

REDUCING TURNOVER BY MOTIVATION

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Abstract

The study seeks to identify the needs and expectation of people at work, identify the major theories of motivation and evaluate their relevance to work situation, ascertain the relationship between motivation, job satisfaction, and work performance, and ascertain the factors that affect job satisfaction in the workplace.

The study was carried out primarily through the survey method and interview of employees in three public sector organizations in Nigeria. Secondary data were obtained through books, journals, and internet. Findings indicate that economic rewards, intrinsic satisfaction, and social relationship are the needs and expectation of people at work.

Maslow's need hierarchy, McClelland's motivation theory, expectancy theory and goal setting theory are the major motivation theories. There is a significant relationship between motivation, job satisfaction and work performance. Nature of the work, one's interest in the job, personal growth and development, and style of leadership would affect job satisfaction.

Employee motivation is essential towards the success of any organisation: motivated employees are happy, productive, and committed. Human resources are essential to the prosperity, productivity, and performance of any organisation. Motivation is the key and a source which provides an environment where optimal performance is possible. Employee incentive programme is the key which promotes workplace harmony, employee performance and motivation. Motivated employees are likely retained and they ensure company loyalty.

Employee incentive programme offers rewards for outstanding performance, hard work or result: Employees who meet targets or go beyond targets are rewarded for their efforts. To maximize employee motivation through employee incentives, it is necessary to discuss the programme with the employees. Find out what motivates them and how they would want to be rewarded for productive performance.

Positive behaviours and achievements of the employees should be recognized. Increase motivation by recognizing excellence in the workplace.

Keywords: Motivation, Turnover, job satisfaction, and work performance

1. Introduction

Motivation is one of the key ingredients in employee performance and productivity. Motivation is defined as the psychological forces that determine the direction of a person's behaviour in an organisation, a person's level of effort, and a person's level of persistence in the face of obstacles.

Motivation is central to management because it explains why people behave the way they do in organisations, why some workers put forth twice the effort of others (Jones et al, 2000). Motivation refers to forces that energize, direct and sustain a person's efforts. McShane and Von Glinow (2000) see motivation as the forces within a person that affects his or her direction, intensity, and persistence of voluntary behaviour. First, motivation is concerned with what activates human behaviour. Second, motivation is concerned with what directs his behaviour toward a particular goal. Third, motivation is concerned with how this behaviour is sustained (Rue and Byars, 2000). Motivation is the creation of stimuli, incentives, and working environments that enable people to perform to the best of their ability. The heart of motivation is to give people what they really want most from work. In return managers should expect more in the form of productivity, quality, and service. The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation. Thus, motivation

concerns action and internal and external forces which influence a person's choice of action.

The relationship between the organisation and its members is influenced by what motivates them to work and the rewards and fulfilment they derive from it. The nature of the work organisation, style of leadership, and the design and content of jobs can have a significant effect on the satisfaction of staff and their levels of performance. The manager needs to know how best to elicit the co-operation of staff and direct their efforts to achieving the goals and objectives of the organisation. The manager must understand the nature of human behaviour and how best to motivate employees so that they work willingly and effectively. The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation (Mullin, 2010).

1.1 Objectives

The study has the following specific objectives

- To identify the needs and expectation of people at work.
- To identify the major theories of motivation and evaluate their relevance to work situation.
- To ascertain the nature of the relationship between motivation, job satisfaction, and work performance
- To ascertain the factors that affect job satisfaction in the workplace.

1.2 Hypotheses

These hypotheses were proposed for the study.

H₁ Economic rewards, intrinsic satisfaction, and social relationship are needs and expectations of people at work.

H₂ Maslow's need hierarchy, McClelland's motivation theory, expectancy theory, and goal setting theory are the major motivation theories.

H₃ There is a significant relationship between motivation, job satisfaction, and work performance.

H₄ Nature of the work, one's interest in the job, personal growth and development and style of leadership would affect job satisfaction.

1.3 Methodology

The study was carried out primarily through the survey method and interview of employees in three public sector organizations in Nigeria.

