employees to be efficient but they also argued that for some employees to be effective, they needed to be stimulated or motivated. The remainder of respondents had mixed feelings where some believed that performance is in an individual and they said man by nature was created to work and rest: its either man is working (performing) or resting. This shows that trained employees know what is expected of them in execution of duty which leads to effectiveness and efficiency.

##### 5.1.2. Supervision

21 (58%) respondents out of 36 indicated that supervision also contributed to performance. They said even if employees were incentivised, they still needed to be checked for them to perform. The remainder (42%) argued that supervision was costly and should be replaced by incentives to trigger performance. Whilst employing supervisors may be costly, modern trends have showed that organizations are devising mechanisms such as closed-circuit televisions among others to check on employee productive hours. Also, the 'earn as you work models' have become common to instil performance among employees.

### 5.1.3. Work Environment

24 (67%) out of the respondents indicated that one key motivator to performance was the work environment itself. They said a conducive work environment propelled performance. They cited factors such as the state of the economy, site of workplace, welfare and attitude of management as prime to performance. These factors are moral issues which you cannot separate man from and I strongly agree that they also contribute to performance. If welfare of employees is not addressed, production levels drop. However, 12 (33%) had a different view where they opined that some jobs entailed dangerous aspects and the environment was not a bone of contention. Two respondents' examples are worth to mention. One cited that a toilet cleaner should not talk about a conducive environment neither should a landmine demining engineer expect a friendly work environment!

### 5.1.4. Rewards

#### 5.1.4.1. Money Incentives

Rewards such as bonuses and money were cited as major drivers to production or performance. 31 (86%) of the respondents indicated that money was a great motivator for performance. One senior employee at a certain company said it's a two-way event where organizations are in business for money and the same with employees. Employees are not sympathetic beings who would work for no reward at all. Even voluntary organizations still pay volunteers a certain allowance for their upkeep. However, 5 (14%) indicated that employees should not be treated as machines who work tirelessly for money without rest. Taylor's scientific management theory treated man as a machine who should produce and produce but the Human relations theorist led by Elton Mayo propounded that man needs to be stimulated to perform and is motivated by different factors to do so.

#### 5.1.4.2. Promotion

Promotion is advancing or regrading an employee to a senior level than previously held. Promotion comes with new and more responsibility and benefits. In the study, 28 (78%) out of 36 respondents indicated that employees are ready to work and compete if they know that one day their effort will be recognised in form of promotion. However, 7 (19%) of the respondents opined that race for promotion is detrimental to performance as some employees may spent productive hours trying to outperform their counterparts thereby creating rivalry and factions. Friction among employees is counterproductive. 1 (3%) of the respondents indicated that people join organisations for career not promotion. He opined that promotion is just a bonus which does not driver employees to perform. However, from the results it is clear that promotion contributes to performance.

#### 5.1.4.3. Perquisites

These are extra packages the company may offer employees over and above salaries and bonuses. Perquisites may include company houses, loan schemes at zero percent interests, company cars, insurance, medical aid schemes and many more. Where a company offers some of the above, employees feel more secure and they may increase their stay with the company and hence lead to performance. 26 (72%) of the respondents agreed that perks contributed to performance while the remainder 10 (28%) argued that perks are a pre-requisite for all organizations and they don't motivate behaviour. They said their absence led to resignations and unstable tenure in employees. However, from the analysis thereof, perks whilst they remain a pre-requisite, their upward review in organizations stimulate performance. It is no doubt that in Zimbabwean situation, a review of allowances by the public sector, especially the civil service, has always triggered performance.

### *5.2. Summary of Findings*

From the aforementioned, training, conducive work environment, rewards, promotion and perks, all these factors are motivational factors that lead to performance. Therefore, it is correct to attribute performance to motivation. Organizations therefore should devise motivation packages for employees to perform.

## **6. Conclusions and Recommendations**

Based on the preceding findings, the study concludes that performance is basically depended on a number of factors, chief among them, human capital development, conducive work environment, culture of the organization, motivational issues such as rewards and promotion. Human capital development introduces a knowledgeable employee capable of being effective and efficient. Conducive environment creates issues such as organizational culture and welfare issues as well as leadership styles. Motivational aspects introduce critical issues such as rewards and promotion that are also instrumental to performance. The general perception by many respondents which also form the basis of this conclusion is that motivation and performance are inseparables. For employees to perform they have to be motivated or they perform where there is a motive.

## **7. Further Study**

The research was conducted only in 2 organizations, a multi-corporation as well as at a university. With resources permitting, a wider study was necessary to be conducted also at other centers such as public institutions, service centres and civic organizations. There is also need to explore the relationship of organization culture, leadership and performance

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## Appendix

### Interview Guide

#### Introduction

I am Dr. Oscar Chagwiza, a Senior Lecturer in the Department of Finance and Management at The Reformed Church University. I am carrying out a research on the correlation between performance and motivation. This is a further research following my previous findings in one of my researches on Performance Management which established that motivation *could* be key to performance. As such I am interested in finding out more on the relationship between performance and motivation. You are free to participate in the study and the results are going to be used for academic purposes in training senior managers as well as advising companies on how to improve on performance.

#### Interview

- What is your level in the organization?
- State your qualifications
- How do you understand performance?
- Do understand what motivation is?
- Does your organization have a performance management system?
- If so, how does it work?
- What motivation strategies are in place at your organization
- What strategies do you think organizations must put in place to stimulate performance?