

**THE RELATIONSHIP BETWEEN INDIVIDUAL
CHARACTERISTICS TO EMPLOYEE MOTIVATION AND
JOB SATISFACTION AT COMMUNICATIONS
COMMISSION OF KENYA (CCK)**

BY


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DECLARATION

This is my original work and has not been submitted to any institution or university for examination.

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This research project has been presented for examination with my approval as appointed supervisor

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Date: 11/11/2010

FLORENCE MUINDI

DEDICATION

I dedicate my project to my ever supportive family, my husband Victory and daughters Shallom and Shekhainah for their understanding and enormous support both emotionally and financially.

ACKNOWLEDGEMENT

I am grateful to God for giving me strength to accomplish this great task that mean so much to my career life. I would like to thank my supervisors Ms. Florence Muindi for her valuable guidance, suggestions and encouragement during the course of this research. I extend my gratitude to the staff and lecturers at the School of Business for their support throughout the entire course. I am greatly indebted to CCK for allowing me to undertake a study of the organization and all respondents for their cooperation, prompt responses and making this research a bearable burden.

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ABBREVIATIONS AND ACRONYMS

CCK	Communications Commission of Kenya
IT	Information Technology
KCA	Kenya Communications Act
HRM	Human Resource Management

ABSTRACT

Employees acting towards company goals and having a strong desire to remain in the organization are very important for the success of the organization. In order to generate such organizational commitment of the employees, the knowledge about what motivates and satisfies them is essential.

The purpose of this study was to determine the relationship between individuals' characteristics to employee motivation and subsequently job satisfaction. The literature review explored what has been advanced on individuals' characteristics, motivation and job satisfaction. The review proceeded to examine models of job satisfaction, what influences job satisfaction and outcomes of job satisfaction. A further review was done on the role of motivation, intrinsic and extrinsic motivators and the various theories advanced on motivation. The review also looked at the physiological dimension of human motives and the socialization process of individuals.

The methodology employed was descriptive research design taking the format of a survey. The population of study consisted of all the employees of CCK from which a sample of 53 was selected. The sampling method used was stratified random sampling. The research instrument was questionnaires which were distributed to sampled CCK employees and used to collect primary data. The response was obtained from 45 employees. Descriptive statistics was used during the analysis to compute frequencies, percentages and means. In addition parametric test was used for regression analysis to establish the relationship between the variables and make inferences. The findings indicated that there is a relationship between individual characteristics, motivation and job satisfaction to varying extents with some characteristics such as age, job group, education, personality, professional affiliation and work experience having higher influence. Marital status and religion have moderate influence and gender has very minimal influence on motivation and job satisfaction.

The findings also indicated that employees at CCK rated the following job factors as being important in a work situation and also being important in influencing an individual's level of

job satisfaction; Environment, Task Significance, Task Identity, Skills, Monetary Compensation, Job Security, Autonomy, Feedback and Non-monetary Compensation in the stated order.

Finally, the study recommended that employers should consider analyzing their employees further with regard to their characteristics when designing their motivational plans in order to align their plan to employees' characteristics if they are to achieve their desired goal of attracting and retaining a motivated and satisfied workforce. Employees' work situation should also be looked at in more detail with a view to re-designing the work so as to provide employees to a higher extent with intrinsic motivators such as feedback, skills, task significance and task identity. The study also recommends that environmental aspect be considered as they are of motivational importance for all employees.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employees are a valuable resource that may contribute in several different ways to a company's activities, provided that the company gives them an appropriate chance (Morgan, 1997). In order to be successful, a company needs employees who act toward the goals of the organization and have a strong desire to remain in the company (Molander, 1996). Such loyalty and commitment may be generated by motivation. Furthermore, motivation is aimed to achieve increased job satisfaction (Schultz and Schultz, 1998). Today, organizations are transforming and entering into the new environment, those that can find, develop and retain people who can fit into this dynamically changing situation will be most successful (Luthans, 2002).

The Nation Media group in an editorial of 26th March, 2010, highlighted that one of the key challenges of navigating through the next year or two following 2008-2009 economic downturn is motivating workers. Motivation is a daunting task reason being that the workforce is rapidly changing. Employees joining organizations today have different needs and expectations. Their values, beliefs, background, lifestyle, perceptions and attitude are different. Not many organizations have understood these and not many Human Resource experts are clear about the ways of motivating such diverse workforce. The Business Daily newspaper of 29th July, 2010, highlighted on a study by PriceWaterhouse Coopers, the study revealed that majority of Kenyan companies are experiencing difficulties with motivating young employees, commonly known as the Generation Y. Generation Y comprises of people aged below 30years and they accounts for 25% of the working population with numbers expected to rise to more than 50% in two years. Today, employers have to deal with a diverse workforce, represented by at least three generations i.e the older Baby Boomers, Mid-level generation X and the youthful generation Y making motivation a complex , yet a very important issue for any organization's survival

1.1.1 Motivation

Motivation is a complex phenomenon with many factors coming into play. Today virtually all people, practitioners and scholars have their own definition of motivation. Usually one or more of the following words are included in the definition; desires, wants, wishes, aims, goals, needs, drives, motives and incentives (Luthans 2002). Motivation has two main elements being the decisions about which behaviour to engage in and decision about how much effort one expends (Jackson, et al., 2009). A precise definition of motivation is elusive since the concept involves numerous characteristics and perceptions of the employee and the current situation. But it is characterised by a certain level of willingness on the part of the employee to increase effort to the extent that this exertion also satisfies some need or desire. At a basic level it can be seen that motivation is about 'motives and 'needs' (Beardwell et al., 2004).

According to Armstrong (2006), motivation is concerned with the factors that influence people to behave in certain ways. Motivating people is about getting them to move in the direction you want them to go in order to achieve a result. Most people, however, need to be motivated to a greater or lesser degree. The knowledge about needs and expectations of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees' degree of satisfaction with the job are important in order to increase the actual motivation and satisfaction with their work. Thereby, the differences regarding what people want and actually perceive from their job are of significance. The strongest motivator is, according to Wiley (1997), is something that people value, but lack. The knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work, in order to increase an employee's motivation and satisfaction.

Human motivation concepts are certainly important for understanding the dynamics of workers' attitudes. Attitudes have to do with the willingness of workers to perform tasks, duties and responsibilities, which require them to expend energy. The awareness of employee motivational priorities alone could enhance a manager's ability to positively influence members of the workforce (Tesone, 2005).

1.1.2 Job Satisfaction

Porter and Lawler (1967) start with the premise that motivation (effort or force) does not equal satisfaction. Satisfaction is an internal state (Mullins, 1999). Various authors define it as the outcome of a motivational process (Bent et al., 1999). Job satisfaction is the positive and negative feelings and attitudes which an individual holds about his/her work (Schultz and Schultz, 1998). In other words, it is the extent to which an individual favours his/her job (Molander, 1996). Positive attitudes toward the job are equivalent to job satisfaction, whereas negative attitudes represent job dissatisfaction.

Job satisfaction is a complex phenomenon and depends on many work-related as well as personal factors (Sell and Shipley, 1979; Bent et al., 1999). That means personal factors such as age, gender, and job experience as well as the characteristics of the job influence a person's degree of job satisfaction (Porter and Lawler, 1967). Even though personal characteristics are unchangeable by the company, they can be used for predictions of satisfaction among groups of employees. The redesign of the work, as well as of the work environment, may lead to increases in job satisfaction. Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership (Schultz and Schultz, 1998).

1.1.3 Individual Characteristics

Accordingly to Beardwell (2004) it is better to consider the common underlying assumptions which suggest that motivation is an individual phenomenon and that people are unique and this means that motivation theories usually allow for uniqueness to be reflected in behavior. Age, gender, marital status, work area, position, years worked in the company education and personality are considered as individual characteristics. The demographics and characteristics of the work force are rapidly changing. There are a number of different characteristics contributing to diversity. Currently, women are accounting for almost half of

the work force and the level of education is increasing among employees. However, while the face of the workforce keeps changing, many employers' attitudes and belief have remained obstinate. When an organization continues to embrace negative implicit attitudes about such changes, motivation at the workplace becomes an issue.

Individual characteristics can be linked to personal traits. Personality is made up of the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life. Some of the fundamental characteristics of personality include: *Consistency*; where there is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations, *Psychological and physiological*; personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs, *Impact behaviors and actions*; Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways, *Multiple expressions*; Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships, and other social interactions (McCrae, 1992).

The knowledge about similarities and differences in the motivation of employees may make it easier for the organization to motivate them and to generate organizational commitment. Thereby, the consideration of individual characteristics such as age, gender, marital status, education, individual personalities and years a person has been working in the company may provide useful information. General personal features, which can be easily used to distinguish persons from each other, will be considered as individual characteristics in this study (Bassy, 2002).

1.1.4 Communications Commission of Kenya

The Communications Commission of Kenya (CCK) is the independent regulatory authority for the communications sector in Kenya. Established in 1999 by the Kenya Communications Act (KCA) No. 2 of 1998, CCK's initial mandate was regulation of the telecommunications

and postal/courier sub-sectors, and the management of the country's radiofrequency spectrum. In recognition of the rapid changes and developments in technology which have blurred the traditional distinctions between telecommunications, Information Technology (IT) and broadcasting, the Government in January 2009 enacted the Kenya Communications (Amendment) Act 2009. This statute enhanced the regulatory scope and jurisdiction of CCK, and effectively transformed it to a converged regulator. CCK is now responsible for facilitating the development of the information and communications sectors (including broadcasting, multimedia, telecommunications and postal services) and electronic commerce. CCK officially commenced operations on 1st July 1999.

Communications Commission of Kenya (CCK) as an organization is composed of twelve (12) i.e Human Resources & Administration, Finance & Accounts, Communications & Public Relations, Legal, Internal Audit, Procurement, Consumer Affairs, Frequency Spectrum Management, Competition Tariffs & Market Analysis, Licensing Compliance & Standards, Special Projects & Digital Migration and Information Technology departments with a population of one hundred and fifty two (152) employees. The organization's Human Resources Policy manual, 2005 outlines the Commission's values as being: Integrity and fairness, Disclosure and good corporate governance, Quality and value for money, Innovation and Highly competent and motivated workforce. To this end the Commission conducts employee satisfaction surveys to ensure that it achieves its goal of retaining highly competent and motivated workforce. According to the last Employee Satisfaction Survey Report for CCK, 2009 the overall satisfaction index was rated at 59.38%, a rate that could be considered as being low considering the Commission's commitment and efforts to motivate its workforce.

1.2 Statement of the Problem

Motivation is the key to performance improvement and therefore an essential key to organizational success. In order to be successful, organizations need the commitment of employees (Molander, 1996). To understand motivation, one must understand human nature

itself and there lies the problem. Essentially there always exists a gap between an individual's actual state and some desired state and therefore employers should always strive to learn about the characteristics of their employees and work towards reducing this gap to maintain a motivated and satisfied workforce. People differ, they distinguish themselves from each other regarding their needs, backgrounds, expectations, and individual characteristics. In other words, what may satisfy one employee may be different from what will satisfy another, at least in terms of the satisfaction degree, moreover, some needs may change over time, getting stronger or weaker. A group of employees sharing the same individual features may have the same needs and expectations toward work and may be satisfied in the same way. The knowledge of those factors may be of great value for the organization in order to increase the employees' motivation and satisfaction with the work (Bassy, 2002).

Communications Commission of Kenya like many organizations is committed to having a highly competent and motivated workforce. This commitment is clearly reflected in the organization's core value No.4 'to maintain highly competent and motivated workforce'. However, despite this commitment and effort by the organization's management, surveys undertaken to establish the employees' motivation and levels of job satisfaction have given unsatisfactory results. For instance, an Employee Satisfaction survey conducted in 2009 to enable the Commission understand the employees' motivation and satisfaction levels gave an overall satisfaction index of 59.38%, this notwithstanding all measures taken by the Commission to ensure that an appropriate motivation plan is in place. CCK like other organizations is experiencing similar trends when it comes to staff motivation, which brings in the question of what is the missing link between what the organizations are doing to motivate their employees and why the intended goal to sufficiently motivating employees is not being achieved? This study will seeks to find out if individual's characteristics determine what will effectively motivate and employees and lead to job satisfaction thereby causing the organizations to achieve their desired goals.

Research and literature on the subject of employee motivation and job satisfaction has been availed and several arguments advanced, for instance Sagimo (2000) points out that

motivation is an aspect of managerial function of directing under execution. that true motivation comes from inside a person, but external factors to motivate can be controlled by the supervisor. Vignalis (1997) points out that Motivation is a process that triggers individuals to act as they do. Analoui (2000) sees motivation as a drive within the individual necessary to direct that person's actions and behaviour towards the achievement of some goals and focuses. Lindner (1998) in his research titled 'Understanding Employee Motivation' concludes that interesting work and employee pay appear to be important links to higher motivation while Brown, Forde et. Al (2008) in a study titled 'Change in HRM and Job Satisfaction' conclude that there is a weak association between formal HRM practices and satisfaction.

Several general conclusions have been fronted, however, from what has been advanced, the investigations seem to be lacking in clearly explain how Individuals' characteristics affect employee motivation and job satisfaction. In addition, no such study has been conducted at the Commissions Commission of Kenya. Therefore, this study seeks to answer the following question;

1. Is there a relationship between individual characteristics and what will motivate the individual and subsequently result to job satisfaction?
2. How can the organization know how to motivate whom in the right way?

1.3 Research Objective

The objective of this study is to determine the relationship between individuals' characteristics to employee motivation and subsequently job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Job Satisfaction

Satisfaction is an internal state (Mullins, 1999). Job satisfaction refers to the attitudes and feelings people have about their work (Armstrong, 2006). It is the outcome of a motivational process (Bent et al., 1999). Job satisfaction is as a result of employees' perception on how well their job provides those things that are viewed as important. It focuses on employees' attitudes towards their job (Luthans, 2002). Job satisfaction is the positive and negative feelings and attitudes which an individual holds about his/her work (Schultz and Schultz, 1998). In other words, it is the extent to which an individual favours his/her job, positive attitudes toward the job are equivalent to job satisfaction, whereas negative attitudes represent job dissatisfaction (Molander, 1996). The Harvard Business Review of January 2003 in an article titled "One More Time: How Do You Motivate Employees" stated that the opposite of job satisfaction is not job dissatisfaction but rather, no job satisfaction.

According to Armstrong (2006), the level of job satisfaction is affected by intrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. Job satisfaction is a complex phenomenon (Sell and Shipley, 1979; Bent et al., 1999) and depends on many work-related as well as personal factors. That means personal factors such as age, gender, and job experience as well as the characteristics of the job influence a person's degree of job satisfaction (Lawler and Porter, 1967).