Secondary data were obtained through books, journals, and internet. A sample size of 353 was obtained from the population of 3000 at 5% error tolerance and 95% degree of freedom using Yamane's statistical formula. 341(96.6%) of the questionnaire distributed were returned while 12 (3.4%) of the questionnaire distributed were not returned. The questionnaire was designed in Likert scale format. The researcher conducted a pre-test on the questionnaire to ensure the validity of the instrument. Data collected were presented in frequency tables. Correlation Coefficient and Chi-Square statistical tools were used to test the hypotheses.

2. Literature Review

2.1 Needs and Expectations of People at Work

Mullins, 2010 presents three fold classification of needs and expectations at workplace

■**Economic Rewards** refer to tangible rewards such as salary, fringe benefits, pension rights, material goods and security, promotion, contract of service, the work environment, and condition of work. Such intangible rewards are often determined at the organisational level and may be largely outside the control of individual managers.

■**Intrinsic Satisfaction**

This 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. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers. Intrinsic satisfaction is derived from the nature of the work itself, interest in the job, and personal growth and development.

■ Social Relationship

Social relationships: such as, friendships, group working, and the desire for affiliation, status and dependency.

This is a relational orientation to work and concerned with other people. A person's motivation, job satisfaction, and work performance will be determined by the comparative strength of these sets of needs and expectation and the extent to which they are fulfilled.

2.2 Theories of Motivation

Employee motivation theories attempt to create models to understand what motivates people to perform

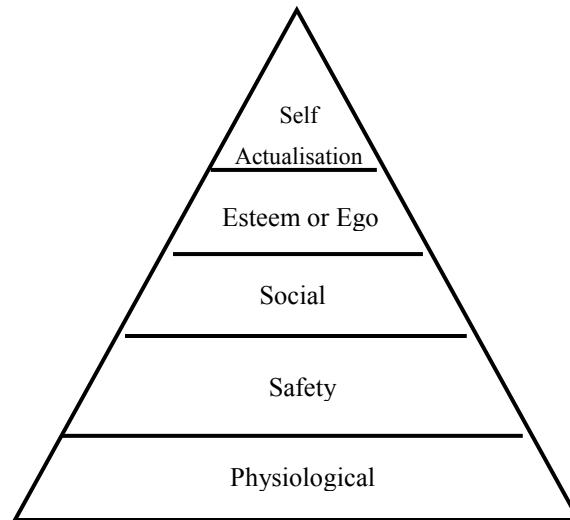


Fig:2.2.1 Maslow's Needs Hierarchy Model

Source: Rue, L. W and Byars, L. L. (2000) Management: Skills and Application
(9th edition), New york: McGraw-Hill Companies

Maslow's need hierarchy illustrates maslow's conception of people satisfying their needs in a specified order from bottom to top, that is people are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied do the higher level needs: social, esteem, and self actualisation become dominant concern (Bateman and Snell, 2009).

Physiological needs refer to need for food and thirst, shelter, health, body needs, exercise and rest.

Safety needs refer to need for security and safety, protection, comfort, and peace, no threat or danger, orderly and neat surroundings and assurance of long- term economic well- being.

Social needs refer to acceptance, feeling of belonging, membership in a group, love and affection, and group participation.

Esteem (or ego) needs refer to recognition and prestige, confidence and leadership, competence and success, strength and intelligence.

Self Actualisation needs refer to self- fulfilment of potential, doing things for the challenge of accomplishment, intellectual curiosity, creativity and aesthetic appreciation and acceptance of reality (Rue and Byars, 2000).

Jones et al (2000), stress that, to have a motivated workforce, managers must determine which needs employees are trying to satisfy and make sure that individuals receive outcomes that will satisfy their needs when they perform at a high level and contribute to organisational effectiveness

2.2.2 Mc Clelland's Theory of Learned Needs

David Mc Clelland devoted his career to studying three secondary needs that he considered particularly important sources of motivation: need for achievement, need for affiliation, and need for power.

Need for Achievement

The most widely studied learned need is need for achievement: this is a desire to do something better or more efficiently than it has been done before.

People with a high need for achievement want to accomplish reasonably challenging goals through their own efforts. They prefer working alone rather than in teams because of their strong need to assume personal responsibility for tasks.

High achievement people also like to be successful in competitive situations and have a strong need for unambiguous feedback regarding their success.

