

THE IMPACT OF EMPLOYEE MOTIVATION ON EMPLOYEE PERFORMANCE

Nomutsa. T. MAREWO

Midlands State University, Gweru, Zimbabwe

Dr. Chipso MUTONGI

Zimbabwe Open University, Harare, Zimbabwe

Thabani NYONI

University of Zimbabwe, Harare, Zimbabwe

Dr. Smartson. P. NYONI

ZICHIRE Project, Harare, Zimbabwe

Abstract:

This article evaluated the impact of motivation on employee performance at Zengeza High 1 in, Harare, Zimbabwe. For employees to play their part effectively, it is imperative that they are satisfied, motivated and managed in a way that improves their level of commitment with the employer as well as enhancing organizational effectiveness. It is against this background that the researchers sought to assess the impact of employee motivation on their performance. The study made use of pragmatism research philosophy, mixed methodology and a case study design. The study found that productivity and levels of job satisfaction are greatly declining because workers were not motivated. It was therefore recommended that there is need to find out what exactly motivates each and every employee as employees are unique and what motivates one might not significantly motivate another.

Keywords: *motivation, employee performance, commitment, effectiveness, organisational effectiveness, productivity, production*

Introduction

Creating a motivational environment is vital as it affects significantly on worker performance. It is essential for institutions to develop management skills and strategies to adopt various motivational tools and apply them accordingly, strategically and effectively as this is very important in the determination of worker participation, productivity, organizational effectiveness and the degree of competitiveness as well as the survival of an organization. It is thus important for administrators to note that motivation and worker performance are directly and strongly related and that employee motivation is a major key to success for any organization, be it private or public. However, despite the great advantages associated with motivation, it seems that it is not the present scenario in many industrial sectors in Zimbabwe including the scenario at Zengeza 1 High. Productivity and levels of job satisfaction are greatly declining because workers

are not being given a strong drive to perform their duties comfortably, amicably and effectively, that is to say that the level of worker motivation is at a declining state thereby negatively affecting productivity and production.

Review of Related Literature

Maslow's Hierarchy of Needs Theory and Herzberg's two factor theories are given as examples of content motivation theories.

Maslow's Hierarchy of Needs Theory



Figure 1: Maslow's Hierarchy of needs

Maslow, (1954) theorized needs in pecking hierarchy of significance as illustrated in figure 1 above. When each of the necessities was fundamentally fulfilled, it would prompt a main thrust for the following need. Individuals need to fulfill physiological needs first which go about as essential motivators, people at that point climb the pecking order to look to fulfill wellbeing needs, confidence lastly look for self-actualization. This overwhelms a person's conduct particularly among administrative personnel. Maslow gave that in order for employee to be gainful, he ought to be happy with these requirements in any case the inability to meet authoritative objectives. Anyway in the present circumstance, a great many people need to land positions to make them certain about day by day bread, addressing their necessities as much as a superior future with advancements and utilization of ability. Teachers would likewise be increasingly spurred whenever given opportunity and capacity to complete undertakings in order to give claim results.

Critique of Maslow's approach to motivation was that lower needs of an individual must be satisfied before they reach self actualization or their full potential, of which it's not always the case. In poor economies, needs such as love and belongingness come first as opposed to Maslow's hierarchy. Also in reality, some people can be self actualized even if they are poor. The order to satisfy needs of an individual vary from culture to culture. Other cultures prefer fulfilling social needs first. Also, people do not always satisfy one need at a time, different needs can be satisfied at the same time. To overcome this limitation, the researcher put all the needs of

an employee in one basket and gave employees questionnaires with a mixture of questions which were arranged randomly and not arranged in hierarchic so that they express their personal views and on their own on the different factors of motivation in relation to employee performance and without being forced or manipulated. Respondents gave different views to the topic under study and their preference of fulfilling needs differed. In this DVUCADD environment an environment characterised by dynamic, volatile, uncertainty, complicity, ambiguity, diversity and disruptive aspects, there is also need to include Information and Communication Technologies as is in this digital era it is a necessity not a luxury.

Herzberg's Two Factor Theory

Herzberg's (2003), a known psychologist, argued that intrinsic aspects of motivation including accomplishment and acknowledgement of good efforts for example and extrinsic factors like a good salary and good company policy result in job satisfaction and hence implying a rise in productivity. As highlighted by Herzberg the components offering ascend to work fulfillment (and motivation) is unmistakable from the elements that point to work disappointment. Such variables that result to work fulfillment are called motivators or satisfiers, and they incorporate fulfillment of accomplishment needs, acknowledgment, headway, the job in particular, and self-improvement. Variables prompting work disappointment are called cleanliness or dissatisfiers, and they incorporate organization arrangement and organization, specialized supervision, relational relationships with bosses and companions, pay, job stability, conditions at work and status; (Sinclair 2018). Satisfiers are natural for the activity and their expansion will fulfill representatives and elevate execution of tasks, yet their abatement won't end up to disappointment. The cleanliness aspects, as per Herzberg, are extraneous elements of work which don't give a sensible degree of fulfillment among teachers however their nonappearance would disappoint.