Employee satisfaction is determined by perceptions of whether the rewards received for performance are fair (Jackson, et al., 2009). Although recent theoretical analyses have criticized job satisfaction as being too narrow conceptually, there are three generally accepted dimensions to job satisfaction. First, job satisfaction is an emotional response to a job situation. As such, it cannot be seen it can only be inferred. Second, job satisfaction is

often determined by how well outcomes meet or exceed expectations and third, job satisfaction represents several related attitudes (Luthans, 2002).

The level of job satisfaction is affected by intrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work (Armstrong, 2006). Job satisfaction is a main factor for the motivation of employees (Mak and Sockel, 1999). According to Blankertz and Robinson (1996), individuals who are satisfied with their job to a high extent, are very motivated and do not prefer to leave their job.

2.1.1 Models of Job Satisfaction

2.1.1.1 Affect Theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job (e.g the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectation are/aren't met. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet (Velampy, 2008)

2.1.1.2 Dispositional Theory

Another well known job satisfaction theory is dispositional theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction, regardless of one's job. This approach become notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research to back this theory indicates that identical twins have similar levels of job satisfaction. A significant model that narrowed the scope of the disposition theory was the core self-evaluation model, proposed by Timothy A. Judge in 1998. He argued that there are four core self-evaluation that determine one's disposition towards job satisfaction, they include; self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher level of self-esteem and general self-

efficacy leads to higher work satisfaction. Having an internal locus of control and lower levels of neuroticism leads to higher job satisfaction (Brown, 2008)

2.2 Influences on Job Satisfaction

Some theorists think that job satisfaction leads to a better performance. Moreover, the opinions of theorists differ in terms of whether job satisfaction leads to improved productivity or the reverse (Mullins, 1999). Lawler and Porter (1967), for instance, described the fact that increased performance leads to satisfaction with the help of a third variable – rewards. They assumed that good performance leads to rewards either in the form of extrinsic or intrinsic rewards, which in turn will cause satisfaction. Furthermore, job satisfaction and life satisfaction are related positively and reciprocally to each other. That means a person with positive feelings about his/her family and personal life will be likely to develop positive attitudes toward his/her job and vice versa (Schultz and Schultz, 1998). In addition, several studies, for instance Vroom (1964), have shown that a negative relation between job satisfaction and labour turnover exists. The more satisfied an individual is with his/her work, the less likely he/she will change the employer.

There are many factors that affect job satisfaction and organizational commitment of an employee for instance the state of the labour market, which have an influence on the turnover behavior (Molander, 1996). Absenteeism is another factor, a relationship has been established between job satisfaction and absenteeism (Vroom, 1964). Verhaegen (1979) argued that turnover and absenteeism are related to satisfaction in some way, but since many other factors influence these variables as well, an explicit relationship can only be identified in some concrete situations. The extent to which an employee is able to identify with his/her job is another factor, the more a person identifies himself/herself psychologically with the job, the higher the job satisfaction seems to be. Thereby, according to Schultz and Schultz (1998), job involvement depends on personal factors such as age, growth needs, job characteristics like autonomy, variety, stimulation, and feedback, and social factors such as group work.

2.1 Outcome of Job Satisfaction

To society as a whole as well as from an individual employee's standpoint, Job satisfaction in and of itself is a desirable outcome. However, from a pragmatic managerial and organizational effectiveness perspective, it is important to know how, if at all satisfaction relates to outcome. For instance, if job satisfaction impacts on performance, turnover, absenteeism or other factors such as physical health, the rate of learning a new job-related task, resulting to fewer accidents and filing of fewer grievances (Luthans, 2002). Some of the personal outcomes of job satisfaction are internal motivation, growth satisfaction and general satisfaction (Hackman and Oldham, 1980).

According to Luthans (2002) it is argued that job satisfaction is important to an organization. Some critics have argued, however, that this is pure conjecture because there is so much we do to know about the positive effects of satisfaction. On the other hand, when job satisfaction is low, there seem to be negative effects on the organization that have been documented. So if only from the standpoint of viewing job satisfaction as a minimum requirement or point of departure, it is of value to the organization's overall health and effectiveness and is deserving of study.

2.4 Motivation

The term 'motivation' can be traced to the Latin word *movere* which means "to move". This meaning is evident in the following comprehensive definition: Motivation is a process that starts with a physiological and psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. Thus the key to understanding the process of motivation lies in the meaning of and relationships among needs, drives and incentives (Luthan, 2002).

The psychology of motivation is tremendously complex, and what has been unraveled with any degree of assurance is small indeed (Herzberg, 2002). Motivation is a highly complex phenomenon (Bent, et al., 1999) and (Jackson, et al., 2009) that influences and is influenced

by a large number of factors in the environment (Porter and Steers, 1991). Kanter (2009) highlighted some of Peter Drucker's thoughts of the subject of motivation, one of his thought was that employees should be motivated by a sense of purpose and not just by money, that knowledgeable workers cannot be controlled, they must be motivated. The study of motivation is also concerned with why individuals think and behave as they do (Mullin, 1999). For this paper, motivation is operationally defined as forces, which initiates, direct and sustain behavior towards the attainment of certain goals (Bent, et al., 1999). A motive is a reason for doing something. Motivation is therefore concerned with the factors that influence people to behave in certain ways (Armstrong, 2006).

At one time, employees were considered just like another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found employees are not motivated solely by money and that employee behavior is linked to their attitudes (Dickson, 1973). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993). The discussion of motivation in the literature refers mainly to three aspects: what is the arousal or energizing source of the individual behavior; what directs or channels such behavior (Wagner, 1999) and the maintenance and sustainability of this behavior (Bent et al., 1999).

The first issue deals with driving forces inherent in the individual those lead to a certain behavior, and with environmental forces that often cause these drives (Porter and Steers, 1991). The second feature involves the direction of behavior towards a goal (Wagner, 1999). Furthermore, Porter and Steers (1991) refer to the third matter as forces within the individual and environmental forces that provide the individual with feedback. This feedback either reinforces the individual to intensify his/her drive and the direction of his/her energy, or discourages the individual to pursue his/her course of action and redirects his/her efforts. The motivational process (see figure 2:1) represents a general model of human behavior (Mullins, 1999). Steers (1991) argued that this model assumes that individuals hold a number of needs, desires and expectations in varying strengths. Based on

these needs and expectations, people act or behave in a certain way that they believe will lead to the desired goal. Thereby, according to Steers and Porter (1991), the individual will be provided with feedback about the impact of his/her behavior. That, in turn may induce the individual to alter his/her present behavior, or may reassure the individual that his/her current way of acting is correct and may confirm the person in pursuing this course of action.

According to Atkinson et al (1995), the motivational process is not a simple and straightforward as it seems, it is a far more complex study. Porter and Steers (1991) refer to Dunnette and Kirchner (1965) and others who identified four aspects, which complicate the simplicity of the model. The first aspect refers to the fact that motives cannot directly be observed and therefore a need to deduce them exists (Baron, 1983). However, the inference of motives from observed behavior is associated with difficulties traced back to at least five reasons mentioned by Atkinson et al. (1975). These five reasons are: (1) several motives may be expressed through any single action; (2) motives may occur in disguised forms; (3) similar or identical actions may represent several motives; (4) different behavior may embody similar motives; and (5) the modes of expression of certain motives may be mitigated by personal and cultural variations. The second complication of the model deals with the fact that any person has a host of motives. These motives may change over time and conflict with each other (Baron, 1983). Third, Porter and Steers (1991) point out that the selection of certain motives over others, as well as the intensity with which such motives are pursued, may differ from person to person. In addition, they refer to the fourth complication, the fact that an attainment of certain needs, desires and expectations may prompt a person to direct his/her attention to other motives, or to intensify the pursuit of these motives.

2.4.1 The Role of Motivation

Why do organizations need motivated employees? The answer is survival (Smith, 1994). An understanding of motivation is important to an organization for various reasons such as it enables organizations to humanize work for employees to make it inherently satisfying and enjoyable as possible as it is the organization's moral duty to make work more satisfying (Beardwell et al., 2004).

A good system of motivation is a co-ordinated set of inducements, positive and negative, for selective application to elicit the best effort of individual managers. In an organization, motivation is important because of reasons such as satisfaction of needs which vary from basic needs, social needs and self-esteem, motivation is also important because it deals with saturated basic needs, since satisfaction of higher needs will elicit more effort once basic needs are largely fulfilled, greater rewards mainly applicable to the satisfaction of basic needs would be ineffective as they are saturated, another reason is for the release of work capacity as differences in productivity reflect the quality of motivation and finally enhancing the firm's image (Sagimo, 2002). The knowledge about what motivates and satisfies people at work may be essential to generate such commitment. That includes the commitment to act toward the goals of the company, as well as the commitment to stay in the organization (Dessler, 1986). The achievement of organizational commitment, however, is not easy since it may be influenced by personal and organizational factors (Schultz and Schultz, 1998). The key implication for practicing managers falls within the domain of motivational awareness. There may however be a tendency for some managers to project their own motivating factors onto subordinates in the process of encouraging performance. The work life development model indicates that this could be ineffective (Tesone, 2005).

Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive and are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991) for example, research suggests that as employees' income increases, money becomes less of a motivator also, as employees get older, interesting work becomes more of a motivator (Kovach, 1987).

2.5 Motivation, Human Needs and Expectations

According to Sagimo (2002), motivation that provides a motive to act in a desired manner must have meaning within the needs of subordinates. Thus, efforts to motivate are related to

human needs because man is truly a wanting animal. But the priority of man's needs changes from the physical to the higher social needs as the physical ones become comparatively satisfied according to current accepted theory. Individuals are different and therefore also have different needs and expectations, which they attempt to fulfill in many different ways. When employees join an organization, they do not come in with empty hands, but bring with them two things i.e potential energy of resources previously acquired in terms of training and skills (expertise and knowledge, education, interest and experience) and heap of needs and wishes which they hope or want to satisfy by making use of their energy resources. These needs and expectations, alter and often conflicting with each other over time. They may be classified in several ways including:

2.5.1 Intrinsic and Extrinsic Motivators

Motives can be thought of as being generated by two separate but interrelated sets of sources. One method to characterize these two sources is to label them as being either intrinsic or extrinsic (Luthans, 2002). Internal motivators are, according to Mak and Sockel (2001), concerned with intrinsic needs that satisfy a person, whereas external motivators are considered as environmental factors brought by the company to the individual.

Intrinsic motivation is the desire of an individual to perform his/her work well, in order to achieve the satisfaction of intrinsic needs (Hui and Lee, 2000). In other words, an individual performs a task in order to achieve certain types of internal states, which he/she experiences as rewarding (Deci, 1975). Intrinsic motivation relates to psychological rewards such as the recognition of a task completed (Mullins, 1999). External rewards such as food, money, praise, and so on, are not the main reason for a person to engage in activities (Deci, 1975). Intrinsic motives can be satisfied by the work itself. In other words, the task itself is the main source of motivation, since it provides interest, stimulation, challenges, and opportunities for personal growth and achievement to the individual (Molander, 1996). Deci (1975) refers to intrinsically motivated behavior as behavior that is determined by an individual's need for feeling competent and self-determining.

Extrinsic motives cannot only be satisfied by the work itself. On the one hand, a person will seek out challenges that allow him/her to behave in ways that provide him/her with a sense of competence and self-determination. On the other hand, an individual is engaged in a process of conquering challenges. Extrinsic motivation refers to tangible rewards such as pay, fringe benefits, work environment, work conditions, and job security (Mullins, 1999). It is important to remember that these two types of motivators are not completely distinct from one another. Many motivators have both intrinsic and extrinsic components (Luthans, 2002).

2.5.2 Other Classifications for Motivators

According to Mullins (1999), needs and expectations can be classified in economic rewards, intrinsic satisfaction, and social relationships. Economic rewards include pay, fringe benefits, and material goods these are an instrumental orientation to work. Intrinsic satisfaction is provided by the work itself and represents a personal orientation to work. Friendships, teamwork, and the need for affiliation are part of the social relationship that constitutes the relational orientation to work. The relative strength of all these categories of needs and expectations together with the extent to which they are satisfied determines an individual's motivation and job satisfaction. People differ in their preferences, some persons may prefer economic rewards, whereas other individuals will favour intrinsic satisfaction and/or social relationships. These preferences may change over time.

2.6 Motivation theories

Approaches to motivation are underpinned by motivation theory. The most influential theories are *Instrumentality theory*; which states that rewards or punishments (carrot or sticks) serves as the means of ensuring that people behave or act in desired ways (Armstrong, 2006). *Content theory*; Which focuses on the content of motivation, it states that motivation is essentially about taking action to satisfy needs and identifies the main needs that influence behavior. The theories are concern with how employees needs can be satisfied and is supported by theorist such as Fredrick Taylor (1865-1917), Hawthorn Studies, Abrahm Maslow, Fredrick Herzberg and Douglas McGregor (Beardwell et al.,

2004) *Process theory*: Process theories focuses on a more dynamic approach and are interested in understanding the process of developing motives rather than trying to offer static analysis of needs. They are more concern with the question 'why' and are supported by theories such as Procedure Justice and distributive justice, Procedural Justice, Equity theory, Expectancy theory and Goal-setting theory (Beardwell et al., 2004).

Theory	Type	Theorist(s)	Summary of theory	Implications
Behaviorism	Taylorism	<i>Taylor</i>	If we do one thing it leads to another. People will be motivated to work if rewards and punishments are directly related to their performance.	Basis of crude attempts to motivate people by incentives. Often used as the implied rationale for performance-related pay although this is seldom an effective motivator.
Content (needs) theory	Hierarchy of needs	<i>Maslow</i>	A hierarchy of five needs exist: physiological, safety, social, esteem, self-fulfillment. Needs at a higher level only emerge when a lower need is satisfied.	Focuses attention on the various needs that motivate people and the notion that a satisfied need is no longer a motivator. The concept of a hierarchy has not practical significance.
Two-factor model	Satisfiers/dissatisfiers	<i>Herzberg</i>	Two groups of factors affect job satisfaction: (1) those intrinsic to the job (intrinsic motivators or satisfiers) such as achievement, recognition, the work itself, responsibility and growth; (2) those extrinsic to the job (extrinsic motivators or hygiene factors) such as pay and working conditions.	Identifies a number of fundamental needs (ie achievement, recognition, advancement, autonomy) and the work itself. Strongly influences approaches to job design (job enrichment). Drew attention to the concept of intrinsic and extrinsic motivation and the fact that intrinsic motivation mainly derived from the work itself will have a longer-lasting effect. Therefore underpins the proposition that reward systems should provide for both financial and non-financial rewards.