High achievement people are therefore most satisfied when their jobs offer challenge, feedback, and recognition. Research indicates that high achievement people are mainly motivated by the expectation of satisfying their need for achievement.

Money is a relatively weak motivator for them, except to the extent that it provides feedback and provides recognition for their success. In contrast, employees with a low need for achievement perform their work better when money is used as a financial incentive. A substantial body of research has found that successful entrepreneurs tend to have a high need for achievement.

Need for Affiliation

This refers to a desire to seek approval from others, conform to their wishes and expectations, and avoid conflict and confrontation. The need for affiliation reflects a strong desire to be liked by other people. Individuals who have high levels of this need are oriented toward getting along with others and may be less concerned with performing at high levels. People with a strong need for affiliation want to form positive relationship with others. They try to protect a favourable image of themselves and take other steps to be liked by others.

Moreover, high need for affiliation employees, actively support others and try to smooth out conflicts that occur in meetings and other social settings.

High need for affiliation employees tend to be more effective than those with a low need for affiliation in coordinating roles, such as helping diverse departments work on joint projects. They are also more effective in sales positions, where the main task is to cultivate long-term relations with prospective customers.

Generally, employees with high need for affiliation prefer working with others rather than alone, tend to have better attendance records, and tend to be better at mediating conflicts. Although people with a high need for affiliation are more effective in many jobs requiring social interaction, they tend to be less effective at allocating scarce resources and making other decisions that potentially generate conflict. For example, research has found that executives with a high need for affiliation tend to be indecisive and are perceived as less fair in the distribution of resources. Bateman and Snell (2009) stress that one reason the need for affiliation is not necessary for leadership success is that people with high need for affiliation have difficulty making tough but necessary decisions that will make some people unhappy. Thus, people in these decision-making positions must have a relatively low need for affiliation so that their choices and actions are not biased by a personal need for approval.

Need for Power

This refers to a desire to control one's environment, including people, and material resources. People with a high need for power want to exercise control over others and are concerned about maintaining their leadership position.

They frequently rely on persuasive communication, make more suggestions in meetings, and tend to publicly evaluate situations more frequently.

Mc Clelland and his colleagues claim that the need for power takes two forms: personalised and socialised. People with a high need for personalised powers enjoy their power for its own sake and use it to advance their career and other personal interests. It is expressed through aggressive manipulation and exploitation of others. They desire

loyalty from others and gain satisfaction from conquering or dominating them. People with need for socialised power seek power to help others, such as improving society or increasing organisational effectiveness. People with a high need for socialised power want power but they also have a strong sense of altruism and social responsibility. They are concerned about the consequences of their own actions on others. Corporate and political leaders have a high need for power because this motivates them to influence others: an important part of the leadership process.

However, Mc Clelland argues that effective leaders should have a high need for socialised rather than personalised power. The ethical guidance of their need for power develops follower trust and respect for the leader, as well as commitment to the leader's vision (McShane and Von- Glinow, 2000 cited in Ezigbo, 2011)

2.2.3 Expectancy Theory of Motivation

The expectancy approach to motivation was developed by Victor H. Vroom. The expectancy approach postulates that an employee's level of motivation depends on three basic beliefs: expectancy, instrumentality, and valence.

■ Expectancy

This refers to employee's perception of the likelihood that his efforts will enable him to attain desirable performance goals.

■ Instrumentality

This refers to perceived likelihood that performance will be followed by a particular favourable outcome.

■ Valence

The value an outcome holds for the employee contemplating it.

Managerial Implications of Expectancy Theory

- Increase expectancies: provide a work environment that facilitates good performance, and set realistically attainable performance goals provide training, support, and encouragement so that people are confident they can perform at the levels expected of them.
- Identify positively valent outcomes: understand what people want to get out of work. Think about what their jobs provide them and what does not provide but could be provided.
- Make performance instrumental toward positive outcomes: make sure that good performance is followed by personal recognition and praise, favourable performance reviews, pay increases, and other positive results (Bateman and Snell, 2009).

