MOTIVATION AND ITS IMPACT ON JOB PERFORMANCE.

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ABSTRACT:
In the study of human behavior, motivation is a basic psychological process, like perception and learning. On the other hand, it must be remembered that motivation should not be thought as the only explanation of behavior. Many people equate the causes of perception and learning, it is presented here as being a very important process in understanding behavior. It interacts with and acts in conjunction with other psychological process and personality. Motivation cannot be seen. All that can be seen is behavior. Many believe that the key to improve performance and productivity in any area/endeavor is motivation rather than ability. The challenge for today management is to administer motivational programs and variables, which will encourage employees to improve their work performance.

INTRODUCTION:
The study of motivation can be traced back to the writing of the ancient Greek Philosophers. More than twenty-three centuries ago, they presented “hedonism” as an explanation of human motivation. Hedonism as that a person seeks out comfort and pleasure and avoids discomfort and pain. Early psychological thought was also influenced by hedonism-psychologists in the 1800s and even in the early 1900s, assumed that humans consciously and rationally strive for hedonistic pleasure and avoidance of pains. William James, in his classic “Principles of Psychology”, he gave recognitions to two additional important historical concepts in the study of motivation: instincts and unconscious motivation. In his social psychology book of (1908), he defined an Instinct as “an innate disposition which determines the organism to perceive or to pay attention to any object….. and to act or have an ampulse to action which finds expression in a specific mode of behavior.” Implicit in James’s emphasis on instincts is the whole question of unconscious motivation. However, it was Sigmund Freud, not James, who openly recognized the importance of unconscious and made it a part of the study of human motivation. The existence of unconscious motivation implies that human are not consciously aware of all their desires. The presence of an unconscious explains why people cannot always verbalize their motivation to attain certain goals or even tell what their goals are. Freud uncovered this phenomenon while analyzing his clinical patients. “He found that in many ways a person is like an iceberg: only a small part is conscious and visible, while the rest is beneath the surface. This below-the-surface concept is the unconscious motivation.”
In contrast to their rejection of instincts, many contemporary psychologists accept the existence and importance of the unconscious. On the other hand, for the most part they do not agree with Freud’s explanation of the unconscious. Like James, Freud attempted to equate unconscious motives with instincts. He felt that the unconscious motives are primarily sexual and aggressive in nature and, even though unconscious. They greatly influence everyday behavior. He pointed out that these motives are revealed in dreams, slips of speech (the so-called Freudian slip), and lapses of memory. The Early Drive Theories of motivation evolved from the dissatisfaction with the instinctual view of motivation. Clark Hull, (1884-1952) was finally able to synthesize the preceding thinking into a scientifically based theory of motivation. Hull proposed that motivation was a product of drive times habit (Effort = Drives X Habits X Incentives). Hull’s theory generated a tremendous amount of research in the 1940s and 1950s. Unfortunately, most of this research was conducted on rats in the laboratory and few generalizations to human motivation are
possible. Hull’s students did extend the original concepts, but it is now generally recognized that most of Hull’s concepts were wrong. Nevertheless, the scientific research tradition initiated by Hull and his followers, plus his emphasis on both the cognitive (drive and incentive) and learning (habit) aspects associated with motivation, are extremely important contributions to the modern study of motivation. Drives theory serves as a theoretical basis for the motivational cycle of

Needs → Drives → Goals

Many early management scholars and practitioners felt that people worked only to feed and cloth themselves. Thus, the way to get more work out of employees was either to provide additional money or to threaten to withhold money for poor performance. From the late (1930), through most of the 1950s, this feeling slowly changed to one suggesting that people worked out of loyalty to the organization. Since loyal workers were supposed to be more productive, attempts to increase employee loyalty were numerous. Recreational programs were organized, and annual company picnics were common, company newspapers and magazines were published in an effort to improve communication with employees, while giving them recognition for their accomplishments. Physical working conditions were given more attention, and fringe packages were expanded. While still formed in many organizations, these efforts alone have not increased employee loyalty as originally thought.

Most behavioral theories now suggest that people are purposeful in their behavior. They do not act in a particular way unless there is some reason behind the action. Determining the real reason for a certain action is not easy, however, casual observation of behavior does not always indicate the true motivation of person with whom we are dealing. When their behavior is examined in more departments, we often find one or more basic, yet unapparent, reasons for certain actions. This brings us to that portion of current management thought that suggests behavior is directed toward specific goals in response to individual needs (Trewatha, et al, 1982).

**Definition of Motivation:**

The motivation has as many definitions as the word management. The following are several definitions that begin to help us in understanding this elusive concept.