	Type	Theorist(s)	Summary of theory	Implications
Process Cognitive theory	Expectancy theory	<i>Vroom, Porter and Lawler</i>	Motivation and performance are influenced by (1) the perceived link between effort and performance (2) the perceived link between performance and outcomes and (3) the significance (valence) of the outcome to the person. Effort (motivation) depends on the likelihood that reward will follow effort and the reward is worthwhile	The key theory informing approaches to rewards, is that there must be a link between effort and reward (line of sight), the reward should be achievable and should be worthwhile
	Goal theory	<i>Latham and Locke</i>	Motivation and performance will improve if people have difficult but agreed goals and receive feedback	Provides the rationale for performance management processes, goal setting and feedback
	Equity theory	<i>Adams</i>	People are better motivated if treated equitably	Need to develop equitable reward and employment practices

Table 1: A summary of motivation theories (Source: Armstrong, 2006, p. 256)

Since motivation deals with factors that energize, direct and sustain behavior, there are a lot of important variables, which may influence an individual's motivation at work. These variables can be distinguished in three groups: characteristics of the individual, job characteristics, and work environment characteristics (Steers and Porter, 1983).

2.6.1 Content Theories

Content theories are concerned with how employees need are satisfied (Beardwell et al., 2004). Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979).

2.6.1.1 Hawthorne Studies

The importance of studying the attitudes, feelings, and perceptions that individuals hold toward their work was emphasized by the Western Electric studies. This study dealt with informal groups, work restriction norms, productivity and social relations, and stressed the issue of human leadership (Reis and Pena, 2001) between 1924-1932, a huge amount of experiments were performed under the leading of Elton Mayo at the Western Electric Company plant in Hawthorne. The main conclusions drawn from these experiments are presented in brief below. A better performance was noticed whenever management introduced an environmental change such as changes in lighting, rest breaks, hours of work, system of payment, and so on. An increased productivity was recognizable even if one of the changes was a return to a previous way of doing (Statt, 1994). Therefore, the researchers concluded that factors other than working conditions influenced the work performance (Mullins, 1999). The experiments identified social relations at work as the source of motivation. Social incentives such as belonging to a work group seemed to be stronger than monetary incentives (Steers and Porter, 1991; Mullins, 1999). In addition, increased productivity was due to the fact that management showed interest in the employees and paid extra attention to them (Mullins, 1999). Another result was that employees brought their problems with them to their work (Steers and Porter, 1991), and therefore management was demanded to listen to their feelings and problems (Mullins, 1999).

2.6.1.2 Needs Hierarchy Theory

Maslow (1943, 1954) pointed out that human motivation has a hierarchical structure, which he called a hierarchy of needs. There are at least five basic needs, which all individuals uphold. These are physiological, safety, love, esteem, and self-actualizing. Physiological needs are for instance food, drink, oxygen, sex, and sleep. In short, all needs, which present the basis for life. Safety needs include security, the need for a safe, predictable and organized world, and the avoidance of pain and physical attacks. Love needs refer to affection and belongingness needs. That means a person will strive for good relations with people and a place in his/her group. Thereby, special attention is given to friends and family and children. In addition, all individuals hold the need for a stable and high evaluation of

themselves, self-esteem, and respect given to them by other persons. Esteem needs may be categorized into (1) the desire for strength, for achievement, for independence and freedom, and (2) the desire for prestige and respect from other persons, recognition, attention, importance and appreciation. The fifth needs level, the self-actualizing needs, represents the desire for personal development and accomplishment. The form of these needs differs from person to person. As an example, some persons experience these needs in the desire to be a perfect mother, whereas other people express self-actualization in form of painting pictures. All five basic needs are arranged in a hierarchy of importance. Thereby, physiological needs represent the starting point for the motivation theory at the lowest level. In a situation when all needs are unsatisfied and the human being is dominated by the physiological needs, the other needs do not seem to exist or are pressed in the background.

Maslow (1943, 1954) argued that lower level needs have to be gratified before next higher level needs will arise and determine a person's behavior. However, it is not necessary that a need is gratified fully before a subsequent need emerges. When physiological needs are satisfied, new and higher needs such as safety needs will emerge and dominate the individual. When these new needs in turn are gratified, again new and higher needs such as love needs will appear, and so on. The hierarchy of the basic needs ranges from physiological needs through safety needs, love needs, and esteem needs, to the needs of self-actualizing at the highest level. A need that is satisfied is no longer perceived as a need by a person. The individual is dominated and his/her behavior is influenced only by needs that are not satisfied. However, if once satisfied needs are thwarted they will emerge again in order to drive a person's behavior.

Maslow's theory about human motivation can be applied to work situations as well. It provides useful information for motivation at work. As already mentioned, every person strives for the fulfillment of certain needs. Thereby, an individual's actual state in certain overall need classifications determines his/her behavior at work. In other words, the state where an employee is in the ladder on hierarchy of needs influences the work performance of that employee. Individual needs have to be identified in order to motivate people's work

behavior. The knowledge of an employee's unfulfilled needs may enable companies to influence the work performance (Wiley, 1997).

2.6.1.3 Herzberg's Two-Factor Theory

According to Herzberg (1966) and Herzberg, Mausner, and Snyderman (1999), in the late 50's, Herzberg interviewed two hundred engineers and accountants of Pittsburgh industry in order to investigate what causes their satisfaction and dissatisfaction on the job. The employees were asked to describe a situation at work when they felt good, and a situation when they felt bad. Moreover, they were asked why they felt that way. In other words, the employees were asked if their feelings about their job had influenced their work performance, well-being or personal relationships. The results of this study revealed that a bad environment caused dissatisfaction. However, a good environment led to an individual's satisfaction very seldom. According to this study, employees perceived satisfaction by the behavior of their work.

Herzberg's (1966) work categorized motivation into two sets of factors: motivators and hygienes. (1) Hygiene factors do not motivate employees, however, they may reduce the extent of dissatisfaction experienced by the individuals. That means if these factors are not present, or are mismanaged, they may cause dissatisfaction on the job. In an optimal situation, regarding the presence of hygiene factors, the employee will not experience dissatisfaction, but neither will he/she develop positive attitudes toward the work. Hygiene factors are related to the job context. They are the major environmental aspects of the work, in other words, they are extrinsic factors of the job.

Herzberg (1966) and Herzberg et al. (1999) identified company policy and administration, supervision, interpersonal relations, working conditions, and salary as hygiene factors. (2) The other set of factors, called motivators, satisfies a person's need for self-actualization in his/her job and, therefore, leads to positive feelings towards the work. The motivators are related to the job content, in other words, they are intrinsic. Job related factors that promote job satisfaction are achievement, recognition, work itself, responsibility and advancement. They argued that hygiene factors led to job dissatisfaction due to an individual's need to

avoid unpleasantness, whereas the satisfaction generated by motivators was caused by a need for growth and self-actualization. Moreover, the factors providing job satisfaction were separate and distinct from the factors that led to work dissatisfaction.

Herzberg (1966) and Herzberg et al. (1999) argued that positive and negative attitudes toward the job are not the opposite of each other, since they are influenced by different factors. Therefore, they suggested that the opposite of job satisfaction is no job dissatisfaction, and the opposite of job dissatisfaction is no job satisfaction. To sum up, the hygiene factors are extrinsic, aim to prevent job dissatisfaction, and contribute only to a minor extent to positive feelings toward the job. Motivators, on the other hand, are intrinsic elements of the job, encourage personal growth and development, and contribute very little to job dissatisfaction. Both the hygiene factors and the motivators serve an employee's needs. However, mainly the motivators cause the satisfaction.

Herzberg's two-factor theory represents an extension of Maslow's need hierarchy (see figure 2:3). Thereby, the hygiene factors can be considered as lower level needs, whereas the motivators can be seen as higher level needs. Herzberg's theory emphasizes that attention has to be given to hygiene factors as well as to motivators in order to motivate employees. Furthermore, the major role of the work itself as a factor of motivation and job satisfaction is stressed.

2.6.2 Criticisms of Content Theories

These theories assume that if managers can identify key motivational factors then an employee will naturally become committed and commitment to these goals is in the employees best interest and anyone who was not motivated by that factor would be irrational, abnormal or dysfunctional. These theories take a unitarist perspective and see conflict as undesirable or illegitimate. The theories assume that task presented to reward and performance management systems is to identify motivational strategies which can be applied in any context for any organization if management chooses to do so. It is very difficult to predict when certain needs become important, there appearing to be no clear relationship between needs and behavior, it can be argued that application of 'standardized'

solution is neither possible nor desirable. It is clear that as the different needs are very difficult to isolate, define or describe therefore suggestion that needs have a biological origin is problematic there is not 'off the shelf' one-size-fits all response (Beardwell et al., 2004)

2.6.3 Process Theories

Process Theories are concerned with 'why' employees are motivated (Beardwell et al., 2004).

2.6.3.1 Vroom's Expectancy Theory of Motivation

This theory is build around the concepts of valence, instrumentality and expectancy and is commonly called the VIE theory. Meaning of the variables, by *Valence*, Vroom means the strength of an individual's preference for a particular outcome. Another major input into the valence is the *Instrumentality* of the first-level outcome in obtaining a desired second-level outcome, for example a person would be motivated toward superior performance because of the desire to be promoted. *Expectancy* relates to first-level outcomes i.e the probability that a particular action or effort will lead to a particular first-level outcome. According to this theory everyone has a unique combination of valences, instrumentalities and expectancies. Vroom's theory only indicates the conceptual determinants of motivation and how they are related. It does not provide specific suggestions on what motivates organizational members. This model helps managers understand and analyze workers' motivation and identify some of the relevant variables it does to provide specific solutions to motivational problems. It also assumes as earlier economic theory did that people are rational and logically calculating an assumption that tends to be idealistic (Luthans, 2002).

Cole (1996) concludes on this theory by stating that it takes a comprehensive view of the motivational process, that individuals will only act when they have a reasonable expectancy that their effort or behavior will lead to the desired outcomes, stresses on the importance of individual perceptions of reality in the motivational process, that job satisfaction follows effective job performance and that this theory has led to developments in work re-design.

where emphasis has been placed on intrinsic job factors like variety, autonomy, task identity and feedback.

2.6.4 Contemporary Theories of Motivation

Although it is recognized that work-motivation theories are generally categorized into content and process approaches, equity and procedural justice theories have emerged in recent years and command most of the research attention. An understanding of these theoretical developments is now necessary to the study of work motivation in organizational behavior (Luthans, 2002).

2.6.4.1 Equity Theory of Work Motivation

This is one of the contemporary theories that have emerged in recent years (Luthans, 2002). This theory is credited to psychologist J. Stacy Adams, simply put the theory argues that a major input into job satisfaction is the degree of equity (or inequity) that people perceive in their work situation. Inequity occurs when a person perceives that the ratio of his or her outcomes to inputs and the ratio of a relevant other's outcomes to inputs are unequal. Equity theory is another cognitively based motivation theory and in any event there are no easy answers nor is there 100 percent predictive power when applying a cognitive process theory such as equity. Both the inputs and outputs of the person and the other are based on the person's perceptions. Age, sex, education, social status, organizational position, qualifications and how hard the person works are examples of input variables. Outcomes consist primarily of rewards such as pay, status, promotions and intrinsic interest in the job. If the person's perceived ratio is not equal to the other's, he or she will strive to restore the ratio to equity to equity. This striving to restore equity is used as the explanation of work motivation. The strength of this motivation is in direct proportion to the perceived inequity that exists (Luthans, 2002). Schematically, this is represented as follows:

Person's outcomes < Other's outcomes

Person's inputs Other's inputs

Person's outcomes > Other's outcomes

Person's inputs Other's inputs

Equity occurs when

Person's outcomes = Other's outcomes

Person's inputs Other's inputs

Figure 1: Schematic presentation of Equity theory of work motivation (Source: Luthans, 2002, p. 271)

2.7 Individual Characteristics

The dimensions of personality traits and self-concept add to the understanding of people. Each situation, or course, is different only that the differences may seem to be very small on the surfaces but when filtered by the person's cognitive mediating processes such as perception, they can lead to quite large subjective differences and diverse behavioural outcomes. People are not static, acting the same in all situations, but instead are ever changing and flexible (Luthans, 2002).

2.7.1 Physiological Dimension

Psychologists do not totally agree on how to classify the various human motives, but they would acknowledge that some motives are unlearned and physiological (primary) based. Two criteria must be met in order for a motive to be included in the psychological classification: It must be unlearned and it must be physiological based. Because people have the same physiological makeup they will all have essentially the same primary needs but varying secondary needs (Luthan, 2002). As a human society develops economically and becomes more complex, the primary drives and to a lesser degree the general drives, give way to the learned secondary drives in motivating behaviour. A motive must be learned in order to be included in this classification. examples include power, achievement and affiliation (Rathus, 1990).

2.7.2 Socialization Process

Interest in cognitive processes as explanatory mechanisms in socialization has changed markedly in recent years. In the past 2 decades, social learning theory accounts of socialization have become much more cognitive in orientation; in addition, cognitive constructs from the cognitive sciences and social psychology have been assimilated into developmental conceptions of socialization. Socialization interactions are organized by the ways experiences are represented at a cognitive level. Cognitions often mediate or moderate socialization processes, and cognitive processes involved in socialization may be deliberate and reflective or relatively automatic (Parke and Buriel, 1998).

Study of, and research on, the development of personality traditionally has been an important area for understanding human behaviour. It is argued that personality development consists of a continuous process and the sequence is based largely on the learning opportunities available and the socialization process. There is increasing recognition given to the role of other relevant persons, groups and especially, organizations that greatly influence an individual. This continuous impact from the social environment is commonly called the socialization process. It is especially relevant to organization behaviour because the process is not confined to early childhood, rather it takes place throughout one's life. In particular evidence is accumulating that socialization may be one of the best explanations for why employees behave the way they do in today's organizations (Luthans, 2002).

According to Schein (1971), mentioned in Luthans (2002), managerial knowledge and skills should be focused on those forces in the organization environment which derive from the fact that organizations are social systems which do socialize their new members. If organizations do not learn to analyze and control the forces of organizational socialization, they are abdicating one of the core primary managerial responsibilities.