Fig 2: Herzberg's two-factor theory

The hypothesis clarifies that teachers fundamentally ascribe their disappointment to the environment in which they work, or conditions that encompass the doings of the job (Thoonen et al 2015). This is otherwise called the Hygiene factor. This ought to be constantly kept up on the grounds that teachers never totally fulfilled. Armstrong (2010) and Bhattacharyya (2009) aver that hygiene motivation is intrinsic in nature and these include pay, work conditions, company policy, and supervision, job security and relationships between an employee and supervisors and

subordinates. Armstrong (2010) argued hygiene aspects give a description of work atmosphere and not the work in particular; Herzberg (2003) is of the view that workers ought to pay focus on the job in particular rather than on its conditions for high productivity and organizational effectiveness. Tuckman (2017) noticed that when the cleanliness factors are extremely low, teachers are disappointed. In any case, when cleanliness factors are met, teachers are not disappointed however it doesn't really imply that they are fulfilled or roused to work. The equivalent goes for the motivator factors. At the point when motivators are met, teachers are fulfilled prompting better. In the event that the motivation- cleanliness hypothesis holds, the management not exclusively should give cleanliness elements to maintain a strategic distance from teacher disappointment, yet in addition must give factors natural for the job itself with the end goal for teachers to be happy with their jobs.

According to Tietjen and Myers (1998), Herzberg's conjecture has its own limitations. In testing Herzberg's theory, frequency of data is used instead of its intensity which is not enough to give the "impact" of motivation for effective analysis as well as decision making. As means of overcoming this limitation, the researcher used Spearman's correlation coefficient for data analysis and this statistical tool showed the "impact" of motivation on worker delivery. Also on motivational factors such as "recognition", employees might give biased and false responses as they will try to defend themselves by criticizing and giving their subordinates blame, thereby jeopardizing the validity and reliability of a research. The researcher, through the use of personal interviews collected data through observations and probing which helped the researcher to detect whether respondents were giving biased information or not, thereby improving the validity and reliability of the research. Also the theory like all other motivation theories cannot be completely objectified but rather they are subjective as respondents give their own opinions. The researcher, by the use of comprehensive questionnaires and interviews which reached most aspects of the factors of motivation, both intrinsic and extrinsic, and used a samples size representative enough to draw conclusions and generalizations about the targeted population under study in relation to theories of motivation.

Process theories

The content theories, while identifying the key factor that arouse or energies motivated behaviour, provide little understanding of why people choose a particular behaviour to satisfy specific needs. The process theories identify why people choose a particular behaviour.

Skinner's Reinforcement theory

The reinforcement theory suggests that motivation is a function of its consequences or rewards. If people are rewarded for performing at high level, they should again perform at higher level because of the rewards. In the Skinner's reinforcement theory, there are four major types of reinforcement that can be used to motivate behaviour. These are reinforcement, punishment avoidance and extinction.

- **Positive reinforcement** is used to increase the likelihood that a behaviour desired by the organisation will be repeated by employees.

- **Punishment** is the use of negative consequences to decrease the likelihood that an undesired behaviour by the individual will be repeated.
- **Avoidance** is when the employee avoids punishment by performing in the correct manner. With positive reinforcement, the employee performs to gain rewards whilst with avoidance the employee performs in a manner to avoid undesired consequences.
- **Extinction** is used like punishment to reduce or eliminate undesired behaviour. In its simplest form, extinction involves the withholding of positive reinforcement for a previously accepted behaviour. With continued non-reinforcement the behaviour will disappear.

Issues and implications of reinforcement theory

The reinforcement theory has the following implications:

- Tell subordinates what they what they can do to get reinforce.
 - Administer rewards as close to the occurrence of the behaviour as possible.
 - Do not reward all individuals the same
 - Failure to reward or punish can be reinforcing
- managers can influence motivation, not only by that they do, but what they do not do. For example, failing to recognize a deserving complete may cause the person to perform less effectively the next time. Similarly failing to punish poor performance will cause that performance to recur in the future
- Be sure to tell subordinates what they are doing wrong. If a manager withdraws rewards from subordinate without telling them why, it will result in confusion and uncertainty.
 - Use punishment wisely –use punishment soon after poor performance for quick correction and do not punish in public. However, punishment should come after all other negotiating methods have been tried and failed.

Critics

- The theory oversimplifies behaviour. It does not take into account important individual characteristic such as needs.
- It is not really reinforcement that occurs but manipulation and control.
- With its heavy emphases on extrinsic rewards, the theory may ignore the fact that some employees can be motivated by job itself.
- There is issue of what rewards are available to the manager to administer. The manager might only have rewards that are less effective in motivating employees.