Impact of Expectancy Theory on Motivation

For motivation to be high, expectancy, instrumentalities, and total valence of all outcomes must be high. An employee will not be highly motivated if

- He believes he can't perform well enough to achieve the positive outcomes that he knows the organization provides to good performers (high valence and high instrumentality but low expectancy).
- He knows he can do the job, and want the favourable outcomes. But he believes that no matter how well he performs, the outcomes will not be forthcoming (high expectancy, and positive valences but low instrumentality).
- He knows he can do the job, and is fairly certain what the ultimate outcomes will be. However, he doesn't want those outcomes (high expectancy and high instrumentality but low valence) Bateman and Snell, 2009).

2.2.4 Goal Setting Theory of Motivation

Goal setting is one of the most effective and widely practiced theories of motivation in organisations. Goal setting states that people have conscious goals that energize them and direct their thoughts and behaviours toward a particular end (Bateman and Snell, 2009). Goals are the immediate or ultimate objectives that employees are trying to accomplish from their work effort.

Goal setting is the process of motivating employees and clarifying their role perceptions by establishing performance objectives.

Goal setting potentially improves employee performance in two ways

- ✓ By stretching the intensity and persistence of effort, and
- ✓ By giving employees clearer role perceptions so that their effort is channeled toward behaviour that will improve work performance.

Management by Objective (MBO) can be an effective application of goal setting in an organization: It is a participative goal setting process in which organizational objectives are cascaded down to work units and individual employees (McShane and Von- Glinow, 2000).

Characteristics of Effective Goals

Organisational behaviour scholars have identified five conditions that are necessary to maximize task effort and performance.

•Specific Goals

Employees put more effort into a task when they work toward specific goals rather than “do your best” targets. Specific goals have measurable levels of change over a specific time such as “improve quality by 10 percent over the next three months”. Specific goals communicate more precise performance expectations, so employees can direct their effort more efficiently and reliably.

•Result-Oriented Goals

Result oriented goals improve work performance more than process – oriented goals. A result oriented goal is one that directly refers to the person’s job performance, such as the number of customers served per hour. Process oriented goals refer to the work processes used to get the job done.

•Challenging Goals

Employees tend to have more intense and persistent work effort when they have challenging rather than easy goals. Challenging goals also fulfill a person’s need for achievement or growth needs when the goals are achieved.

•Goal Commitment

There are limits to challenging goals. At some point a goal becomes so difficult that employees are no longer committed to achieving it. At that point, work effort falls dramatically. The optimal level of goal difficulty is the area in which it is challenging but employees are still committed to achieving the goal. Employee’s self-efficacy has an influence on goal commitment: this has to do with a person’s belief, motivation, and situational contingencies to complete a task successfully.

•Participation in Goal Formation

Another way to build or maintain commitment to goals is to ensure that employees are involved in the goal setting process.

Participation in goal formation tends to increase goal commitment because employees take ownership of the goal, compared to goals that are merely assigned by supervisors. Participation may also improve goal quality, because employees have valuable information and knowledge that may not be known to those who initially formed the goal.

•Goal Feedback

Feedback is another necessary condition for effective goal setting. Feedback is a powerful source of learning. In terms of goal setting, feedback lets us know whether we have achieved the goal or are properly directing our effort toward it. Feedback is also an essential ingredient in motivation because our growth needs can’t be satisfied unless we receive information on goal accomplishment (McShane and Von- Glinow, 2000).

2.3 Employee Turnover

Employee turnover is the process by which a worker is replaced by another for a reason. A turnover rate is the percentage of employees that a company replaces within a given time period. Companies always face the costs of hiring and retaining qualified employees. High turnover rates cost the company training expenses, as well as reduced productivity. Employees leave jobs when they are not satisfied and are basically unhappy.

2.3.1 Reduce Employee Turnover

Offer fair working conditions: check on the pay and benefits offered to your competitor's employees and raise your employees' pay when necessary.

Get to know your employees: understand their concerns and listen to their complaints. Be accessible anytime an employee has a problem for you to solve. Accept suggestions even from low-level employees. Allow promotional opportunities: listen to employees who want to be considered for promotions. Remember that employees will be willing to stay if they have a future with the company. Stay in communication with your employees, try to keep the work place pleasant. Make each employee feel like an important and irreplaceable part of the organisation. Offer bonuses and prizes for specific levels of productivity. Give money incentives regularly when warranted (<http://www.ehow.com/how-2054973-reduce-employee-turnover.html>) Promoting a work environment that fosters personal and professional growth promotes harmony and encouragement on all levels. Continual training and reinforcement develops a work force that is competent, consistent, competitive, effective and efficient (<http://en.wikipedia.org/wiki/turnover>).