2.7.3 Personalities

Individual characteristics can be linked to personal traits. Many of the theorist of this century have used four as a base for their theory. "In 1907 Adickes said man is divided into four world view: dogmatic, agnostic, traditional, and innovative. In 1920 Kretschmer said abnormal behaviour was determined by the temperament similar to those of Adickes: hyper esthetic, anesthetic, melancholic and hypo manic. Thus some people are born too sensitive, some too insensitive, some too serious, some too excitable. Around 1920 Adler spoke similarly by pointing to four "mistaken goals" people of different make pursue when upset: recognition, power, service and revenge. Also in 1920 Spranger told of four human values that set people apart: Religious, theoretic, economic and artistic (Ornstein 1993).

2.7.3.1 Personality Traits: Five Broad Categories

Your personality is formed from feelings, thought patterns, interests, and other behaviors. Individual characteristics is what makes each of us unique. Most personality traits can be understood as aspects of five broad categories (McCrae,1997). The five categories of personality traits include: *Neuroticism*: Neuroticism includes the attributes of being anxious, self-pitying, tense, touchy, unstable, and worrying. *Extraversion*: Extraversion can be described as active, assertive, energetic, enthusiastic, outgoing, and talkative. *Openness to Experience*: Openness to experience applies to someone who is curious, imaginative, insightful, with wide interests. *Agreeableness*: Agreeableness implies appreciative, forgiving, generous, kind, sympathetic, and trusting. *Conscientiousness*: Conscientiousness depicts someone who is efficient, organized, reliable, and responsible. It is obvious that people possessing personality traits within the categories of Extraversion, Openness, Agreeableness, and Conscientiousness have more effective coping skills than people with traits falling within the category of Neuroticism (Jackson 1986).

2.7.3.2 Personality Types

According to Funder (2001) the personalities of men as well as women are like finger prints. The personality of a man can be classified or typed, based on the common factors that are at the core of each personality type, i.e. personality types A B C and D.

The "A" personality likes to be in charge and be in control of their environment and their lives. They are normally not very detail oriented, choosing to delegate details to others. They are usually very goal oriented and practical in their solutions. However, arriving at their solutions and goals will entail a no-nonsense, "bottom-line" approach. "A" personalities don't like a lot of restraints or restrictions placed on them preferring instead to work independently and set their own schedules. Since they often tend to be a workaholic, it is not unusual to see them put in whatever time and effort it takes to accomplish their goal. This personality type are mostly a supervisory position or management. The "A" personality is not easily discouraged and will normally exude confidence. They are easily bored by routine or repetitive work. They will also be very dissatisfied if they believe someone is trying to take advantage of them or hold them back. The "A" personality may not be very good at recognizing co-worker's feelings and needs; not because they don't care, but because they are so focused on achieving their goals. If you're looking for someone who works well under pressure and seems to excel in high stress situations, the "A" personality is probably what you're looking for (McCrae 1997).

Jackson (1986) state that "B" personality is a very outgoing, energetic and fast paced individual who likes to be around people and enjoys being the center of attention. They are good relationship builders and most people like them right away. Their driving need for approval, they try and like everyone in hopes everyone will in turn reciprocate and like them too. Compliments, acknowledgement of their achievements, words of admiration and even applause from groups will be the most important thing you can do for them. The "B" personality loves to talk about themselves and some may view them as self centered, but their real motivation is to be liked. Some of the strengths you can count on from the "B" personality are their enthusiasm, outgoing behavior, friendliness towards others and their ability to persuade even the most skeptical of people. They tend to be "dreamers" and can often turn those dreams into very practical ideas in the workplace. They aren't too good about hiding their own feelings either, so if they are hurt or disappointed, you'll probably be able to read it in their mannerisms and overall disposition. Some of the natural weaknesses that are associated with the "B" personality include being impatient, having a relatively short attention span and are not very detail oriented.

The "C" personality is a very detail oriented individual that likes to be involved in things that are controlled and stable. They are interested in accuracy, rationality and logic. They will also dislike being around people who are full of "hype", since they desire facts, accurate and logical, but just the facts. Other people's emotions may not be a priority for them as they tend to strive for the facts. "C" personalities tend to be quite controlling, both of themselves and others. They don't like things to get out of hand and may not appear very expressive at times because they don't really want themselves to display a lot of emotion. They are very outcome driven and will be sticklers for following procedures and protocol in getting the job done. They are careful, resourceful, and above all, are excellent thinkers who will look at all aspects of an issue before taking a stand. Once they take a stand on an issue, they will have the facts to back it. They like their jobs clearly defined and want to know exactly what is expected of them. Knowing those facts, they will be able to prioritize their tasks and see them through to completion, because of their detail orientation, they are meticulously prepared with all the details so nothing is left for anyone to disagree with. Many accountants and lawyers, for example, are "C" personalities. They are excellent for any job that requires creative thinking based on patience, facts and accuracy (Omstein, 1993).

The "D" personality takes a slower, easy pace toward their job and life in general. They seek security and longevity on the job and are very happy doing a repetitive task, day in and day out as the repetition allows them to become very skilled in what they do. The "D" will resist change out of concern that, even though the current way may be unpleasant, the unknown may be even more unpleasant. They are risk averse. "D" personalities are usually very organized and being around a messy environment or disorganization will bother them. They are also good at playing a very supportive role with others and are normally very caring, thoughtful and compassionate. They are patient, good listeners and will persevere when all others have given up. They especially like working in a group or on a team and will be a stabilizing force within that group or team. Although they may not be as fast as others, they are accurate and thorough. They will usually keep their feelings to themselves

and are reluctant to express themselves, even if a more assertive type seems to be taking advantage of them. They will probably choose to "go along to get along" (McCrae 1987).

2.8 Motivation and Job Satisfaction

People work to satisfy basic needs, the process theory called the Porter-Lawler suggests that levels of motivation are based more on the value that individuals place on the reward. The components that effect motivation then, are called valence i.e. what's important to you and expectancy i.e. can I do it. Porter and Lawler suggest that perceived inequality plays a pivotal role in motivation and job satisfaction. Employee motivation or effort leads to action which is followed by intrinsic and extrinsic rewards. The perceived equity of those rewards leads to satisfaction (Sagimo, 2002).

2.8.1 Job Characteristics Approach

J. Richard Hackman and Greg Oldham researched on the relationship between job satisfaction and employee motivation (Luthans, 2002). All motivation theories mentioned before contributed, to a certain extent, to the job characteristics model developed by Hackman and Oldham (1980), which deals with the structure of work in order to achieve a high internal motivation and high job satisfaction. This model considers the intrinsic motivation that causes a person to perform the job well due to interests on the work and challenges in the job (Hackman and Oldham, 1980).

2.8.2 Conditions for Internal Motivation and Job Satisfaction

The occurrence of internal motivation is caused by three basic conditions. These conditions influence not only an employee's motivation to work, but also his/her satisfaction on the job. First, the individual must have knowledge of the results of his/her work performance. In other words, if the individual has no idea about how well or poorly he/she is performing the job, he/she will not develop any feelings such as happiness or sadness about his/her job performance. Secondly, the person must feel responsible and accountable for the results of his/her work. That means when a person thinks that his/her own efforts contribute only to a

minor extent to the quality of his/her work outcome, the individual will not generate any feelings such as pride or sadness towards the quality of work done. Third, the person must experience work as meaningful. In other words, if the individual does not perceive his/her work as generally important, valuable and worthwhile, he/she will not develop any internal motivation. Even when a person feels responsible for the work done and receives information about his/her performance, but lacks the feeling for doing a meaningful job, the internal motivation is unlikely to develop. In other words, if one of these conditions is missing the internal motivation will not occur. All three factors – knowledge of results, experienced responsibility and experienced meaningfulness – are necessary to develop and sustain a strong internal work motivation. Moreover, the stronger these factors are present, the higher the internal motivation and job satisfaction (Luthans, 2002).

Hackman and Oldham (1980) point out that a challenge and stretch of an employee's abilities and skills by his/her tasks will lead to the fact that the employee will perceive the work as meaningful. In addition, the more skills can be used, the more meaningful the task appears to be. Secondly, task identity refers to the degree to which a job involves doing a whole unit of work from beginning to end with a visible outcome instead of performing only a tiny part of the overall piece of work. When people are doing a whole job (providing a complete unit or putting together an entire product) they care more about their work and perceive their job as more meaningful. Third, task significance is the degree to which the job has a meaningful impact on other people lives and well being, either inside or outside the company. When people understand that their work outcome will have an impact on someone's well being (e.g. happiness, safety, or health) they will care more and experience meaningfulness in their work. If all three characteristics are present in a job, an employee is more likely to perceive his/her job as meaningful. Even if one or two characteristics are quite low, a person can experience his/her job as meaningful. The characteristic of the job that influences the experienced responsibility for the work outcome is autonomy.

Luthans (2002) states that the above-mentioned conditions for internal motivation are facilitated by five job characteristics. Three of these characteristics contribute to the experienced meaningfulness of the work, one influences the experienced responsibility for

outcomes of the work, and one has an effect on the knowledge of results. The three characteristics that have an influence on the meaningfulness of the work are skill variety, task identity, and task significance. First, skill variety is the extent to which a job requires different activities in order to perform the work. These activities entail the use of various skills and abilities.

Hackman and Oldham (1980) refer to autonomy as the degree of freedom and independence that an individual has in scheduling and organizing work provided by the job. A person will feel that the work outcome depends on his/her own efforts, initiatives and decisions when the degree of autonomy provided by the job is high. That a person will feel more personally responsible for the success or failure of his/her work outcome in comparison to a person who follows the instructions of his/her boss, or acts according to a manual of job procedures. Finally, the job characteristic that influences the knowledge of results is the feedback, which a person receives directly from the work activities themselves. Feedback is the extent to which the job itself provides an individual with information about the effectiveness of his/her work performance. A formula has been created for motivating potential score (MPS) (Whitsett, 1975).

$$MPS = \left[\frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \right] \times \text{Autonomy} \times \text{feedback}$$

Figure 2: Motivational Potential Scored (MPS) (Source: Luthans, 2002, p. 511)

A job may provide one or more of these five characteristics to a high extent, but at the same time the others may be quite low. Therefore, it is advisable to consider a job in terms of each characteristic. Furthermore, it may be of value to combine the scores of a job on the five dimensions into a single index in order to understand the overall potential of a job to facilitate internal work motivation. A job has a high motivating potential if at least one of the three factors that foster the experienced meaningfulness of a job is provided to a high extent, and the degree of both autonomy and feedback is high as well. The presence of these characteristics is necessary to create the conditions for the internal motivation – the experienced meaningfulness of the work, the experienced responsibility for outcomes of the work, and the knowledge of the actual results of the work activities (Luthans, 2002).

2.9 Individual Characteristics, Motivation and Satisfaction

Herzberg (2002) states that there are two needs of human beings one set of needs can be thought of as stemming from humankind's animal nature the built-in drive to avoid pain from the environment, plus all the learned drives that become conditioned to the basic biological needs for example hunger a biological drive makes it necessary to earn money then money becomes a specific drive. The other set of needs relates to that unique human characteristic, the ability to achieve and through achievement, to experience psychological growth. The stimuli for the growth needs are tasks that induce growth, in the industrial setting, they are the job content while the stimuli inducing pain-avoidance behavior are found in the job environment and motivators are the primary cause of satisfaction. Towards the end of the 20th century the implicit hypothesis underlying the study of individual differences is that a person's behavior is optimally predicted by measuring traits, values and motives, this is because these variables are relatively stable and hence reflected in a person's behavior (Latham, 1989).

In regards to job satisfaction, according to Luthans (2002), employee's perception of the job may explain increases in both overall and intrinsic job satisfaction. Since job characteristics approach only set the stage for internal motivation, the role of differences among people has to be considered as well. Several attributes of people influence their response to highly motivating potential jobs. The first attribute is knowledge and skill. If a job is low in motivating potential, a person's feelings will not be greatly affected by how well he/she performs, irrespective of that person's job-related knowledge and skills. If a job is high in motivating potential, then, a person who has sufficient knowledge and skills to perform the job well will receive satisfaction from doing well. However, a person who has insufficient knowledge and skills will receive negative feelings from doing poorly. "Individual growth need strength" is the second attribute. Jobs with a high motivating potential often offer the opportunities for learning and personal accomplishments at work. However, complex, challenging work is not appreciated by all persons. Individuals with "strong growth needs" such as need for personal accomplishment, for learning and developing themselves, experience a high internal motivation from performing a complex and challenging work. They react in a positive way to opportunities provided by enriched work. On the other hand,

persons with "low growth needs" do not strive to exploit opportunities for personal growth that are provided by such a job. Furthermore, it seems that they do not recognize that such opportunities exist, or may perceive such opportunities as a threat.

According to Hackman and Oldham (1980), the link between the job dimensions and the conditions for internal motivation means that the conditions for internal motivation are more strongly experienced by an individual with "high growth needs", when one performs an enriched work, than by a "low growth need person". Second, the link between the conditions for internal motivation and the internal motivation means that a "high growth need person" will show more positive responses to the conditions for internal motivation, when they are present, compared to a person with a "low growth need strength". Finally, the satisfaction with the work context is the third variable influencing a person's response to work. The degree of satisfaction with the work context may be of importance for an individual in order to use opportunities of personal accomplishments provided by the job. That means a person satisfied with pay, job security, co-workers and supervision would react more positively to challenges and enrichment of his/her work compared to a person who is dissatisfied with the work context. Persons who have a "high growth need strength" and are satisfied with the work context have a very high level of internal motivation. The motivating potential score is positively related to a person's motivation and performance of the job. Individuals who have "low growth need strength" and are dissatisfied with the work context can be rarely motivated by motivational characteristics of the job they do. The three attributes mentioned above – job relevant knowledge and skill, "growth need strength", and level of satisfaction with aspects of the work context- affect the responses of a person to a job with high motivating potential.

A combination of these factors has a more significant impact on the responses than just a single factor. A person with (1) insufficient knowledge and skills to perform the job well, (2) low needs for personal growth at work, and (3) a high degree of dissatisfaction with the work context, would not fit a job high in motivating potential score. The work would be too much for that person and negative personal outcomes, as well as negative work outcomes have to be expected. Therefore, a more simple and routine job would be more appropriate

for that person. On the other hand, an individual with (1) knowledge and skills to perform a complex and challenging work, (2) a high need for personal growth, and (3) satisfied with the aspects of work context, would be expected to experience a high degree of personal satisfaction and work motivation, and to perform best his/her tasks. A work high in motivating potential would fit best with the talents and the needs of that person (Luthans, 2002).