Henessey and Amabile (2015) stated that motivation is characterized as an inside procedure which stimulates, coordinates and continue a specific conduct. Consequently, the force makes an individual carry on in a specific way (McCombs and Vakili 2015). As indicated by Keller (2018), motivation has three features which incorporate needs, drives and accomplishments. Need is an inward express that makes results appears to be great and alluring. Kasaija (2015) stated that productivity is enhanced if workers are given a drive by managers to work. Mumanyire (2015) argued it is difficult to drive workers to execute their duties well in harsh

economic conditions but this can be made possible if administrators apply appropriate motivational approaches on different scenarios. Okino (2018) argues that a worker increases performance if goals are unambiguous and tasks are challenging and completion of tasks is appreciated.

Analoui (2000) a worker that is demotivated usually becomes disengaged from work and will show negative behavior such as evading work, coming late, or not come at all puts minimal efforts to do their job, thereby affecting productivity adversely. Such an employee focuses on their personal activities rather than work, for example teachers are putting more concentration on private lessons for the extra buck. Banduras (1966) stated that a worker's personal efficacy plays a big role in the determination of worker performance. Ryan and Deci (2000) traits of individual workers can have effects on the way they conduct their work. It is thus imperative for administrators to note and understand that workers have different traits and develop management styles on how best to deal with different individuals with different characteristics and create good relations with them as this helps keep workers to execute tasks comfortably and amicably thereby enhancing Zengeza 1 High effectiveness.

Methodology

Research philosophy

For the purpose of this scrutiny, the researcher adopted a pragmatism research philosophy. Pragmatism is a mixed method approach to address given questions of the research, taking note of real, moral as well as ethical considerations (Creswell, 2003). This philosophy involves combining at least two data gathering methods with forms of analysis for deductions and conclusions to be made. Brustad (2002) noted that it was possible to adopt a multi-method approach to address any research questions. The researcher used the pragmatism philosophy because it enabled the use of both the quantitative and qualitative approaches for collecting and analyzing data. The qualitative approach involved the use of direct interviews to probe and collect data that could not be quantified but observed from Zengeza 1 High 1 workers. The quantitative approach involved the use of self administered questionnaires to gather data which was tabulated through the use of tables and charts and also analyzed using the Spearman's correlation coefficient as the statistical tool. The researcher used the pragmatism approach because it enabled him to gather both data that can be measured and analyzed as well as data that could not be measured but observed.

Research approach

These are procedures, tools or means of executing an investigation (Creswell, 2003). The researcher collected qualitative data using direct interviews and quantitative data using likert - questionnaires and the data was presented and analysed using descriptive statistics including tables and charts as well as inferential statistics through the use of Spearman's correlation coefficient calculations. This approach enabled a researcher to collect both quantifiable data as well as data that could not be measured but observed, for the purposes of data presentation, analysis and decision making. The approach used enabled the researcher to collect data to show the perceptions of employees to the topic under study which was complemented through the use of Spearman's correlation coefficient to measure "impact" that motivation has on workers' execution of duties at Zengeza One High School. Participants were recruited using simple random sampling and selected 18 teachers for the scrutiny while purposive sampling was used to directly select 2 administrators who were also participants.

Research design

This is the strategy of a research study for the purposes of gathering, measuring and analyzing data. A research study enables a researcher to efficiently allocate the scarce resources to be used in the study. A research study should clearly highlight the advantages and disadvantages of every approach and hence make a sound decision that will result in the best outcome. The researcher used a “descriptive research design” approach to make a quantitative analysis using graphs, frequencies and percentages aimed to try to find an association of motivation and worker delivery, as well as an “explanatory research design” to make a qualitative analysis to answer the how and why questions of the research. According to Zikmund (2003), descriptive research is a process of turning data into information that is simple to understand so as to make interpretation easy. A descriptive study is the one in which a researcher describes, records, analyses and interprets collected data for the purposes of studying the relationship or association between two variables (motivation and worker performance). The researcher, through the use of questionnaires, gathered quantitative data as a way of making a quantitative analysis using descriptive statistics such as percentages. However, a descriptive study does not explain how and why a relationship exists, leading to the researcher, to engage an explanatory study through the use of the Spearman Correlation coefficient as the hypothesis, so as to ‘address the how and why part of the study and attempt to explain the reasons why there is a strong relationship between motivation and the performance of workers’. This enabled the researcher to come up with conclusions and make generalizations of the population of teachers using the sampling results in this study.

Study Population

Population is the total group of people a researcher desires to survey, of which in this case it consisted of 25 workers who were degree, diploma, certificate and masters holders at Zengeza High 1 in Chitungwiza District. This population included 22 teachers, the head teacher and his two deputies.

Sampling

Sampling can be defined as the procedure of selecting a certain group of people from a population of the same characteristics for the reasons of trying to understand the whole population of workers available at Zengeza 1 High School and with regards to this scrutiny; the sample frame consisted of teachers and head teachers at the institution. Since the population was small and consisted of only 25 teachers including the head, the researchers then made use of census. Thus all the 25 Zengeza 1 High employees (22 teachers and 3 head teachers) were chosen but only 20 responded to the questionnaires and yet gave reliable information to make sound generalizations and the research valid as the response rate was 80% of the targeted sample.