- Motivation is a predisposition to act in a specific goal directed manner. (Hellriegel and Slocum)
- Motivation may be defined as the state of an individual’s perspective, which represents the strength of his or her propensity to exert effort toward some particular behavior. (Gibson)
- The term motivation refers to goal directed behavior. Goal directed behavior, are characterized by the process of selecting and directing certain actions among voluntary activities to achieve goals. (Chung)
- Motives are expressions of a person’s needs: hence, they are personal and internal. (Davis)
- Motivation refers to expenditure of efforts toward a goal. (Dubrin)

From these definitions we derive several common characteristics to help us in the discussion of motivation phenomenon:

1. An internal need energizes and activates human behavior.
2. Drive is the inner force that propels behavior in a specific direction, and
3. Goals are the incentives or payoffs that reinforce private satisfaction, that in turn reinforce the perpetuation of needs.

For example, a student may possess a strong need or want to perform well in a course, which will drive that student to study diligently to receive the goal of an “A” grade. With those concepts in mind, we define motivation as follow:

Motivation is the need or drive within an individual that drives him or her toward goal-oriented action. The extent of drive depends on the perceived level of satisfaction that can be achieved by the goal. Figure 13.1 provides a simplified model of the motivation process.

Figure 13.1: Simplified Motivation Process:
Generally speaking, when employees enjoy their jobs, find the work challenging, and like the work environment, they will usually put forth their best efforts and perform their tasks enthusiastically. In other words, if employees cannot wait for the end of the workday, are alienated from the results of their efforts, and feel their work is terribly boring, they will not do their best. They will do the minimum required to keep their jobs. That is to say, they are not very motivated to perform well. Later, we will explore the delicate and challenging relationship between employee motivation and its impact on job performance.

**Diagnosing Job Performance:**

A good diagnostician needs a model to guide the inquiry process. Maier (1973) and Lawler (1973) have summarized the determinants of task performance as follows:

- Performance = Ability × Motivation (Effort)
- Ability = Aptitude × Training × Resources
- Motivation = Desire × Commitment

According to these formulas, Performance is the product of ability multiplied by motivation, and Ability is the product of aptitude multiplied by training and resources. The multiplicative function in these formulas suggests that all elements are essential. For example, workers who have 100% of the motivation and 75% of the ability required to perform a task can be performed at an above-average rate. However, if these individuals have only 10% of the ability required, on amount of motivation will enable them to perform satisfactorily.

Aptitude refers to the native skills and ability a person brings to the job. These obviously involve physical and mental capabilities, but for many people-oriented jobs, they also include personality characteristics of self-awareness. Most of our inherent abilities can be enhanced by education and training. Indeed, much of what we call native ability in adults can be traced to previous skill-enhancement experiences, such as modeling the social skills of Parents or other older siblings. Nevertheless, it is useful to consider training as a separate component of ability, since it represents an important mechanism for improving employee performance. An assessment of ability should be made during the job-matching process by screening applicants against the skill requirements of the job. If an applicant has minor deficiencies in skill aptitude but many other desirable characteristics, an intensive training program can increase the applicant’s qualifications to perform the job (Wanous, 1980).

The definition of ability highlighted here is broader than the others. We are focusing on the ability to perform, rather than the ability of the performer. Therefore, this definition includes a third, situational component; that is an adequate resources. Frequently, highly capable and well-trained individuals are placed in a situation that hinders job performance. Specifically, they are not given the resources (technical, personnel, political) to effectively perform the assigned tasks.
Motivation represents an employee’s desire and commitment, which is manifested as effort. Some people want to complete a task but are easily distracted or discouraged. They have high desire but low commitment. Other plod along with impressive persistence, but their work is uninspired. These people have high commitment but low desire.

The first diagnostic question that must be asked by the supervisor of a poor performer is whether the problem stems from lack of ability or lack of motivation. There are four pieces of information that a managers need in order to answer these questions (Michener, Fleishman, and Vaske, 1976):
1. The difficulty of the tasks assigned to the individual.
2. The known-how ability of the subordinate.
3. The extent to which the subordinate seems to be trying to perform well.
4. The degree to which the subordinate’s performance improves.

Low ability is generally associated with very difficult tasks, overall low individual ability, evidence of strong effort, and lack of improvement over time. The answer to the “Is this an ability or motivation problem?” question has far-reaching ramifications for manager-subordinate relations. Research has shown that managers tend to select stronger means of influence if they conclude that a person’s noncompliance with the stated expectations is deliberate, rather than the result of external, uncontrollable forces. Managers justify their choice of a forceful influence strategy on the grounds that the subordinate has a poor attitude, is hostile to authority, or lacks dedication (Kipnis, 1976).