Hackman and Oldham (1980) divide the outcomes of enriched work into personal outcomes and work effectiveness. The personal outcomes are internal motivation, growth satisfaction and general satisfaction. People, who perform a job that is high in the motivating potential, may experience opportunities for personal growth and learning in their job as personally satisfying. General satisfaction and work effectiveness (quantity and quality of produced goods and services) may be increased by job enrichment as well. Employee satisfaction in terms of work context is also likely. The redesign of work may affect absenteeism and voluntary turnover in the way that more capable persons may feel more committed to the job and to the company, whereas the commitment of less talented individuals may decrease.

The effect of societal differences on employee behaviour is increasingly receiving attention by researchers and again similar to the study of traits, researchers are taking into account the importance of context. Specifically, they are looking at reciprocal or interaction effects of characteristics of the job, the structure of the group or team and the congruence or fit between the values of the organization and the values held by the person on his or her motivation in the workplace (Latham, 1989).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a descriptive research design taking the format of a survey. According to Mugenda and Mugenda (2003) descriptive research design is used when the problem has been well designed, some information exists concerning the phenomenon and where the researcher can engage in a survey by going to the population of interest in order for the respondents to explain certain features about the problem under study. Similarly it is a common method of studying individuals under natural conditions (Saunders M. Lewis, and Thornhill A. (2003).

3.2 Population of the Study

Mugenda and Mugenda (1999), defines population as an entire group of individuals, events or objects having common observable characteristics. Communications Commission of Kenya has a labour force of 152 in 12 departments. The target population of the study comprised of all the employees of the Communications Commission of Kenya (CCK) Nairobi.

3.3 Sampling

Gay (1992) states that 10% of a population is considered minimum while Kilemi (1995:171) States that the minimum sample size in research is 30 randomly selected cases. With this in mind, 35% of each category of staff was considered as the sample size. This translated to 53 employees as the total sample size.

The sampling method used was probability-sampling technique. The sample design was stratified random sampling based on the four categorization of grade divided into Top

Management, Middle Management, Supervisory level and Subordinates. According to Mugenda and Mugenda (2003), a representative sample is one that is at least 10% of the total population. However, since there were only 152 employees in twelve (12) grades, 10% (i.e 15 employees) of all target population may not have been representative and therefore a sample of 35% was used, which translated to a sample of 53 based on their category population contribution ratios to represent the entire population. A sample of 53 was therefore obtained, from each of the stratum, using a ratio of 0.35.

Table2: Sample distribution by grades

Level	Grade	Population Frequency	Ratio	Sample size
Top Management	A-C	19	0.35	7
Middle Management	D-F	40	0.35	14
Supervisory	G-H	58	0.35	20
Subordinate	J-L	35	0.35	12
Total		152		53

Source: Author (2010).

3.4 Data Collection

Data was obtained using a structured Questionnaire (appendix 1). The Questionnaire was mainly closed ended and was used to collect both quantitative and qualitative data to answer related problems. The 'Drop and Pick' method was used to obtain feedback alongside personal and telephone interviews especially for those respondents who will needed clarification on filling of the Questionnaires. Further, secondary data was used to clarify some issues and also obtain additional information especially on various variables related to the problem.

The Questionnaire comprised of three (3) sections. Section A seeking information on the individual's characteristics, Section B seeking to answer the question of what motivates employees, specifically, factors that employees consider and value as motivators, while

Section C sought to evaluate the employees' current level of job satisfaction vis a vis what they would consider as an ideal state of job satisfaction.

Before commencing data collection permission to conduct the research was sought from the management of Communication Commission of Kenya (CCK). Thereafter the researcher visited the Commission in order to bond with those who participated in the study and to make arrangements on when to administer the questionnaires. The questionnaires were delivered to the respondents at the agreed venue on the appointed date. The respondents were given ample time to fill the questionnaires. Lastly, the filled questionnaires were collected awaiting data analysis. The drop and pick method was adapted to ensure high response and questionnaire return rate.

3.5 Data Analysis

Data analysis involved organizing, accounting for and explaining the data; that is, making sense of the data in terms of respondents' definition of the situation noting patterns, themes, categories and regularities (Gay, 1992). The data and information obtained through the questionnaire was first checked for completeness. The collected data was then coded and a roster prepared. The data was thereafter analyzed using statistical computer package and presented in tables, graphs and charts. Descriptive statistics was used during the analysis to compute frequencies, percentages, and means. In addition parametric test was used for regression analysis to establish the relationship between the variables and make inferences. Pearson's product moment correlation coefficient was used to determine the strength of the relationship between motivation and job satisfaction given the individual respondent's characteristics. The Least squares formula for regression analysis applied was;

$$\beta = \frac{\sum x,y - \frac{1}{n} \sum x \cdot \sum y}{\sum x^2 - \frac{1}{n} (\sum x)^2}$$

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

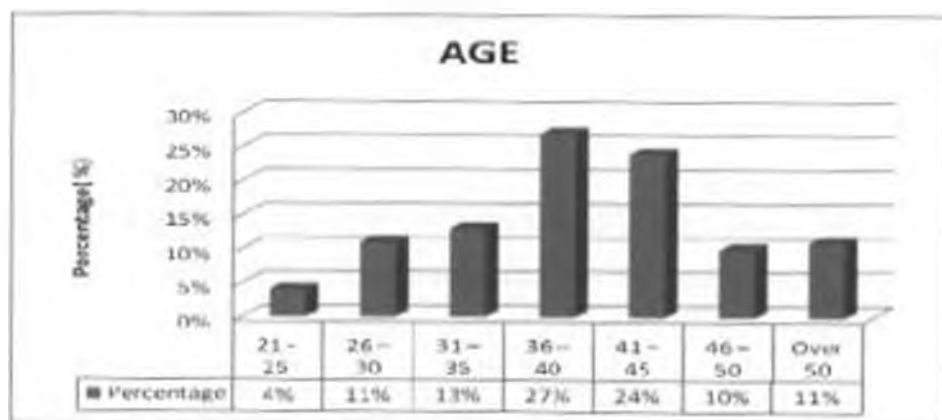
The objective of this study was to determine the relationship between individuals' characteristics to employee motivation and subsequently job satisfaction at the Communications Commission of Kenya (CCK). The data from the completed questionnaires were summarized and presented in tables. Percentages and mean scores were used to summarize and describe the data. Regression analysis was used to establish the relationship between the respondents' characteristics, motivation and satisfaction.

Out of the 53 questionnaires distributed 45 were returned which translated to a response rate of 85%. All the returned questionnaires were found fit for analysis. Mugenda and Mugenda (2003) states that a response rate of over 60% of the respondents is considered adequate and high response rates reduce the risk of bias in the responses.

4.2 Individual Characteristics

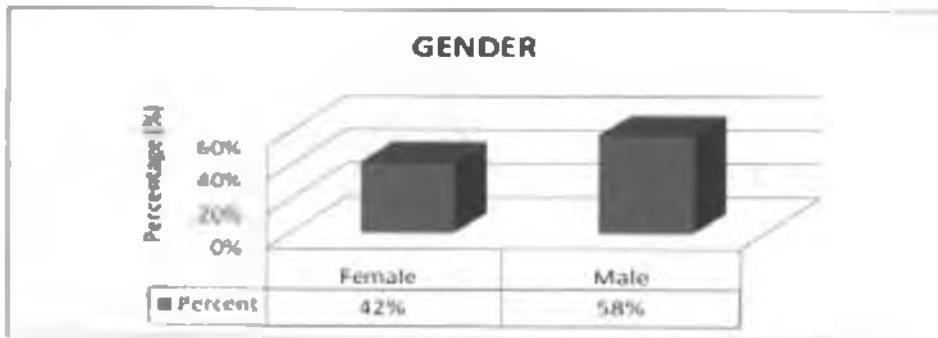
Factors analyzed with regard to individual characteristics included age, gender, marital status, education level, job grade, work experience, professional affiliation, individual personality and religion. The outcome is presented here below.

Figure 3: Age



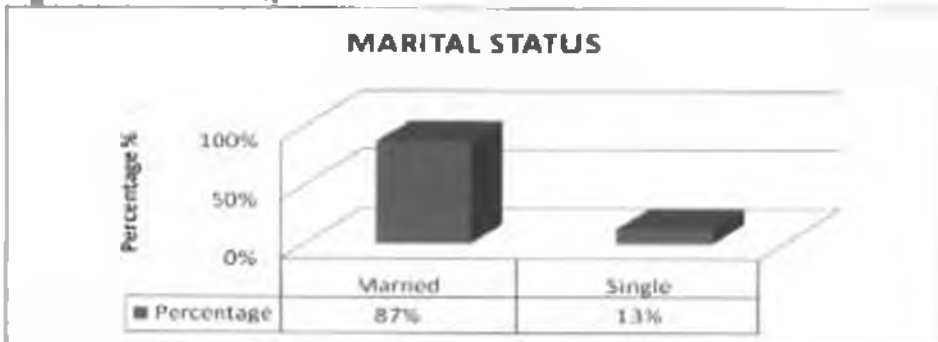
A majority of the respondents are aged between 36 to 40 years age bracket, followed by age bracket 41 to 45. Age bracket 31 to 35 comes next followed by age bracket 26 to 30 years then those over 50 years of age closely followed by age bracket 46 to 50 the least are those at age bracket 21 to 25 with a representation of 4%. Therefore the majority of the respondents seem to be aged between 36 years and 45 years.

Figure 4: Gender



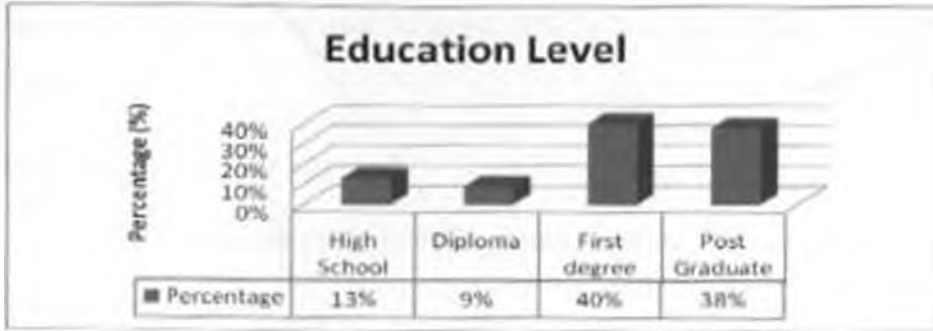
58% of the respondents were male while 42% were female. There exists a small disparity in the percentages of gender in the Commission as the difference in the percentages is quite small.

Figure 5: Marital Status



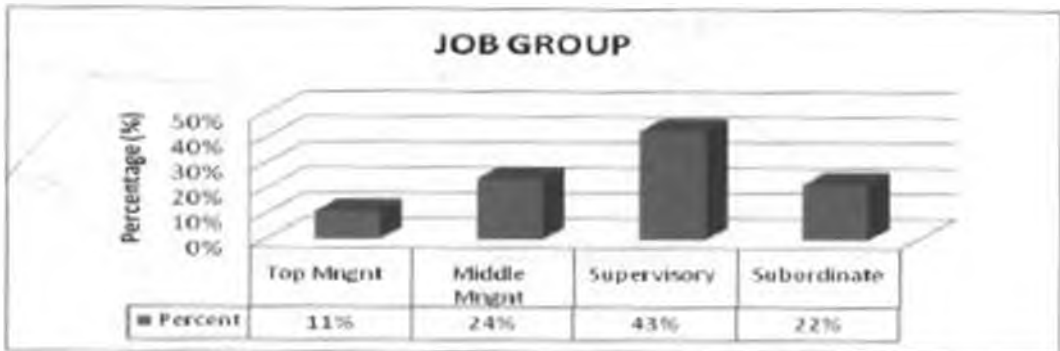
87% of the respondents were married while 13% were single. Most of the respondents are married as the difference in the percentages is very significant.

Figure 6: Education Level



The majority of the respondents have first degree qualification and above represented by 78% of the total respondents

Figure 7: Job Grade



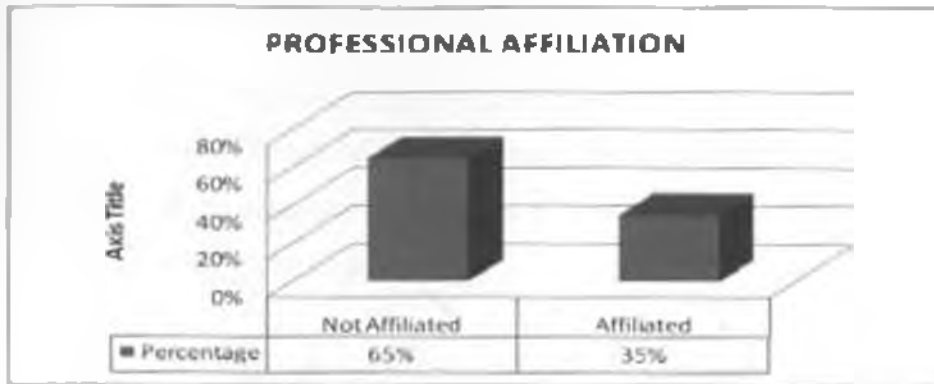
The majority of respondents are at the supervisory level i.e job grades between G and H and this is a true reflection of actual numbers in the organization and the most employees in the organization belong to these grades i.e 58 employees out of the total 152

Figure 8: Work Experience



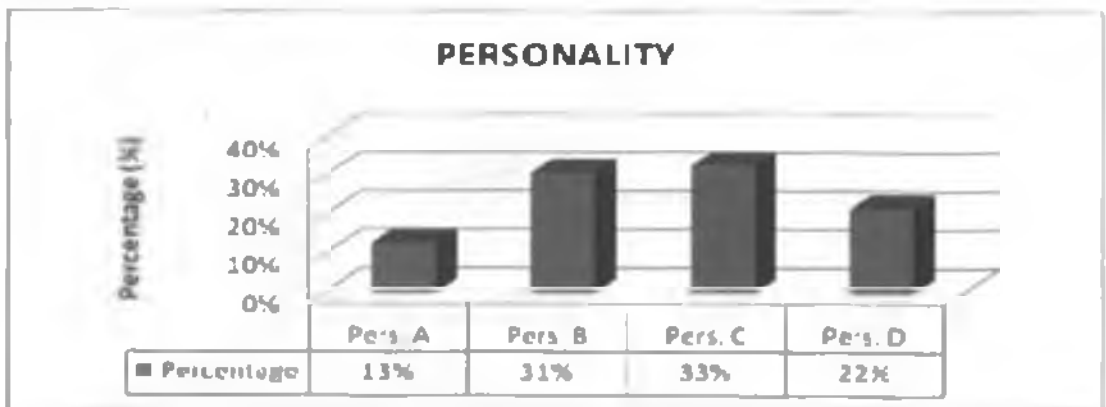
33% of the respondents have cumulative work experience of between 6 to 10 years, 31% have work experience of over 10 years, 22% for less than 2 years and 13% for between 3 to 5 years.