Sample size

Polit et al (2001), alludes that a sample is a fraction of a population. It is a subset of the whole study population. The sampling frame was the teacher’s register. Larger samples are more

representative and more accurate than smaller ones (LoBiondo-Wood & Haber 1998). In this study, simple random sampling was used to select a sample size of teachers as primary respondents and head teachers were selected purposively for this study.

Overall, 20 workers participated in the study (18 teachers as primary respondents and 2 head teachers as research participants too) and this sample size was representative of the workers at Zengeza 1 High School for deductions and generalisations. The initial respondents were 25 but exhaustion of information and repetition made the researcher to settle for 20 and also those were the most active respondents shown by the table below:

Table 1: Sample size description

Group	Population	Size of sample
Teachers	22	18
Head teachers	3	2
Total	25	20

Sampling method and procedure

According to McGraw-Hill (2003), a sampling method is the identification of a certain means by which the elements of the sample are chosen. The researcher used both probability and non-probability approaches as sampling techniques of this study. Simple random probability and purposive sampling were used. Therefore, a mixed methodology to collect data was used.

Simple random sampling

This sampling method is the easiest type of random sample. Moore (2007) postulates that a simple random sample of a certain size contains individuals from a targeted population to the extent that every element in the sample has the same opportunity of being chosen. It is applied when the population is relatively homogeneous. The researcher also used this method because it makes generalizations easy and also because it has the least bias. Simple random sampling suits quantitative research and is used to collect data that can be measured.

Purposive sampling

Purposive sampling suits qualitative research and is used to collect data that can be observed. Purposive sampling selects subjects, which are most suitable to give the information that is needed to carry out their research study. However, a lot of tireless efforts are used by the researcher to locate and gain access to the targeted sampling units which have the information required by the researcher. In this case of study, purposive sampling was used in the selection of head teachers for interviews.

Sampling procedure

Twenty employees were chosen from a population of 25 participants. The sample consisted of both males and females. Selection of respondents involved small cards that were put in a small bucket and mixed up together. Names of each participant were written on pieces of cards and one card was selected at random without replacement. The teacher's name on the selected card was the one to include in the study. 18 teachers were selected as primary and 2 head teachers were purposively selected.

Self administered questionnaire

This can be described as a form containing a list of questions. Yin (2009) opines that questionnaires enable researcher to respond to a set of questions at their own time and without being manipulated or told what to write by the researcher. Questionnaires were offered to 18 teachers (employees) and 2 head teachers. The initial respondents were 25 but exhaustion of information and repetition made the researcher to settle for 20 and also those were the most active respondents, giving an 80% response rate, making the research valid and reliable. Questionnaires helped the researcher in collecting quantitative information on intrinsic and extrinsic aspects of motivation for teachers and indicated the way they influenced worker delivery at Zengeza High 1. The use of questionnaires was the easiest way of gathering quantitative data and it complemented interviews as it was less time consuming and cost efficient and helped the researcher to collect reliable information since respondents attended to the questionnaire at the time that suited their convenience and also at their own pace and without manipulation. The first part of each questionnaire was comprised of socio-demographic questions addressing personal information of the respondents and the respondent was asked to tick where applicable. The second part of the questionnaire addressed the objectives of this scrutiny and was designed in a '5 likert' scale, thereby making analysis easy for the researcher. Sample questionnaires are found in appendix 1 and appendix 2.

Interviews

The researcher used face to face interviews to collect primary data from Zengeza 1 High workers through questioning them directly. This instrument was used to obtain data from teachers and head teachers. It enabled the researcher to collect data that could not be measured but observed. It also allowed the researcher to get more information by probing the respondents and also to get information that workers knew but felt uncomfortable to disclose. Interviews were used by the researcher as they give room for immediate response and a higher response rate thereby complementing questionnaires. The researcher used a structured interview guide to get information from employees and key informant interviews to gather qualitative data from Zengeza One High administrators.

Structured Interview guide

Structured interviews were also prepared by the researcher to probe the respondents (employees) and to find deductions that could not be measured but observed. This is found in appendix iv of the study

Findings

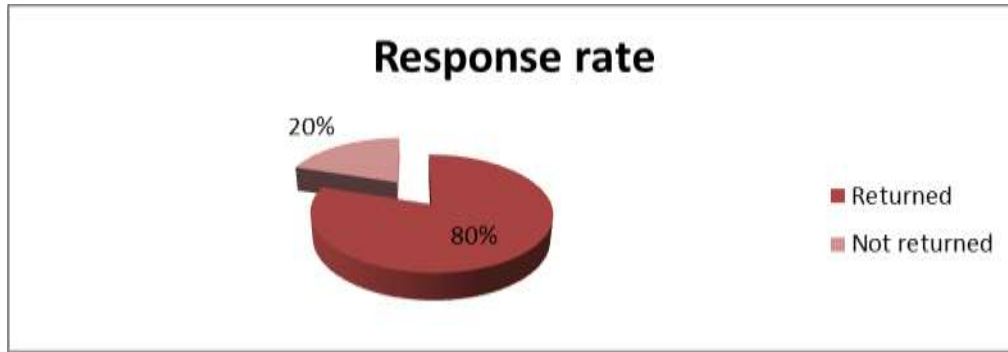


Fig: 1 Response rate

Twenty (20) workers constituted the sample size of workers at Zengeza One High School. The initial respondents were 25 but exhaustion of information and repetition made the researcher to settle for 20 and also those were the most active respondents. According to Punch (2003), a high rate of response of at least 60% of targeted participants is an indication that the sample size chosen is representative of the total population of workers of Zengeza One High School. Fig. 1 above presents the number of questionnaires administered to employees of Zengeza 1 High School. From the response rate it showed that 80% of the total respondents returned the questionnaires, making the research acceptable, valid and reliable.