To reduce employee turnover, a manager should be sincere, flexible and reward unexpectedly.

4: Results

This section presents the analysis of data collected in the course of this study. Data were presented in tables for analysis. Hypotheses 1, 2 and 4 were tested by Chi-square test statistics. Hypothesis 3 was tested by correlation coefficient using SPSS.

Table (1) What are the Needs and Expectation of people at Work

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Tangible rewards such as salary, fringe benefit, pension rights, promotion and condition of work	339(329.7)	02(11.3)	341
2	Psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, and positive recognition	320(329.7)	21(11.3)	341
3	Social relationships such as friendship, group working, desire for affiliation, status and dependency.	330(329.7)	11(11.3)	341
Total		989	34	1023

Source: Field Survey

H₁: Economic rewards, intrinsic satisfaction, and social relationship are the needs and expectation of people at work.

Table (2) Chi-Square Tests Computed from the Frequency Cross Tabulation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	151.987(a)	6	.000
Likelihood Ratio	105.630	6	.000
Linear-by-Linear Association	11.290	1	.001
N of Valid Cases	1023		

Source: SPSS Version 15.00

Table (2) presents the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects

from the three public sector organisations. Pearson Chi-Square computed value ($X^2_c = 151.987$) is greater than the Chi -Square tabulated value ($X^2_t = 12.59$) with 6 degrees of freedom (df) at 0.05 level of alpha ($X^2_c = 151.987$, $p < .05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi- Square value is greater than tabulated Chi-Square value otherwise, reject the alternate hypothesis and accept the null hypothesis.

Decision

Since the Pearson Chi- Square computed $X^2_c = 151.987$ is greater than Chi- Square table value $X^2_t = 12.59$, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that economic rewards, intrinsic satisfaction, and social relationship are the needs and expectation of people at work.

Table (3) What are the Major Motivation Theories

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Maslow’s need hierarchy	335(331.3)	06(9.8)	341
2	McClelland’s motivation theory	330(331.3)	11(9.8)	341
3	Expectancy theory	320(331.3)	21(9.8)	341
4	Goal setting theory	340(331.3)	01(9.8)	341
Total		1325	39	1364

Source: Field Survey

H₂: Maslow’s need hierarchy, McClelland’s motivation theory, expectancy theory and goal setting theory are the major motivation theories .

Table (4) chi-Square Tests Computed from the Frequency Cross Tabulation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	152.503(a)	6	.000
Likelihood Ratio	108.710	6	.000
Linear-by-Linear Association	34.530	1	.000
N of Valid Cases	1364		

Source: SPSS Version 15.00

Table (4) is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from the three public sector organisations. Pearson Chi-Square computed value ($X^2_c = 152.503$) is greater than the Chi -Square tabulated value ($X^2_t = 12.59$) with 6 degrees of freedom (df) at 0.05 level of alpha ($X^2_c = 152.503$, $p < .05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi- Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis and accept the null hypothesis.

Decision

Since the Pearson Chi- Square computed $X^2_c = 152.503$ is greater than Chi- Square table value $X^2_t = 12.59$, the null

hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that Maslow's need hierarchy, McClelland's motivation theory, expectancy theory and goal setting theory are the major motivation theories.

Table (5) What is the nature of the relationship between motivation, job satisfaction, and work performance

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	There is a significant relationship between motivation, job satisfaction and work performance	338(223)	03(118)	341
2	There is no significant relationship between motivation, job satisfaction, and work performance	21(223)	320(118)	341
	Job satisfaction is necessary in order to achieve a high level of motivation and performance	310(223)	31(118)	341
Total		669	354	1023

Source: Field Survey

H₃: There is a significant relationship between motivation, job satisfaction, and work performance

Table (6) Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	1.2199	.52160	341
Job satisfaction	1.2522	.69939	341
Work performance	1.4340	.82206	341

Source: SPSS Version 15.00

Table (7) Correlations matrix on the relationship between motivation, job satisfaction and work performance