Figure 9: Professional Affiliation



Most of the employees are not registered with professional bodies at 65% while 35% of the employees belong to professional bodies.

Figure 10: Personality



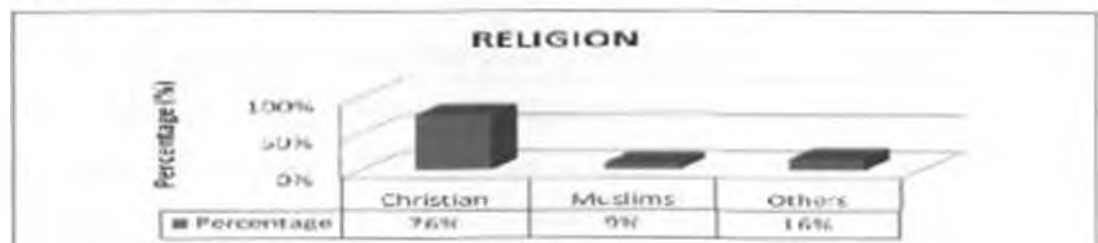
Individual's personalities were classified based on the common factors that are at the core of each personality type, i.e. personality types A B C and D.

The "A" personality likes to be in control, are detailed, goal oriented, work independently, tend to be a workaholic, confident, may at times not recognizing co-worker's feelings and needs as they are goal oriented. "B" personality are outgoing, energetic and fast paced, likes to be around people and enjoys attention, are good relationship builders, self centered,

impatient and are not very detail oriented. "C" personality are very detail oriented, like to be involved in things that are controlled and stable, are accurate, rational and logical, desire facts, other people's emotions may not be a priority to them, quite controlling, outcome driven and stick to procedures, are careful, resourceful, excellent thinkers, like their jobs clearly defined, they are excellent for any job that requires creative thinking based on patience, facts and accuracy. "D" personality takes a slower, easy pace toward their job and life in general. They seek security and longevity on the job, prefer repetitive task, resist change, they are risk averse, very organized, thoughtful and compassionate, they are patient, like working in team, are accurate and thorough, usually reluctant to express themselves and choose to go along to get along

Personality C makes the highest number of the employees with 33% followed closely by personality B then personality D and the lease group is personality A making 13%. This implies that 64% of the respondents are likely to be individuals who be in favour of a good working environment and keen on the performing their job skillfully.

Figure 11: Religion



Majority of the respondents (76%) are Christians, 9% are Muslims while 16% pursue other faiths. These ratios are proportionate and a true reflection to the country's representation of religious faiths.

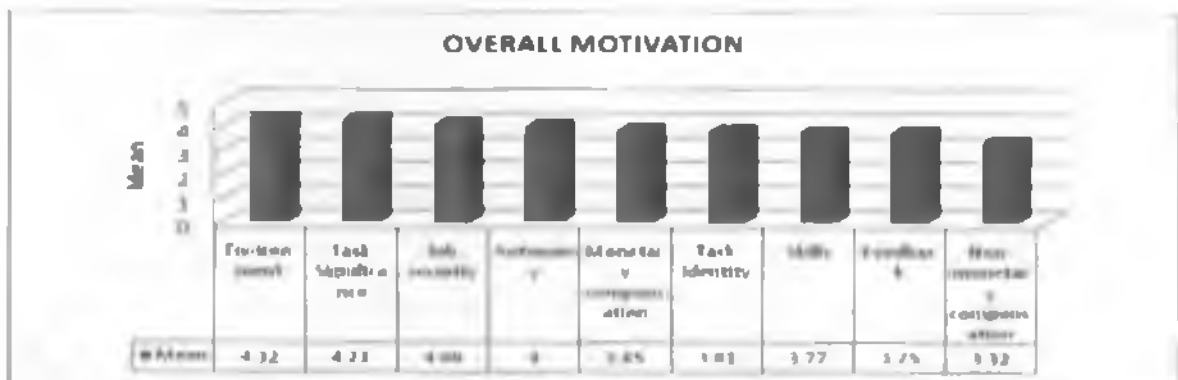
4.3 Motivation

The respondents were required to indicate which job factors in their work situation contribute to their motivation. Respondent's levels of motivation are captured in table 3 below. The responses are captured in frequencies and means for the various terms and conditions of employment.

Table 3: Staff Motivation

Job Factors	Level of Motivation			
	Minimal	Moderate	Very Much	Mean
	F	F	F	F
Skills	2	14	29	3.77
Task Identity	7	14	28	3.81
Task Significance	1	5	38	4.21
Autonomy	2	6	37	4.00
Feedback	5	10	30	3.75
Environment	1	4	40	4.32
Job security	2	5	38	4.08
Monetary compensation	5	9	31	3.85
Non-monetary compensation	7	19	39	3.32

Figure 12: Staff Motivation by Ranking



Generally, employees indicate that good work Environment, closely followed by Task significance and Job Security are the highest motivators. Other job factors were also considered as important scoring between a mean score between 4 and 3.32 with Non-monetary compensation was rated as the least motivator.

4.4 Individual Characteristics and Motivation

Factors are analyzed according to individual characteristics of the sample Job group, gender, education level, age, parentage, marital status, religion, individual personality, Professional affiliation and work experience. In the following analysis the responses are captured and means computed to establish what is considered as the main and least motivators between job factors and analyzed characteristics of respondents.

4.4.1 Motivation and Age

Table 4: Job Factors and Age

<i>Job Factors</i>	<i>Age bracket/ Mean response</i>						
	21-25	26-30	31-35	36-40	41-45	46-50	Over 50
Skills	3	4.2	4.4	3.6	4.1	3.7	3.2
Task Identity	3.5	3.7	3.6	4.3	3.9	3	4.7
Task Significance	3.5	4.6	4.6	3.9	4.6	4.2	4
Autonomy	3	3.4	4.4	4.7	4	3.8	4.7
Feedback	4	4	4.9	3.8	3.7	3.2	3
Environment	4	4	4.6	4.4	4.5	4.1	4.3
Job security	4.5	4	4.1	4.4	4.5	3.3	3.8
Monetary compensation	5	4.3	4.8	4.5	3.5	3	3.7
Non-monetary compensation	2	2.6	4	3.2	3.5	3.3	3.5

Employees in the 21 to 25 year age bracket considered monetary compensation as the most motivating factor with a mean of 5 while the least motivating is Non-monetary compensation with a mean of 2. Employees in the 26 to 30 year age bracket considered Task significance the most motivating factor with a mean of 4.6 closely followed by monetary compensation while the least motivating factor was Non-monetary compensation with a mean of 2.6. The age bracket 31 to 35 employees considered Feedback as the most motivating factor with a mean of 4.9 closely followed by monetary compensation while the least motivating factor was Non-monetary compensation with a mean of 4. For the employees in the 36 to 40 years age bracket, autonomy is the most motivating factor with a mean of 4.7 followed by monetary compensation while Non-compensation are the least motivating factors with a mean of 3.2. For the employees in the 41 to 45 years age bracket, Task significance is the most motivating factors with a mean of 4.6 while Monetary and non-monetary factors are the least motivating factor with a mean of 3.5. For the employees in the 46 to 50 years age bracket, Task significance is considered most motivating factor with a mean of 4.3 while Task identity and monetary compensation is the least motivating factor with a mean of 3. For the employees above 50 years of age, the most motivating factors are Autonomy and Task identity with a mean of 4.7 while Feedback is the least motivating factor with a mean of 3.

It was observed that younger people tend to be motivated by extrinsic factors of the job which are consider to be the lower level needs such as monetary compensation while the

older age bracket tend to be motivated by intrinsic job factors which are higher level needs such as task significance. It is also observed that employees generally rated non-monetary compensation as the least motivator.

4.4.2 Motivation and Gender

Table 5: Job factors and Gender

<i>Job Factors</i>	<i>Gender/ Mean Response</i>	
	<i>Male</i>	<i>Female</i>
Skill	3.8	3.8
Task Identity	3.9	3.8
Task Significance	4.1	4.3
Autonomy	3.9	4.1
Feedback	3.7	3.9
Environment	4.4	4.2
Job Security	4	4.4
Monetary Compensation	3.8	3.8
Non-monetary Compensation	3.4	3.3

Male employees rated a good work environment as the most motivating factor with a mean of 4.4 while the least motivating factor was Non-monetary Compensation with a mean of 3.4 while female employees rated the most motivating factor as Job Security with a mean of 4.4 while the least motivating factor also being Non-monetary compensation with a mean of 3.3.

Generally, both males and females rated all the job factors similarly or with very small differences. Important to note was the males rated a good working environment as the highest motivator with females rated job security as the highest motivator. It was therefore observed that gender may not greatly influence what will motivate individuals. Generally both genders seem to attach less importance to Non-monetary compensation as compared to other job factors.

4.4.3 Motivation and Marital status

Table 6: Job Factors and Marital Status

<i>Job Factors</i>	<i>Marital Status/ Mean Response</i>	
	<i>Married</i>	<i>Single</i>
Skills	3.8	3.7
Task Identity	3.8	3.7
Task Significance	4.1	3.9
Autonomy	4.2	3.1
Feedback	3.9	3.5
Environment	4.3	3.9
Job security	4.4	3.6
Monetary compensation	3.9	3.8
Non-monetary compensation	3.4	3

Considering the respondents marital status, the most motivating factors for married employees is job security with a mean of 4.4 while the least motivating factor is Non-monetary compensation with a mean of 3.4. For the single employees, the most motivating factors are Task significance and good Work environment with a mean of 3.9 while Non-monetary compensation is the least motivating which a mean of 3.

Married individuals evaluated job factors higher than single individuals. Factors such as job security being of most importance to them while the single individuals seem to prefer task significance. It was also observed that non-monetary compensation was least rated by both married and single individuals.

4.4.4 Motivation and Level of education

Table 7: Job Factors of Level of Education

<i>Job Factors</i>	<i>Level of education/ Mean response</i>			
	<i>High School</i>	<i>Diploma</i>	<i>Degree</i>	<i>Postgraduate</i>
Skills	2.8	3.3	4	4.1
Task Identity	3.0	3.5	3.7	3.7
Task Significance	2.6	3.8	4.1	4.5
Autonomy	4.1	3.5	3.9	4.2
Feedback	3	2.3	4.4	4.1
Environment	4.1	4.1	4.3	4.3
Job Security	2.5	3.8	4.3	4.2
Monetary compensation	4.3	3.7	3.9	4.3
Non-monetary compensation	2	3	3.2	3.6

While considering the levels of education, for High school leavers consider the most motivating factor to be monetary compensation with a mean of 4.3 while the least motivating factor is non monetary compensation with a mean of 2. Diploma holders consider the most motivating factor to be a good work environment with a mean of 4.1 while the least motivating factors are Feedback with a mean of 2.7. Degree holders considered the most motivating factor to be Feedback with a mean of 4.4 while the least motivating factor was Non-monetary compensation with a mean of 2.8. Postgraduate qualifications holders considered Task significance as the most motivating factors with a mean of 4.5 while the least motivating factor was Task Identity with a mean of 3.7.

Generally, Individuals with lower levels of education consider factors that contribute to a feeling of doing a meaningful job such as task significance to be lower and rated high extrinsic job factors such as monetary compensation and good work environment while individuals with higher education levels rated high the intrinsic job factors such as feedback and task significance. It was also noted that individuals with higher education levels rated the job factors higher as compared to the people with lower education levels. All categories rated non-monetary compensation lowest.

4.4.5 Motivation and Job Group

Table 8: Job Factors and Job Group

Job Factors	Job groups/ Mean response			
	A-C	D-F	G-H	J-L
Skills	4.7	4.1	3.8	2.7
Task Identity	3	3.6	3.9	4.2
Task Significance	5	4.5	4.0	3.8
Autonomy	4.4	4.3	3.7	4.0
Feedback	4.7	4.1	3.7	3.1
Environment	4.7	4.4	4.2	4.4
Job Security	4.7	4.4	4.1	3.9
Monetary Compensation	3.7	4.1	4.0	4.1
Non-monetary Compensation	3.7	4.2	3.1	2.1

For the Job groups A-C; the most motivating job factor is Task Significance with a mean of 5, the least motivating factor is Task Identity with a mean of 3. For the Job groups D-F; the most motivating factor is Task significance with a mean of 4.5 while the least motivating factor is Task Identity mean response of 3.6. For the Job groups G-H; the most motivating

factor is good Work conditions with a mean of 4.2 as the least motivating factor is Non-monetary Compensation with a mean of 3.1. For the Job groups J-I.: the most motivating factor is good Work environment with a mean of 4.4 while the least motivating factor is Non-monetary compensation with a mean of 2.1.

Higher job groups (A-C & D-F) generally perceived job factors higher than the lower job groups save for Task identity while lower job groups rated the job factors slightly lower however rating good work environment and monetary compensation highest.

4.4.6 Motivation and Work experience

Table 9: Job Factors and Work Experience

<i>Job Factor</i>	<i>Years of work with CCK/ Mean response</i>			
	<i>< 2</i>	<i>3-5</i>	<i>6-10</i>	<i>>10</i>
Skills	4.2	3.4	3.8	3.6
Task Identity	3.6	3.9	4.1	4.1
Task significance	4.0	4.2	4.4	4.5
Autonomy	3.3	4.3	4.2	4.0
Feedback	4.1	4.6	3.7	3.7
Environment	4.2	4.4	4.3	4.4
Job security	4.2	4.4	4.3	3.8
Monetary compensation	4.3	4.6	3.9	3.5
Non-monetary compensation	3.5	3.3	3.1	3.3

Employees with less than 2 years work experience in the organization consider monetary compensation as the most motivating factors with a mean of 4.3 while Autonomy is the least motivating factor with a mean of 3.5. Employees with 3 to 5 years work experience considered monetary compensation and feedback as the most motivating factor with a mean of 4.6 while non-monetary compensation being the least motivating factor with a mean of 3.4. Employees with 6 to 10 years work experience consider task significance as the most motivating factors with a mean of 4.4 while Non-monetary compensation is the least motivating factor with a mean of 3.1. Employees with over 10 years experience consider task significance as the most motivating factor with a mean of 4.5 while Non-monetary compensation being the least motivating factor with a mean of 3.3.