Effect of motivating workers on the performance of Zengeza One High School

The researcher used authority to make decisions, growth opportunity, job security and relationship with colleagues and superiors as sources of motivation to present and analyse findings. Opportunity to grow, authority to deciding, job security and relationship with colleagues and superiors.

Table 2

Variable	Highly Agree	Agree	Not sure	Disagree	Highly Disagree
Growth Opportunity	75% 15	15% 3	5% 1	5% 1	0% 0
Authority to make decision	55% 11	15% 3	20% 4	5% 1	5% 1
Job security	80% 16	15% 3	5% 1	0% 0	0% 0
Relationship with colleagues and subordinates	65% 13	20% 4	5% 1	10% 2	0% 0

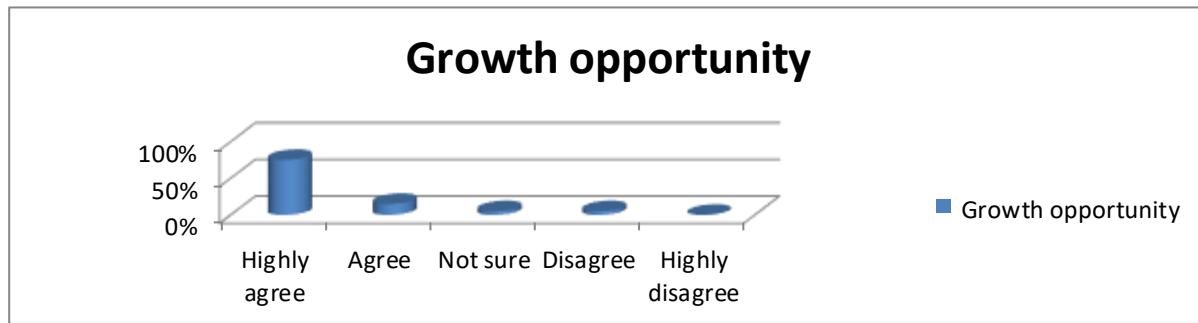


Figure 4.6 Effect of growth opportunity

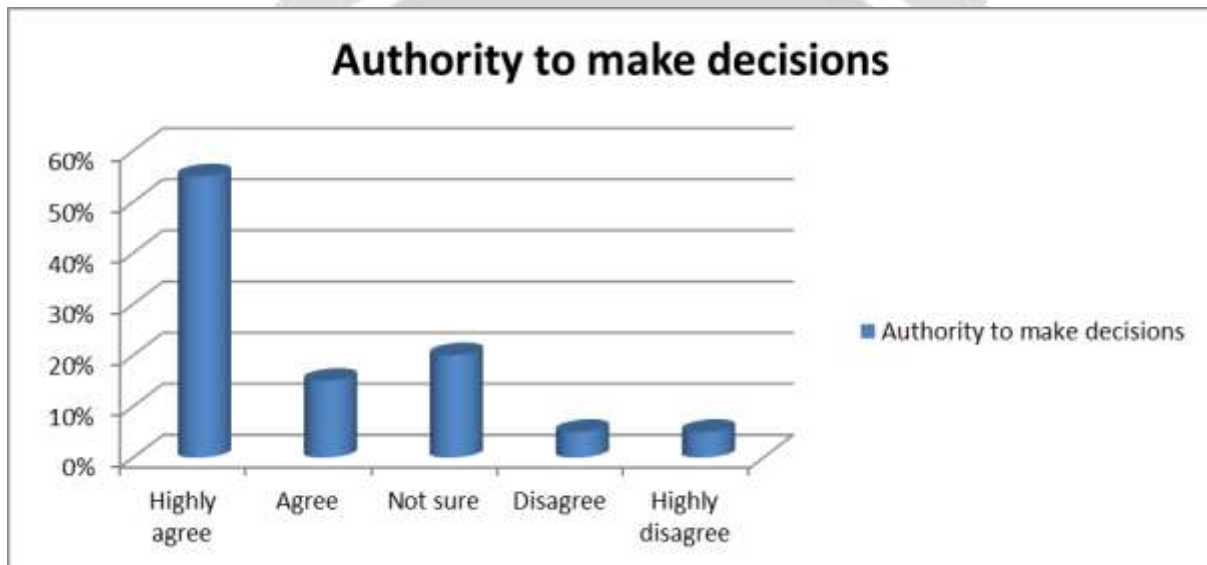


Figure 4.6.1 Authority to decision making

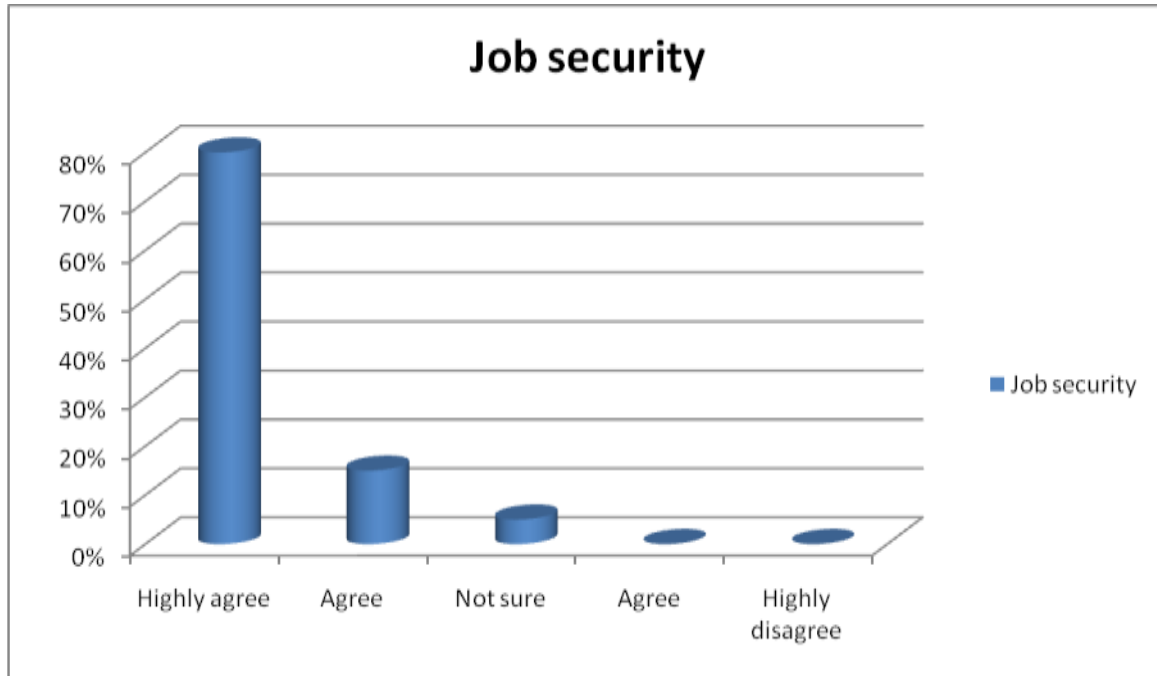


Figure :2 Effect of job security

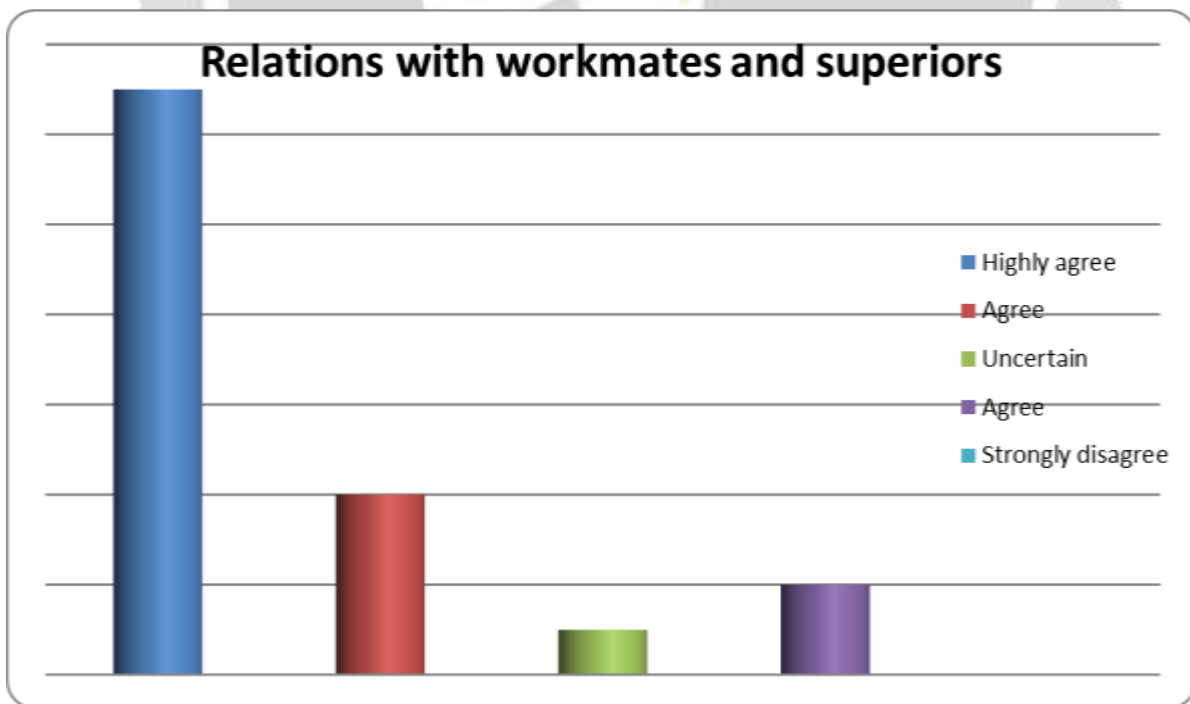


Figure 3: Effect of relationships with colleagues and superiors

From the study, it is observed in **table 4.6** and **fig.4.6, 4.6.1, 4.6.2 and 4.6.3** above that in the case of “authority to make decisions” as a motivation tool, 55% of the respondents highly agree that authority to make decisions from the superiors motivates workers to increase their performance and hence organizational effectiveness, 15% agree to this and 20% of the respondents were uncertain to this fact while 5% disagree and 5% highly disagree. This is line with Tuckman (2017) who argued that freedom given to employees to perform and complete tasks on their own, drives an employee to perform effectively, thus increasing organizational performance.

In the case of growth opportunity as a tool of motivation, 75% of the sample of Zengeza one High School workers highly agree that growth opportunity increase employee performance, 15% agree to this, 5% were uncertain, 5% disagree while no one strongly disagrees to this view of motivation. This implies that an employee performs effectively if they know or feel that there is room for growth within the organization, for example in terms of career development which can be made possible through teacher training, coaching between teachers’ workshops and the employer advancing loans or merit-based grants to employees to further their studies which has a strong direct effects on performance of workers and effectiveness of Zengeza One High School (Ho and Hau 2016).

