Mapping out the Theories of Motivation: Lessons for Administrators in Public Institutions

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Abstract

One of the most significant drivers for achieving workplace success is the ability to motivate your subordinates or employees. It has always been a challenge for supervisors and managers to understand what makes each employee get motivated as no two employees are alike. Several motivation theories have emerged over time. This paper is based on the scoping and synthesizing of literature. Even though the theories of motivation are well grounded in both empirical and theoretical literature within the management field, and particularly human resource management domain, this paper aims to re-emphasize the relevance of motivation theories in contemporary management. It also highlights how that understanding can help administrators in public institutions to motivate their subordinates to carry out tasks more effectively and efficiently. The paper argues that no one theory of motivation is more effective or efficient in generating a positive employee workplace attitude, but largely depends on how each motivation theory is applied within an appropriate organizational context. Other lessons for administrators in public institutions are highlighted.

Keywords: Theories of motivation; Administrators; Public institutions

Introduction

"To win in the marketplace you must first win in the workplace" by Doug Conant.

This paper provides a theoretical basis for the motivational dynamics and mechanisms of employee-led organizations in the public service context. The article brings together the relevant motivation theories based on the scoping and synthesizing of the literature. Even though the theories of motivation are well grounded in both empirical and theoretical literature within the management field, and particularly human resource management domain, the aim of this paper is to re-emphasize the relevance of motivation theories in contemporary management and how that understanding can help administrators in public institutions to motivate their subordinates to carry out tasks more effectively and efficiently. Motivation could be considered in the management literature as one of the main driving forces that lead to employee performance. Motivation denotes the individual desire or aspiration to accomplish a task or goal at a certain level of performance, which lead to goal-directed behaviour [1,2]. When we acknowledge an employee or individual as being motivated, it suggests that the individual put significant effort and interest to achieve the stated goal or task. It is fundamental to note that despite motivation is an indispensable factor that stimulates staff to carry out their work effectively and efficiently, motivation alone is not sufficient and requires the capabilities or skills of the employee to perform the work is equally relevant [3]. Indeed, having the knowledge and competencies to some extent is a critical determinant of individual effectiveness [1]. Another dimension often overlooked by managers or organizations are the contextual factors, generally referred to in the management literature as environmental conditions such as information, resources and support systems etc. These contextual factors have been identified in the human resource management (HRM) literature as important determinants of employee performance [4]. Overall, employee performance can be categorized as a function of motivation, capabilities and contextual factors because, at different stages, motivation or capabilities or contextual factors (one of the three factors) may drive individual performance [3,5]. For instance,

an individual who is motivated would not be able to design a house without the required skills/knowledge in building design and vice versa. On the one hand, motivation may be relevant to employees who are expected to clean a factory floor. Due to the complex tasks placed before an organization, one will admit that the administrator will be able to accomplish his or her desired objectives only when he or she can motivate subordinates to work to their fullest potential.

This paper contributes to employee motivation literature by highlighting the various motivation theories and re-emphasizing their relevance in contemporary employee-led organizations. The rest of the article is organized as follows: the first section outlines the methodology followed by the concept of motivation, and an outline of some theories of motivation. The next section addresses financial rewards and motivation: the workplace reality. Employee motivation in practice is presented in the subsequent section followed by the proposed five-factor model for employee-led organizations, and lessons for administrators in public institutions. The paper ends with the conclusion.

Methodology

This paper is a review article which concerns the mapping out of motivation theories and lessons administrators of public institutions can learn from them. This article brings together the relevant motivation theories based on the scoping of literature. The researchers compiled this paper *"with the help of a thoughtful and knowledgeable review of appropriate literature"* [6].