Generally, it is observed that individuals with longer working experience i.e 6 year and above tend to be motivated by the intrinsic job factors such as task significance and the individuals who have the least work experience seem to be motivated most by extrinsic job factors such as monetary compensation. It is however important to note that Environmental aspects such as job security was rated as important to by all categories.

4.4.7 Motivation and Professional affiliation

Table 10: Job Factors and Professional Affiliation

<i>Job Factors</i>	<i>Professional Affiliation/ Mean Response</i>	
	<i>Affiliated</i>	<i>Not Affiliated</i>
Skills	4.3	3.4
Task Identity	3.8	3.7
Task Significance	4.3	4.0
Autonomy	4.0	3.9
Feedback	4.0	3.5
Environment	4.2	4.5
Job security	4.1	4.0
Monetary compensation	3.9	3.9
Non-monetary compensation	3.3	3.4

Considering employee affiliation with professional organizations, the most motivating factors for employees with professional affiliations are Task Significance and skills with a mean of 4.3 while the least motivating factor for those with professional affiliations is Non-monetary compensation with a mean of 3.3. Employees with no professional affiliation rate good work environment as the most motivating factor with a mean of 4.5 with Skills and Non-monetary compensation being the least motivating factor with a mean of 3.4.

The outcome indicated that individuals with professional affiliation perceive intrinsic job factors higher than the non-affiliated. Important to note was that Environmental aspects such as job security was rated as important to by all categories, monetary compensation was rated the same by both groups and non-monetary compensation rated lowest by both groups.

4.4.8 Motivation and Personality

Table 11: Job Factors and Personality

<i>Terms and Conditions of employment</i>	<i>Personality/ Mean response</i>			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
Skills	3.8	3.4	4.5	3.5
Task Identity	4.3	3.6	3.8	4.3
Task Significance	4.6	3.9	4.3	4.5
Autonomy	4.6	3.9	3.5	4.3
Feedback	4	3.6	4.2	3.7
Environment	3.3	4.5	4.3	4.5
Job security	3.9	4	4.3	4.8
Monetary compensation	2.6	4.1	4.2	4.3
Non-monetary compensation	3	3.3	3.3	3.5

Personality A employees consider Autonomy and Task Significance as the most motivating factor with a mean score of 4.6 while Non-monetary compensation is the least motivating factor with a mean score of 3. Personality B employees consider good Work environment as the most motivating factor with a mean score of 4.5 while Non-monetary compensation being the least motivating factor with a mean score of 3.3. For Personality C employees consider Skill as the most motivating factor with a mean score of 4.5 while non monetary compensation being the least motivating factor with a mean score of 3.3. Personality D employees indicated Job security as the most motivating factors with a mean score of 4.8 while skills and Non-monetary compensation being the least motivating factors with a mean score of 3.5.

In summary 'A' personalities rated task significance highest, 'B' personalities rated good work environment highest. 'C' personalities rated skill and 'D' personalities are most motivated by job security.

4.4.9 Motivation and Religion

Table 12: Job Factors and Religion

<i>Job Factors</i>	<i>Religion/ Mean response</i>		
	<i>Christians</i>	<i>Muslims</i>	<i>Others</i>
Skills	3.8	5	4.3
Task Identity	3.9	3	4
Task Significance	4.2	5	4.2
Autonomy	4	3	3.8
Feedback	3.7	4	4.1
Environment	4.3	4	4
Job security	4.1	4	3.9
Monetary compensation	3.3	3	3.3
Non-monetary compensation	3.8	4	3.5

Considering religion, Christians considered good Work environment as the most motivating factor with a mean of 4.3 while Non-monetary compensation being the least motivation with a mean of 3.3. For Muslims, Skills and Task Significance are the most motivating factors with a mean of 5 while, Task Identity and Monetary compensation are the least motivating factor with a mean of 3. Employees with no religion indicate that skills as the most motivating factor with a mean of 4.3 while monetary compensation is the least motivating factor with a mean 3.3.

It was observed that with regard to religion, individuals tended to rate other job factors such skill and task significance higher. Monetary compensation was rated as the lowest motivator in this regard.

4.5 Job Satisfaction

The respondents were required to indicate the extent to which various job factors are present in their work situation and how these factors contribute to their levels of job satisfaction. The responses were captured in frequencies and means computed for the various job factors used to measure job satisfaction as shown in table 13.

The nine (9) job factors and their importance to levels of job satisfaction were measured using a Likert scale ranging from little (1&2), Moderate (3) and Much (4&5).

Table 13: Job Factors and the Importance to Levels of Satisfaction

Extent of Presence				Job Factors	Importance to Level of Satisfaction			
Little	Moderate	Much	Mean		Dissatisfied	Moderate	Satisfied	Mean
F	F	F	Mean		F	F	F	Mean
2	14	29	3.77	Skills	4	12	29	3.66
1	3	41	4.26	Task Identity	3	4	36	4.09
2	17	26	3.81	Task Significance	4	19	22	3.54
1	6	38	4.21	Autonomy	11	15	19	3.23
2	8	35	4.00	Feedback	0	8	37	4.14
6	17	22	3.57	Environment	5	9	31	3.93
0	5	40	4.32	Job Security	13	18	14	3.64
1	5	39	4.32	Monetary Compensation	4	15	26	2.98
1	7	37	4.08	Non-monetary Compensation				

Figure 13: Job Factors and the Importance to Levels of Satisfaction (Mean)

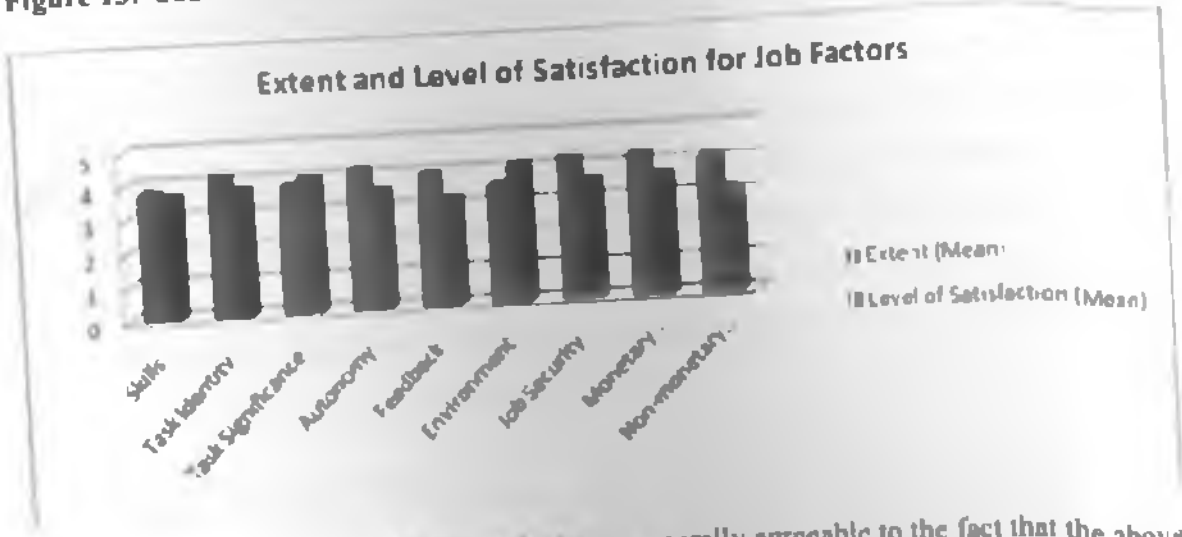


Figure 12 above shows that the respondents are generally agreeable to the fact that the above job factors are present in their jobs in varying extents between moderate and high evident from their mean scores which were all above 3. A mean score of three (3) was used as the value to compare the difference being the mid-mark on the scale. The respondents' level of satisfaction with regard to the presence of the job factors scored a mean 2.98 being the lowest and a mean of 4.15 being the highest.

Table 14: Ranking of Job factors and the Importance to Levels of Satisfaction

<i>Ranking</i>	<i>Extent of Presence</i>	<i>Importance to Levels of Satisfaction</i>
1	Job Security	Environment
2	Monetary Compensation	Task Significance
3	Task Identity	Task Identity
4	Autonomy	Skills
5	Non-monetary Compensation	Monetary Compensation
6	Feedback	Job Security
7	Task Significance	Autonomy
8	Skills	Feedback
9	Environment	Non-monetary Compensation

In general, the comparison of the extent of presence of job factors and importance to the levels of satisfaction showed an order of ranking as shown on Table 14 above.

Maslow's hierarchy of needs indicates job security and compensation as representing lower level needs, which have to be fulfilled to a higher degree before higher needs may emerge. This can be noticed here as well. Factors that are highly present in the work situation according to respondents were Job security and monetary. Good work environment was rated as least in existence in the work situation but on the other hand rated as being the most important to employees' job satisfaction. Therefore, it can be argued that the environmental aspects as well as the compensation have to be satisfied to a certain extent in order to provide the basis for the intrinsic job factors to serve as motivators. According to Herzberg (1966), environment and compensation are hygiene factors that do not lead to job satisfaction, but reduce the degree of dissatisfaction.

4.5.1 Overall Job Satisfaction

Respondents were asked on an overall rating of how they are satisfied with their position in the organization and the results are indicated in table 15 below:

Table 15: Overall Job Satisfaction at CCK

<i>Summary</i>	
<i>Overall Mean for Job Satisfaction</i>	2.91
<i>Overall % dissatisfied</i>	31%
<i>Overall % moderately satisfied</i>	36%
<i>Overall % satisfied</i>	33%

The mean score for overall job satisfaction at CCK resulted to a mean 2.91 falling slightly below 3 which was considered the mid score. It was found out that 31% of the respondents were dissatisfied, 36% were moderately satisfied and 33% were generally satisfied.

4.6 Relationship Between Employee Characteristics, Motivation and Job Satisfaction

Data was analyzed to determine the relationship between individuals' characteristics to employee motivation and job satisfaction, based on the feedback on what job factors motivates the respondents considering individual characters, the job factors present in their job situation and the importance of these factors to the levels of job satisfaction. The outcome was as shown on Table 16 below:

Table 16: Outcome of the relationship between Individual characteristics, Job Satisfaction and Motivation

INDIVIDUAL CHARACTERISTICS		β	INTERPRETATION
AGE	21-25	0.425531915	Low positive correlation between motivation and Job satisfaction in the age bracket.
	26-30	0.085746	Low positive correlation between motivation and Job satisfaction in the age bracket.
	31-35	0.570268	Moderate positive correlation between motivation and Job satisfaction in the age bracket.
	36-40	0.233485	Low positive correlation between motivation and Job satisfaction in the age bracket.
	41-45	0.698274	Moderate positive correlation between motivation and Job satisfaction in the age bracket.
	46-50	0.10282	Low positive correlation between motivation and Job satisfaction in the age bracket.
	>50	0.198254	Low positive correlation between motivation and Job satisfaction in the age bracket.
GENDER	MALE	-0.22276	Low negative correlation between motivation and Job satisfaction considering employee gender.
	FEMALE	-0.00235	
MARITAL STATUS	MARRIED	0.015731	Low positive correlation between motivation and Job satisfaction considering employee marital status.
	SINGLE	0.36	

INDIVIDUAL CHARACTERISTICS		r	INTERPRETATION
LEVEL OF EDUCATION	HIGH SCH	0.312707	Low positive correlation between motivation and Job satisfaction considering levels of education.
	DIPLOMA	0.151041	
	UNIVERSITY	0.42756	
	POST-GRADUATE	0.110315	
JOB GROUP	A-C	-0.0181	Low negative correlation between motivation and Job satisfaction for employees in the job group.
	D-F	0.051587	Low positive correlation between motivation and Job satisfaction for employees in the job group.
	G-H	0.736631	High positive correlation between motivation and Job satisfaction for employees in the job group.
	J-L	-0.04309	Low negative correlation between motivation and Job satisfaction for employees in the job group.
WORK EXPERIENCE	<2	0.103604	Low positive correlation between motivation and Job satisfaction for employees with less than 2 year work experience at CCK.
	3-5	0.17951	Low positive correlation between motivation and Job satisfaction for employees with between 3 to 5 years work experience at CCK.
	6-10	0.665025	Moderate positive correlation between motivation and Job satisfaction for employees with between 6 to 10 years work experience at CCK.
	>10	0.188416	Low positive correlation between motivation and Job satisfaction for employees with over 10 years work experience at CCK.
PROFESSIONAL AFFILIATION	YES	0.7501127	High positive correlation between motivation and Job satisfaction for employees affiliated to professional organizations.
	NO	0.185351	Low positive correlation between motivation and Job satisfaction for employees not affiliated to professional organizations.
PERSONALITY	A	0.051028	Low positive correlation between motivation and Job satisfaction for employees with personality A.
	B	0.353184	Low positive correlation between motivation and Job satisfaction for

INDIVIDUAL CHARACTERISTICS	β	INTERPRETATION	
		employees with personality B	
	C	0.693892	Moderate positive correlation between motivation and Job satisfaction for employees with personality C.
	D	0.116951	Low positive correlation between motivation and Job satisfaction for employees with personality D
RELIGION	CHRISTIANITY	0.405222	Low positive correlation between motivation and Job satisfaction considering religion
	ISLAM	0.009174	
	NONE	0.11736	

β in a simple regression model is used to measure the magnitude (strength) and direction of relationship between the independent and the dependent variables. In the study, it indicates the strength and direction of the relationship between employee characteristics as independent variables and Job satisfaction, motivation as dependent variables. The details of the computed results are presented at Table 16. The outcome of the relationship between Individual characteristics under review and the variables motivation and job satisfaction was as follows:

Age

The results indicated that there was a positive correlation between age and what motivates individuals and the resultant job satisfaction in all the six age brackets as shown in Table 16. Older people seem to receive more job satisfaction out of the intrinsic motivation factors than younger people who lack those internal motivators to a higher extent. These intrinsic factors are, according to Hackman and Oldham (1980) as well as Herzberg (1966) the reason for the motivation and job satisfaction for these categories of individuals. This means that the more a person in this job category experiences those factors, the more satisfied and motivated the person is at work. Younger people tend to be motivated and receive more job satisfaction from lower level needs and extrinsic factors. This can be argued that these factors form the basis of the intrinsic factors which are inherent to work itself.

non-leading position. It can be argued that the foregoing is due to the overall potential of leading jobs. Job groups therefore influences what motivates and lead to job satisfaction. The outcome indicated that factors such as skills variety and task significance would contribute to motivation and satisfaction to non leading positions Herzberg (1966) states that improvement of extrinsic factors which form basic human needs and have to be fulfilled to a certain extent would reduce dissatisfaction to all individuals.