In the case of job security, 80% of the employees of Zengeza 1 High School strongly agree that a good job security system for employees improves employee performance and hence organizational effectiveness, 15% agree to this, 5% were uncertain, and no respondent disagreed to this view. This is shown by figure 4.6 above. In the case of relationship with colleagues and superiors as a motivational tool, 65% strongly agree that good relationship of an employee with colleagues increases employee motivation, 20% agree to this, 5% of the respondents were uncertain, 10% disagree while no respondent strongly disagree to this view.

All the above results of the respondents are in line with Herzberg’s (2003), who posits that both intrinsic factors of motivation such as opportunity growth and authority to make decisions and extrinsic sources including security and relationships with colleagues and subordinates are very essential tools of motivating employees to perform effectively and enhance organizational effectiveness.

Hypotheses testing

The researcher used “Spearman Rank Correlation (R_s)” as a statistical tool of testing the hypotheses formulated for this research and also to analyze and interpret the outcomes. The formulae for calculating “Spearman Rank Correlation Coefficient is shown below:

$R_s = 1 - \frac{6 \times \sum d^2}{n(n^2-1)}$, where ‘n’ is the total of ranks in pairs and “D” is the difference between ranks

H₀: There is no connection between 2 variables

H₁: There is a connection between 2 variables

Decision: Reject H_0 if R_s is greater than +0.5

When R_s falls beyond **0.5**, then there is a significant positive linear connection between the 2 variables under study

If R_s is equal to zero, it does not necessarily mean that the 2 variables do not have a relationship but might imply that the relationship cannot be described by a straight line or may mean that a non-linear relationship may be existing.