Unfortunately, if the manager’s assessment is incorrect and poor performance is related to ability rather than motivation, the response of increased presser will make the problem worse. If poor performers feel that management is insensitive to their problems that they lack resources, adequate training, or realistic time schedules- they may respond in counter-
Productive manner to any tactics aimed at increasing their effort. Quite likely they will actually develop a motivational problem, their desire and commitment will decrease, in response to management will feel that their original diagnosis is confirmed, and they will proceed to use even stronger forms of influence to force compliance. The resulting vicious cycle is extremely difficult to break and underscores the high stakes involved in accurately diagnosing poor performance problems.

Now we will examine the two components of performance in detail. We will discuss manifestations of low ability and poor motivation, their causes, and some proposed remedies. Overall, we will devote more time to motivation, since it is more central to day-to-day manager-subordinate interactions. While ability tends to remain stable over long periods of time, motivation fluctuates; therefore, it requires closer monitoring and frequent recharging.

**Developing a Motivated Work Environment:** The second component of employee performance is motivation. While it is important to see to the training and support needs of subordinates and to be actively involved in the hiring and job-matching processes to ensure adequate aptitude, the influence of a manager’s actions on the day-to-day motivation of subordinates is equally vital. Effective managers devote considerable time to gauging and strengthening their subordinates’ motivation, as reflected in their effort and concern. The tragedy of the Higgins case is the inability of the company president to diagnose the real reasons for the poor performance of the directors of engineering. He ignored the structural problems and attributed the repeated failures to inadequacies in those occupying the position. No matter how well qualified and highly motivated Steve Spencer’s replacement, it is likely that he or she will also be judged incompetent.

In one of the seminal contributions to management thought, Douglas McGregor (1960) labeled this focus on the incompetence of workers “Theory X”. The basic assumption of this theory is that people really do not want to work hard or assume responsibility. Therefore, in order to get the job done, managers must coerce, intimidate, manipulate, and closely supervise their employees. In contrast, McGregor espoused a “Theory Y” view of worker. He argued that workers basically want to do a good job and assume more responsibility. Therefore, he argued, management’s role is to
assist workers to reach their potential by productively channeling their motivation to succeed. Unfortunately, McGregor believed, most managers subscribe to Theory X assumptions about workers' motives. The alleged prevalence of the Theory X view brings up an interesting series of questions about motivation. What is the purpose of teaching motivation skills to managers? Or are we teaching these skills to managers so they can more effectively manipulate their employees' behavior. These questions naturally lead to a broader set of issues regarding employee-management relations. Assuming a manager feels responsible for maintaining a given level of productivity, is it also possible to be concerned about the needs and desires of employees? In other words, are concerns about employee morale and company productivity compatible, or are they mutually exclusive.

Contemporary research as well as the experience of highly acclaimed organizational motivation programs, (Greene, 1972; Levering, Moskovitz and Katz, 1984), supports the position that concerns about morale and performance can coexist. Effective motivational programs not only can, but must focus on increasing both satisfaction and productivity. The following table reveals that, a high emphasis on satisfaction with a low emphasis on performance represents an irresponsible view of the role of management. Like Steve Spencer of the Higgins Company.

<table>
<thead>
<tr>
<th>Emphasis on Performance</th>
<th>Low</th>
<th>High</th>
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<tbody>
<tr>
<td>Emphasis on Satisfaction</td>
<td>High</td>
<td>Indulging</td>
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Source: Developing Management Skills, (David A. Whetten & Kim S. Cameron, p.344).

1. **Indulging:** Manager who emphasis satisfaction to the exclusion of performance will be seen as nice people, but their indulging management style undermines the respect of their subordinates. It is easy to imagine an organizational climate that is so satisfaction-oriented that management becomes over-responsive to the needs of employees and the resulting country-club-like atmosphere hinders good performance.

2. **Imposing:** A strong emphasis on performance to the exclusion of satisfaction is equally ineffective. This time, instead of indulging, the manager is imposing. In this situation there is little concern for how employees feel about their jobs. The boss gives the orders, and the employees must follow them. As Higgins found out, exploited employees are unhappy employees, and unhappy employees may seek employment with the competition. Thus, while exploitation may increase productivity in the short run, its long-term effects generally decrease productivity through increased absenteeism, employee turnover, and in some cases, even sabotage and violence.

3. **Ignoring:** When managers emphasize neither satisfaction nor performance, they are ignoring their responsibilities and the facts at hand. The resulting neglect reflects a lack of management. There is no real leadership, in the sense that employees are given neither priorities nor direction. Paralyzed between what they consider to be mutually exclusive options of emphasizing performance or satisfaction, managers choose neither. The resulting neglect, if allowed to continue, may ultimately lead to the failure of the work unit.