		Motivation	Job satisfaction	Work performance
Motivation	Pearson Correlation	1	.871(**)	.874(**)
	Sig. (2-tailed)		.000	.000
	N	341	341	341
Job satisfaction	Pearson Correlation	.871(**)	1	.883(**)
	Sig. (2-tailed)	.000		.000
	N	341	341	341
Work performance	Pearson Correlation	.874(**)	.883(**)	1
	Sig. (2-tailed)	.000	.000	
	N	341	341	341

Source: SPSS Version 15.00

Table (6) shows the descriptive statistics of mean (m), standard deviation, and number of cases (respondents), (N) are displayed for motivation, job satisfaction and work performance. Motivation had mean of (1.2199), std. deviation (.52160) and number of respondents (341); job satisfaction had mean of (1.2522), std. deviation (.69939) and number of respondents (341); work performance had mean of (1.4340), std. deviation (.82206) and number of respondents (341). By careful observation of standard deviation values, there is not much difference in terms of the standard deviation scores. This implies that there is about the same variability of data points between the dependent and independent variables.

Table (7) presents the Pearson correlation matrix of motivation, job satisfaction and work performance, showing the correlation coefficient significant values, and the number of cases. The results in the multiple correlation matrix show that there is a relationship between motivation and job satisfaction ($r=.871$); relationship between motivation and work performance ($r=.874$). the computed correlation coefficients of the relationship between motivation, job satisfaction and work performance ($r=.871$, $r=.874$). The computed correlations coefficient is greater than the table value of $r=.195$ with 339 degrees of freedom (df. = n-2) at alpha level for a two-tailed test ($r=.871$, $p<.05$; $r=.874$, $p<.05$). However, since the computed $r=.871$ and $r=.874$ were greater than the table value of .195, we reject the null hypothesis and conclude that there is a significant relationship between motivation, job satisfaction and work performance ($r=.871$, $p<.05$; $r=.874$, $p<.05$).

Table (8) What are the Factors that affect Job Satisfaction in the Workplace

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Nature of the work	300(325.8)	41(15.3)	341
2	One's interest in the job	330(325.8)	11 (15.3)	341
3	Personal growth and development	335(325.8)	06 (15.3)	341
4	Style of leadership	338(325.8)	03(15.3)	341
Total		1303	61	1364

Source: Field Survey

H_1 Nature of the work, ones interest in the job, personal growth and development, and style of leadership would affect job satisfaction.

Table (9) Chi-Square Tests Computed from the Frequency Cross Tabulation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	233.468(a)	6	.000
Likelihood Ratio	205.137	6	.000
Linear-by-Linear Association	1.354	1	.245
N of Valid Cases	1364		

Source: SPSS Version 15.00

Table (9) presents the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from the three public sector organisations. Pearson Chi-Square computed value ($X^2_c=233.468$) is greater than the Chi -Square tabulated value ($X^2_t=12.59$) with 6 degrees of freedom (df) at 0.05 level of alpha ($X^2_c=233.468$, $p,<.05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi- Square value is greater than tabulated

Chi-Square value otherwise, reject the alternate hypothesis and accept the null hypothesis.

Decision

Since the Pearson Chi- Square computed $X^2_c = 233.468$ is greater than Chi- Square table value $X^2_t = 21.36$, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that nature of the work, ones interest in the job, personal growth and development, and style of leadership would affect job satisfaction.

Conclusions and Recommendations

The role of every successful manager is to identify what motivates each employee, and learn how to leverage those motives to simultaneously achieve the goals of the organisation, as well as the goals of each employee.

Employee motivation is essential towards the success of any organisation: motivated employees are happy, productive, and committed. Human resources are essential to the prosperity, productivity, and performance of any organisation. Motivation is the key and a source which provides an environment where optimal performance is possible. Employee incentive programme is the key which promotes workplace harmony, employee performance and motivation. Motivated employees are likely retained and they ensure company loyalty.

Employee incentive programme offers rewards for outstanding performance, hard work or result: Employees who meet targets or go beyond targets should be rewarded for their efforts. To maximize employee motivation through employee incentives, it is necessary to discuss the programme with the employees. Find out what motivates them and how they would want to be rewarded for productive performance.

Positive behaviours and achievements of the employees should be recognized. Increase motivation by recognizing excellence in the workplace.

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