Employee motivation and Organizational performance

The researcher used Questionnaire items 1 and 2 (Authority to make decisions and Growth opportunity) to test this hypothesis

H₀₁: Employee motivation has no effect on organizational performance

X	Rank	Y	Rank	D	D ²
11	1	15	1	0	0
3	3	3	2	1	1
4	2	1	3.5	-1.5	2.25
1	4.5	1	3.5	1	1
1	4.5	0	5	-0.5	0.25
					$\Sigma D^2 = 4.5$

$$R_s = 1 - \frac{6 \times \Sigma d^2}{n(n^2-1)} = 0.775$$

Analysis of the outcome: According to the Spearman's rank correlation calculation above, a strong influence exists between motivation and organizational effectiveness, implying a significant direct connection of motivation with worker performance. Employees also desire growth opportunities and authority to make decisions which in turn motivates workers to execute their duties much better. According to Herzberg (2003) both intrinsic sources of motivation such as growth opportunities and authority given to employees to make decisions and extrinsic factors like job security and the relationship of employees with co-workers result in job satisfaction which in turn can mean an increase in worker performance. According to Reio and Callahon (2004), intrinsic and extrinsic sources of motivation are positively related to performance and productivity which is in line with the hypothesis **H₀₁** calculated above.

Authority to make decisions, opportunity to grow, job security and interpersonal relations were used as motivational tools to show the perceptions of employees. Results from table 4.6 showed that employees generally value authority to decide, potential to grow, good interpersonal relations at work and a good job security system in order to perform their tasks effectively and this has a favorable effect on organizational performance. However, to give the 'impact' of employee performance on organizational performance, the researcher used Spearman's correlation coefficient (R_s) as a statistical tool to calculate the hypothesis H_01 result 0.775 of R_s and the variables of growth opportunity and authority to make decision were greater than +0.5

indicating that a strong positive connection existed between motivation and the performance of Zengeza One High School.