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Literature Review

The concept of motivation

Historically, the notion of motivation has its roots from the times of Aristotle, Socrates, Plato and ancient Greeks where emotional and dietary components are organized in a hierarchy [7]. The term motivation is used to designate processes, both initiative and rational, by which people seek to satisfy their basic drives, perceived needs and personal goals, which trigger human behavior [8-10]. One of the most celebrated motivation theorists, Maslow (1943) [11] in his seminal work on the hierarchy of needs maintained that "*motivation is constant, never-ending, fluctuating and complex and is almost a universal characteristic of particularly every organismic state of affairs*" (p. 6). Motivation as a concept has been characterized by two dimensions, which are intrinsic and extrinsic. Intrinsic motivation is based on the satisfaction or interest derived from the task itself. Intrinsic motivation does not depend on external forces or contextual factors, but rather exist within the individual and are self-administered [5,12]. For example, the intrinsic motivation for schooling or acquiring a university degree may be linked to high educational attainment and satisfaction by students. Extending the argument through the lens of attribution theory [13], self-efficacy [10] and cognitive evaluation theory [14], it has been argued that students are most possibly intrinsically motivated if they: (i) believe they can reach their desired goals; (ii) associate their education outcomes with controlled internal factors; and (iii) are determined to master a skill, instead of learning by rote to achieve good grades. On the one hand, extrinsic motivation originates from outside of the individual. Extrinsic motivation represents rewards such as cash and grades, force and hazard of punishment [12]. It has always been argued that competition, in general, is extrinsic because it encourages the performer to win and beat others, and not to enjoy the intrinsic rewards of the activity. The classification of motivation into intrinsic and extrinsic helps one to understand how motivated behavior occurs. The literature provides evidence to suggest that motivation seeks to satisfy individual needs deficiency and in this regards the motivation process begins with needs, or deficiency identification [1,15]. For example, when a worker feels that he/she is underpaid, that feeling represents the deficiency and a need for additional income. In quick response to satisfying the individual need, an employee pursues different paths to satisfy his or her need, such as working hard to earn a pay increase or seeking a new job with a better pay system. This corresponds with equity theory propounded in the 1960s by Adams Stacy, a behavioral psychologist. Griffin [15] argues that the notion of motivation is conceptualized on three underpinning assumptions. First, motivation is driven by a need: a sense of psychological or physical imbalance. Second, motivation is a drive: a conscious or unconscious search for a way to satisfy the need. Third, motivation is in the form of a goal – a situation that will alleviate the need. In a similar vein, Le Grand and Roberts [1] describes employee motivation as an employee's intrinsic enthusiasm and drive to accomplish a task. Implicitly or explicitly, every employee is motivated about something in his/her life. Motivating employees about work is a combination of fulfilling the employee's needs and expectations from work and workplace factors that enable employee motivation.

Despite there is a strong connection between motivation theories and managerial practice, it has been noted that in spite of the enormous basic as well as applied research, the conceptualization of motivation theories continue to be contentious among practitioners and academics, and more often complex and challenging in its application due to several factors [1,8], particularly in sub-Sahara Africa due to cultural and institutionally complexities [16]. Motivating employees can be extremely challenging because understanding human nature can be very complex. It is a prerequisite to effective employee motivation in the workplace. It thus calls for effective management and leadership. The job of a manager in the workplace is to get things done through employees and to achieve this, the manager should be able to motivate and inspire employees [1,8]. The benefits and moral value of an altruistic approach to treating colleagues as human beings and respecting human dignity in all forms motivate employees to be more productive and creative. It is mostly argued that motivation is the key to performance improvement. In a situation where people are not self-motivated (self-efficacy theory), they need to be motivated to excel in their jobs. Serhan et al. [8] opined that motivation is a skill which can and must be learned and is essential for any organization. Employee performance is noted to be a function of ability and motivation; and ability, in turn, depends on education, experience, and training. There are several strategies to motivate employees, yet an uninitiated manager may not even know where to start from. Motivation researchers and HRM practitioners have consistently identified and outlined several strategies for employee motivation. These include:

- Positive reinforcement/high expectations,
- Effective discipline and punishment,
- Treating people fairly,
- Satisfying employee needs ,
- Setting work-related goals,
- Restructuring jobs, and
- Base rewards on job performance.