Work Experience

The results indicated that there was a positive correlation with regard to individual's Work experience with motivation and job satisfaction as shown in Table 16. The factors that would influence motivation for individuals who have worked for more than ten years would be the intrinsic factor being variety of skills, task identity and task significance. The analysis also showed that individuals who have worked for long (10 years and above) seem to be more motivated and satisfied by work than people who have worked for less years. According to Hackman and Oldham (1980) Environmental aspect is of motivational importance for all groups since they represent the basis for an individual to take advantage of challenges in the job and decrease the extent of dissatisfaction

Professional Affiliation

The results indicated that there was a positive correlation with regard to individual's Professional affiliation with motivation and job satisfaction as shown in Table 16. The outcome of the analysis showed that while comparing intrinsic job factors, those factors that contribute to the feeling of doing a meaningful job are perceived higher by individuals with professional affiliations than those with no professional affiliations. It can therefore be argued that professional affiliation would contribute to what motivates individuals and causes them to experience job satisfaction.

Personality

The results indicated that there was a positive correlation with regard to individual's Personality with motivation and job satisfaction as shown in Table 16. Individual personalities therefore influence what will motivate individuals and lead to job satisfaction.

McCrae (1997) describes "A" personalities as individuals who do not like a lot of restraints or restrictions placed on them preferring instead to work independently and set their own schedules. In line with this description the analysis of the outcome as shown in table 11 indicated that personality A individuals are motivated most by Autonomy. Jackson (1986) state that "B" personalities are good relationship builders and most people like them right away. Analysis with regard to individuals' personalities indicated that these individuals rated work good Environment as being there greatest motivator. The "C" personality is a very detail oriented individuals. They are excellent for any job that requires creative thinking based on patience, facts and accuracy (Ornstein, 1993). Analysis on individuals' personalities indicated that these individuals rated skills as being there greatest motivator. The "D" personality takes a slower, easy pace toward their job and life in general. They seek security and longevity on the job and are very happy doing a repetitive task, (McCrae 1987). Analysis with regard to individuals' personalities indicated that these individuals rated Job security as being there greatest motivator.

Religion

The results indicated that there was low positive correlation with regard to individual's religion with motivation and job satisfaction as shown in Table 16 even if only to a minor extent.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The study sought to investigate if there exists a relationship between individual characteristics and what motivates an individual and resultant job satisfaction and how an organization can know how to motivate their diverse workforce in the right way. Factors analyzed with regard to individual characteristics included age, gender, marital status, education level, job grade, work experience, professional affiliation, individual personality and religion.

Based on the data analyzed and the results presented in chapter four, what motivates Individuals seems to vary with the individuals characteristics. It may be noted that each subgroup evaluated, the nine job factors influences their motivation to different extents. Regarding Age, older people seem to be more motivated by the intrinsic motivation factors while younger people tend to be motivated by lower level needs and extrinsic factors. Marital status influences motivation in that married employees tended to be more motivated by the job factors higher than the unmarried employees, further married employees tend to be highly motivated by job security. Considering Education levels, factors that contribute to the feeling of doing a meaningful job are perceived lower by individuals with lower education levels than those with higher education levels. With regard to job grades it was noted that leading positions perceived intrinsic job factors such as task significance to a higher extent and are therefore more motivated by such factors than those belonging to lower job grades. The analysis with regard to work experience showed that individuals who have worked for long (10 years and above) seem to be more motivated by intrinsic work factors than people who have worked for less years. On considering professional affiliations, the outcome of the analysis showed that while comparing intrinsic job factors, those factors that contribute to the feeling of doing a meaningful job are perceived higher by individuals

with professional affiliations than those with no professional affiliations. Different personality traits were also found to influence what will motivate an individual. The study finds that personality A's will go for autonomy, B's will be mostly be influenced by the work environment, C's were more keen on the skill and D's are mainly motivated by Job Security. Religion was also evaluated and found to contribute to what motivates individuals, important to note was that Christians considered good work environment as the most motivating factor Muslims considered skills and task significance are the most motivating factors while other faiths indicate that skills is the most motivating factor. Monetary compensation is the least motivating with regard to this characteristic.

Job Satisfaction was looked at with regard to the extent to which the respondents consider the studied job factors as being present in their work situation and how important are these job factors to their satisfaction with work. The outcome of the study indicated that all the factors were fairly present in their work situation with all factors scoring a mean of above 3 and the importance to their satisfaction varied with each factor. Maslow's hierarchy of needs indicates job security and compensation as representing lower level needs, which have to be fulfilled to a higher degree before higher needs may emerge. This was noticed in the outcome of the study as well. Factors that are highly present in the work situation according to respondents were Job security and monetary. Good work environment was rated as least in existence in the work situation but on the other hand rated as being the most important to employees job satisfaction. Good work environment, which are still not satisfied is evaluated as more important to the level of job satisfaction or nearly important to the same extent than the intrinsic and higher level needs. This finding may be explained not only by Maslow (1943, 1954), but also by Herzberg (1966), and Hackman and Oldham (1980). Hackman and Oldham (1980) pointed out that work context factors, extrinsic factors, might influence an individual's willingness to take advantage of challenges in his/her job. Therefore, it can be argued that the environmental aspects as well as the compensation have to be satisfied to a certain extent in order to provide the basis for the intrinsic job factors to serve as motivators. According to Herzberg (1966), environment and compensation are hygiene factors that do not lead to job satisfaction, but reduce the degree of dissatisfaction.

5.2 Conclusions

From the study findings, the following may be noted, there is a relationship between individual characteristics, motivation and subsequent job satisfaction to varying extents with some characteristics such as age, job group, education, personality, professional affiliation and work experience having higher influence. Marital status and religion have moderate influence and gender has very minimal influence on motivation and job satisfaction.

The study answered the question of how an organization can know how to motivate whom in the right way. Since the strongest motivators seem to be things that people value but lack, job factors can be identified in order to increase the motivation and job satisfaction among employees. The following job factors were rated by the employees at CCK, in their order of importance as being important in a work situation and also being important in influencing an individual's level of satisfaction; Environment, Task Significance, Task Identity, Skills, Monetary Compensation, Job Security, Autonomy, Feedback and Non-monetary Compensation (Table 14).

5.3 Recommendations

From the study findings, there is an indication that a relationship does exist between individual characteristics, motivation and job satisfaction. The study therefore recommends that employers should therefore consider analyzing their employees further with regard to their characteristics when designing their motivational plans in order to align their plan to employees' characters if they are to achieve their desired goal of attracting and retaining a motivated and satisfied workforce.

From the study findings, the study recommends that considering the whole, all differences figured out in this research should be a starting point to look at the employees' work situation in more detail and to think about how to re-design the work so as to provide

employees to a higher extent with intrinsic motivators such as feedback, skills, task significance and task identity.

The study also recommends that environmental aspect be considered as they are of motivational importance for all sub-groups since they represent the basis for an individual to take advantage of challenges in the job and decrease the extent of dissatisfaction and therefore should not be ignored as it reduces job dissatisfaction.

5.4 Limitations of the Study

The study only captured employees of CCK. Only 45 respondents participated which may not give a representative picture of employee characteristics and levels of motivation or job satisfaction across the entire work environment in the country.

5.5 Suggestions for Future Research

On further research, the study recommends that there is need to replicate the study to involve more state corporations in Kenya. Future studies should attempt to use a larger sample so that the results can be generalized. There is also need to do longitudinal studies on the relationship between individuals' characteristics, motivation and job satisfaction and there is also need to replicate the study to involve other workers who are not in the formal office set up especially on service provider employees undertaking outsourced duties in organizations.

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Appendices

Appendix I: Letter of Introduction

4th August, 2010

Emma A. Otieno
P. O Box 6418 – 00200,
Nairobi – KENYA,

Dear Respondent,

RE: RESEARCH PROJECT

I am a graduate student at the School of Business, University of Nairobi. In partial fulfilment of the requirements for the award of a Master degree in Human Resources, I am conducting a research titled *The Relationship Between Individual Characteristics To Employee Motivation and Job Satisfaction at Communications Commission Of Kenya (CCK)*. You have been selected to assist in providing the required information as your views are considered important to this study. I am therefore kindly requesting you to fill this questionnaire.

Please note that any information given will be treated with utmost confidentiality and will only be used for the purposes of this study.

Thank you.

Yours faithfully,

Emma A. Otieno

CCK Employees Questionnaire

INSTRUCTIONS Kindly give an honest and accurate response to the items in the questionnaire

Section A: Individual Characteristics

Please tick (✓) as appropriate

1. Age

- | | | | |
|----------------|-----|----------------|-----|
| Below 20 years | () | 36 – 40 years | () |
| 21 – 25 years | () | 41 – 45 years | () |
| 26 – 30 years | () | 46 – 50 years | () |
| 31 – 35 years | () | Above 50 years | () |

2. Gender Male () Female ()

3. Marital Status Married () Single ()

4. Highest level of education

- High School ()
College Diploma ()
University degree ()
Postgraduate degree ()
Other (specify)

5. Current grade

- | | |
|---------|---------|
| A-C () | G-H () |
| D-F () | J-L () |

6. Total number of years of work experience

- Less than 2 years ()
3- 5 years ()
6 – 10 years ()
More than 10 years ()

7. Affiliations to professional groups organizations (professional memberships)

- Yes () No ()

8. How would you generally describe yourself

Positive thinker and highly independent ()

Outgoing, energetic and fast paced ()

Reserved with an eye for detail ()

Easy person, orderly with a preference of working in teams ()

9. Religion _____

Session B: Motivation

In this section you are asked to evaluate the extent to which the following factors motivate you as an individual. (1 & 2 Minimal; 3 Moderate; 4&5 Very Much)

Write a number in the blank beside the statement, based on the following scale:

1-----2-----3-----4-----5
Minimal Moderate Very Much

a). Skills

___ Variety in the job.

___ Employer supports my talents

___ Getting new tasks.

___ Stimulating and challenging work.

___ Opportunities to learn new things from your work.

b). Task Identity

___ Performing an entire piece of work from beginning to end.

c). Task Significance

___ Meaningful and interesting work.

d). Autonomy

___ Determining how and when to carry out the work by oneself

___ Receiving more responsibility (not necessarily more tasks)

d). Feedback

___ Regular, timely feedback about one's work performance

___ Receiving praise for the work performance

___ Receiving recognition for a good work performance.

e). Environment

___ A good relationship to co-workers

___ Good work conditions.

f). Job Security

___ Job security.

___ Change of the company or work place

g). Compensation

___ 17) Monetary compensation

___ 17) Non-monetary compensation.

___ 18) Fringe benefits such as medical cover, low interest rate loans etc

Section C: Job Satisfaction

In this part you are asked to evaluate how satisfied you are with respect to your job. Please circle the number and write it in the blank space beside the question, which is the most accurate description of your level of satisfaction (1 & 2 Little; 3 Moderate; 4&5 Much)

Write a number in the blank beside the statement, based on the following scale:

1-----2-----3-----4-----5
Little Moderate Much

a). Skills

___ 1) To what extent does your job require the performance of many different tasks?
How satisfied are you with this situation?

1-----2-----3-----4-----5
Dissatisfied Satisfied

___ 2) To what extent do you feel motivated to use your personal qualification?
How satisfied are you with this situation?

1-----2-----3-----4-----5
Dissatisfied Satisfied

___ 3) To what extent are your talents utilized by the organization?
How satisfied are you with this situation?

1-----2-----3-----4-----5
Dissatisfied Satisfied

___ 4) To what extent do you experience your job as stimulating/interesting?
How satisfied are you with this situation?

1-----2-----3-----4-----5
Dissatisfied Satisfied

b). Autonomy

___ 5) To what extent do you perform an entire piece of work from beginning to end? ("Little" means that you are doing only a small part of the overall piece of work, which is finished by other people or by automatic machines, "Much" means that you are doing the whole work from beginning to end)

How satisfied are you with this situation?



Dissatisfied

___ 6) How much freedom and independence do you have in your job? That means to what extent can you decide on your own how and when your work is done?

How satisfied are you with this situation?



Dissatisfied

Satisfied

Satisfied

c). Task Significance

___ 7) To what extent do you feel your work is important for other people?

How satisfied are you with this situation?



Dissatisfied

Satisfied

d). Feedback

___ 8) To what extent does your work itself provide you with feedback?

How satisfied are you with this situation?



Dissatisfied

Satisfied

___ 9) To what extent do you receive feedback about your work performance from other persons (co-workers, superiors)?

How satisfied are you with this situation?



Dissatisfied

Satisfied

e). Environment

___ 10) To what extent do you have to work co-operatively with other people?

How satisfied are you with this situation?



Dissatisfied

Satisfied

___ 11) To what extent do you feel comfortable with your relationship to co-workers?

How satisfied are you with this situation?



Dissatisfied

Satisfied

___ 12) How comfortable do you feel with your work conditions (equipment, environment)?

How satisfied are you with this situation?



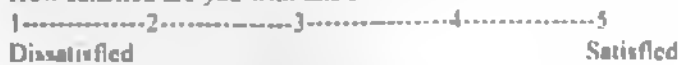
Dissatisfied

Satisfied

0. Job Security

13) To what extent do you feel "safe" in the current climate in terms of layoffs?

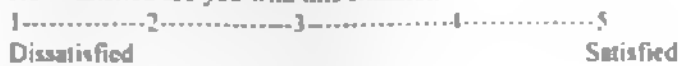
How satisfied are you with this situation?



g). Monetary Compensation

14) To what extent do you feel remunerated fairly?

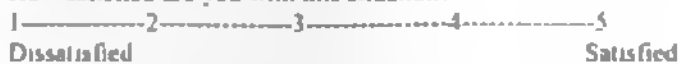
How satisfied are you with this situation?



h). Non-monetary Compensation

15) To what extent do you feel that the benefits, which you receive e.g. free tea, are sufficient?

How satisfied are you with this situation?



16) Do you feel that the job you are performing provides opportunity for growth and personal advancement within the organization

How satisfied are you with this situation?



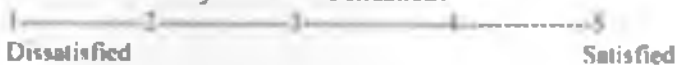
17) To what extent do you feel that the organization recognize individual effort

How satisfied are you with this situation?



18) Overall how satisfied are you with your position in the organization

How satisfied are you with this situation?



Thank you for your co-operation.