Discussion

Spearman's correlation calculation (R_s) was equal to 0.775 and it tested the hypothesis H_01 and this value showed that a positive and significant association of both intrinsic and extrinsic motivation and worker performance was there. This is in support with Maslow (1968) and Hurren(2016) who argued that security as an extrinsic reward is one of the highest needs of employees which motivates an employee to perform effectively. H_01 result was also in support with Herzberg (2003) who stated in his two factor theory of motivation, intrinsic motivational factors such as growth opportunity and authority to make decisions strongly motivates an employee to perform. The result from H_01 was also in line with Chris and Awonusi (2004), who stated that extrinsic benefits such as security of work and interpersonal relations of workers at work have a vital effect on motivating teachers at Zengeza One High and intrinsic benefits are of no strong effect on workers. For teachers, Rhodes (2016) stated that rewards are connected to satisfying the work of teachers but as opposed to their duties of attending to pupils. This acts as an indication that extrinsic motivation alone is insufficient to drive workers to execute tasks, intrinsic rewards such as authority to make decisions recognition and career development should be in support. However, both quantitative and qualitative results from this study showing perceptions of workers and statistical analysis show that the two, intrinsic and extrinsic motivation play significant roles to influencing employee performance in a positive manner.

Recommendations

The headmaster, deputy head and senior teachers can use this study as a tool to provide solutions or resolutions to conflicts amongst employees at Schools and other organisations. Good employee relations amongst the employees and with their supervisors can help improve or reduce conflicts amongst employees, thereby increasing employee performance and hence organizational performance. Management/administration of Zengeza High One School can benefit from this study by using the study to help them assess and ascertain the different motivational tools, their effects and how they benefit the school as a whole in terms of improved employee performance and this yields improved pupils' pass rates in their exams. Therefore, this study can be used by the administration of Zengeza One High School as a platform to know the various tools of motivation and compare with the motivational tools they have at hand and take appropriate courses of action to improve performance, (employing more or new motivational tools than they have at hand for example). It is recommended that an assessment has to be done to find out about what really motivates each individual as this different from one person to another.

Conclusion

The two, quantitative and also qualitative results in general indicated a strong, natural and favourable association of motivation with organizational performance. From these findings of the scrutiny, it was shown that the two, intrinsic and extrinsic motivational tools were very essential tools that the headmaster of Zengeza one High School can use to highly influence the desire and drive of workers to perform and meeting organizational goals and hence enhancing organizational performance. From the H_01 hypothesis calculation together with the quantitative data which showed the perceptions of employees and in line with literature, the researcher

deduced that motivating workers has a strong favourable connection with organizational performance.

References

- Armstrong, M. (2017) *Employee Reward Management and Practice*, London and Philadelphia: Kogan Page Limited.
- Bhattacharyya, D.K. (2007) *Human Resource Research Methods*, New Delhi: Oxford University Press.
- Herzberg F (2003) One more time: How do you motivate your employees? *Harvard Business Review*, 81(1), p.p 87-96.
- Herzberg, F. (1966) *Work and the Nature of Man*, Cleveland: World Publishing
- Tuckman, B. (2017) The effect of motivational scaffolding on procrastinators' distance learning outcomes. *Computers & Education*, 49(2), p.p 414-422.
- Tietjen, M.A., & Myers, R.M. (1998) Motivation and Job Satisfaction. *Management Decision*, 36(4), p.p 226-231.
- Hennessey, B.A., & Amabile, T. M. 2015. Extrinsic and intrinsic motivation. *Blackwell Encyclopedic Dictionary of Organizational Behavior*, 1(1), 3–23
- McCombs, B. L. & Vakili, D. (2015) A learner-centered framework for e-learning. *Teachers College Record*, 107(8), p.p 1582-1600.
- Keller, J. M. (2018) An integrative theory of motivation, volition, and performance. *Technology, Instruction, Cognition, and Learning*, 6(2), p.p 79-104.
- Kasaija, I. (2015) *Effects of monetary and non-monetary rewards on motivation among post primary institutions in Hoima and Masindi districts*, Kampala: Makerere University.
- Mumanyire, M. (2015) *Factors affecting teacher motivation in secondary schools in Mukono district*, Kampala: Makerere University
- Okino, P. (2018) Housing teachers important. | Monday, New Vision. P.8.
- Ryan, R.M. & Deci, E.L. (2000) Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Available at: <http://dx.doi.org/10.1006/ceps> (Accessed 13 February 2020)
- Creswell, J.W. (1994) *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*, Thousand Oaks, CA: Sage.
- Zikmund, W. (2003) *Marketing Research*, USA: Thompson South-Western
- Moore, David S. (2007) *The Basic Practice of Statistics*, fourth ed., New York: Freeman
- Yin, R. K. (2009) *Case study research: Design and methods*, 5th ed., Thousand Oaks, CA: Sage.
- Zikmund, W. (2003) *Marketing Research*, USA: Thompson South-Western.