Though the mix in the final 'recipe' may vary from one workplace situation to the other, essentially, there is a gap between an individual's actual state and some desired state, so managers have to work to reduce this gap [17]. In one of the most longitudinal large-scale studies on employee motivation, involving 31,000 men and 13,000 women in the Minneapolis Gas Company covering a 20-year period (1945 to 1965) suggest a slight disparity in the ratings of the various factors between men and women, but both groups considered job security as the highest rated factor. The next three factors identified were: (i) career advancement, (ii) type of work, and (iii) company image; proud to work for. Surprisingly, factors such as pay, benefits and working conditions were given a low rating by both groups. One could, therefore, conclude that money is not the prime motivator in contemporary organizations [17].

Theories of motivation

Many researchers have contributed significantly to the conceptualization of employee motivation. For this paper, only a few theories of motivation were considered. The early theorist of motivation was Abraham Maslow's hierarchy of needs theory conceptualized in the early 1940s [18]. The human needs theory has been one of the most popular theories of motivation followed by Herzberg [19] two-factor theory of motivation. Others include equity theory [20], expectancy theory [21], ERG theory [22], theory X and Y [23], reinforcement theory [24] and goal-setting theory [25]. Maslow [26] was the first to conceptualize the theory of motivation to interpret human motivation, after observing the reactions of many people that he had worked within a clinical setting. Maslow [26] proposed that all individuals have basic sets of needs, classified into lower order and higher order needs. These

needs are namely (i) physiological needs, which is a lower order need, and (ii) safety needs; (iii) social needs; (iv) esteem needs; and (v) self-actualization needs, which are higher order needs. Maslow's idea of the hierarchy of needs suggests that at any given time, a worker will get motivated by the lowest level of need that is unfulfilled. For example, the worker who feels that his salary is too small and cannot meet his basic living expenses (food, shelter, medical care) will be motivated by the lower order needs of the hierarchy (physiological and safety). The theory suggests that a worker will initiate and direct his energies to meet lower order needs before the higher order need becomes essential [18]. In effect, the theory predicts that the less a need is satisfied, the more important it becomes. The possibility of achieving one's maximum is unlikely, for once a particular goal is attained, new capabilities and weaknesses are recognized.

Following Maslow's needs theory is the ERG (Existence, Relatedness, and Growth) theory conceptualized by Alderfer [27] as an advancement of Maslow's needs theory. Instead of the five levels of human needs suggested by Maslow, Alderfer proposed three basic sets of needs (i) Existence needs, which relate to Maslow's belonging needs and can be satisfied by pay, fringe benefits, and safe working conditions; (ii) Relatedness needs and it refers to Maslow's belonging needs and may be met by social attachments and group membership involving co-workers, supervisors, family, and friends; and (iii) Growth needs, which relate to Maslow's higher order needs (self-esteem and self-actualization), and can be satisfied through the search for personal and career development and through creative work and non-work activities. In addition to this re-categorization of Maslow's need theory, Alderfer's unique contribution concerns how people move from one lower level need to higher order need without necessarily satisfied with a lower order need as assumed by Maslow. As noted, need hierarchy theory suggests that an individual must satisfy the lowest level of need before moving on to the next level. That is, it is often assumed that movement along the hierarchy occurs in one direction. However, Alderfer [27] proposed that individuals can also move down the hierarchy under certain conditions and does not necessarily have to be satisfied with a lower order needs before activating a higher order needs.