4. **Integrating:** The integrating motivation strategy emphasizes performance and satisfaction equally. Effective managers are able to combine what appear to be competing forces into integrative, synergistic programs. Instead of accepting the conventional wisdom that says competing forces cancel each other out, they capitalize on the tension between the combined elements to creatively forge new approaches. However, this does not mean that both objectives can be fully satisfied in every specific case. Some trade-offs occur naturally in ongoing work situation. However, in the long run, both should be given equal consideration.

The integrative view of motivation proposes that while the importance of employees’ feeling good about what they are doing and how they are being treated cannot be downplayed, this concern should not overshadow management’s responsibility to hold people accountable for results. Managers should avoid the twin traps of
working to engender high employee morale for its own sake or pushing for short-term results at the expense of long-term commitment. The best managers have productive people who are also satisfied with their work environment. (Nadler and Lawler, 1977; Jordan, 1986). This view of management is reflected in David Bradford and Allan Cohen’s popular management guide, Managing for Excellence. “Excellence requires budget and control systems, formalized ways to appraise, reward, and promote, long-range planning and forecasting systems, and division of labour and job descriptions. The dilemma for the manager, then, is not whether control needs to be exercised, but how to see that it is exercised without weakening the motivation of those with energy and enthusiasm” (1984, p.21).

**Elements of an Integrative Motivation Program: (the impacts for enhancing job performance).**

The purpose of this discussion is to lay-out a step by step program for creating and development of an integrative, synergistic motivational program grounded in the belief that employees can simultaneously be high performers and personally satisfied worker of the organization. The blueprint for this type of motivation program is clear from the above relationship table. Following are the six elements of an integrative motivation program:

1. Establish moderately difficult goals that are understood and accepted. Employees start out motivated. Therefore, a lack of motivation is a learned response, often fostered by misunderstood or unrealistic expectations.

2. Remove personal and organizational obstacles to performance. The role of management is to create a supportive, problem-solving work environment in which the necessary resources to perform a task are provided.

3. Use rewards and discipline appropriately to distinguish unacceptable behavior and encourage exceptional performance. Rewards should encourage high personal performance that is consistent with management objectives.

4. Provide salient internal and external incentives programs. Motivation works best when it is based on self-governance.

5. Mostly distribute rewards equitably. All employees should be treated fairly.

6. Provide timely rewards and honest feedback on performance. All individuals deserve timely, honest feedback on work performance for future consistency.

**CONCLUSION:**

This discussion for enhancing work performance has focused on specific analytical and behavioral management skills. We first introduced the fundamental distinction between ability and motivation. Then from the discussion it is clear that performance directly relates to ability and motivation. But ability vary from individual to individual that can be enhanced by introducing technical assistance requirements of a job, which may have been radically upgraded, or a person who performed very well in one position may be promoted into a higher-level position that is too demanding. In addition, human and material resource support may have been drastically reduced due to organizational budget cutbacks. In this regard, managers should be alert for individuals who are showing signs of ability deterioration, then the managers will shift him to equip for the four danger signals:

(a) Taking refuge in a specialty,
(b) Focusing on past performance,
(c) Exaggerating aspects of the leadership role, and
(d) Ignorance of the basic tenets of collective living.

For reducing the chances of occurrence of these dangers, the managers will try to concentrate on the possible motivation program that can counter balance the effects of these hazards. The following points can help in increasing the positive aspect of motivation in any organizational set-up:

- Effective manager’s overcome the egocentric bias through frequent, personal, and supportive discussion with their employees.
- Manager’s can improve the efficiency by discussing with subordinates the recent significant changes in the careers of common acquaintances (Employees responses to changing circumstances
affecting their responsibilities, pay, personal time, travel requirements, and so forth, that often provide useful insights into their personal preferences).

- Manager’s should be alert to the dynamic quality of human needs having three levels (a) basic life-sustaining needs (at the most basic level, individual begin with existence), then, (b) relatedness (Social) needs, (c) finally reaching the level of growth (self-actualizing) needs. The managers can decide as per prevailing environment in the market theology.

- Effective manager’s will make arrangements to counter balance the different social and personal events that having direct effects on the job performance of the employees, these may includes, a birth or death in the family, marriage or divorce, job transfer or job obsolescence, promotion or demotion. All these event can be accommodated by implementing flexible organizational reward systems.

- If the job designing are uninteresting and unfulfilling, performance will suffer directly. In such cases, the manager’s can introduce compensation for lack of control over external factors by fine-tuning the person on job fit directly.

- Job design having five managerial action guidelines that can help in increasing the desired personal and work outcomes, (a) to combine tasks, (b) to form identifiable work units, (c) establishing client relationships, (d) develop vertical load jobs, (e) final managerial suggestion is open feedback channels.

- Finally, manager’s can increase the performance results of an employee by increasing employee’s direct contact with employees or by giving them feedback on how their jobs fit in and contribute to the overall operation of the organization.

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