A related type of need theory influenced in part by Maslow's concept of self-actualization is the motivator-hygiene factor theory, also known as Herzberg's two-factor theory [18]. The work of Herzberg [19] and his colleagues are based on the concept of job satisfaction. This theory proposes that two different sets of needs; motivators and hygiene factors could be motivated by the work environment. Motivator needs relate to the content of one's work and concern the sense of achievement, responsibility, and advancement that creates feelings of job satisfaction. However, hygiene needs can be stimulated by factors within the job environment but not on the job itself [18]. Hygiene factors are centered on job context such as working conditions, supervision, salary, company policies, and interpersonal relations and are responsible for creating feelings of dissatisfaction [5,8]. Herzberg's theory suggests two levels of functioning; motivation seeking and hygiene seeking behavior. Motivation seeking corresponds with Maslow's concept of self-actualization which is about the need for psychological growth through achievement and self-growth and development. Herzberg argued that for productive activity to occur, employees must engage in motivation-seeking behavior, that is, they should stimulate their personal growth needs. On the one hand, hygiene-seeking behavior relates to what Herzberg calls pain avoidance. The motivational basis here is to prevent workers from becoming so dissatisfied that they will do little of any work or possibly quit their jobs [18]. In this regard, management can help prevent this negative orientation by providing

workers with fair pay, decent working conditions, and other hygiene factors that exist in the work environment [1].

The empirical evidence to support the motivator-hygiene theory is not too encouraging [28]. Indeed, one limitation of the theory has to do with the methods employed in the original research. Campbell and Pritchard [29] pointed out that the nature of the interview questions utilized by the researchers tended to bias the data in favor of their hypothesis. Similar arguments have regularly appeared in the human resource management literature on motivational theories. Interestingly, Hackman et al. [30] argued that organizations should spend more time worrying about how to reward high performance and less time worrying about maximizing satisfaction among employees. The authors concluded that satisfaction might result from high performance if the employees were rewarded for such performance, and suggested that the causal relationship should be reversed. From the ongoing, it can, therefore, be argued that motivating events seem to be satisfying because they allow the opportunity for personal growth and self-actualization [1,5]. The above theories though were conceptualized over a century ago, they are still relevant in contemporary management because the concept of needs hierarchy is still relevant as all humans engage in behaviors to obtaining intrinsic and extrinsic rewards to satisfying these needs [18].

Similarly, current trends in labor-management relations support this view as job security and salary increases are critical issues in current salary negotiations between unions and employers. While studies have shown that labor unions often argue that pay rise and shorter working hours can motivate workers and improve their working conditions, others suggest that motivation could be enhanced by providing employees with job autonomy and greater responsibility [1].

Financial motivation: The workplace reality

Though there may not be a clear-cut answer to the question of how employees can be motivated, it is not out of place to assert that motivation is the core and the underpinning driver of excellent performance. This is, perhaps, a critical management reality. But it still needs to be said, an observation of the above section of this paper may give contrary assumption, at least arguing through the lens of Maslow's needs concept and how refreshing it is. If the theory was entirely valid, then at least, in wealthy countries, economic incentives should have lost all their forces.

Interestingly, Drucker [31], one of the celebrated management scholars put forward that "*there is not one shred of evidence for the alleged turning away from material rewards… Ante materialism is a myth, no matter how much it is extolled*". According to Drucker [31], they are taken so much for granted that their denial may act as a de-motivator and that presently, economic incentives are becoming rights rather than rewards. There is, therefore, no doubt that we live in a money-motivated world where no amount of human relations can compensate for it, without monetary rewards. If the reward is right, it will give that extra enthusiasm to a team and thereby motivating them to try even harder. In this light, we can argue here that insufficient monetary reward cannot be compensated by good relations alone. It is important also to acknowledge that our argument is to place less significance on non-monetary rewards systems and their influence or impact on employee motivation. Writing on the topic "*does money affect motivation*", Chamorro-Premuzic [32] argue that even if resources were unlimited, it would be difficult for the individual to stipulate his/her ideal salary. He further noted that, logically, it can be assumed that higher pay produces better outcomes, yet considerable

literature suggests that the relationship between employee reward, motivation, and their performance is multifaceted [18]. Indeed, even if we let employees decide how much they should earn, they would probably not enjoy their job more [32].

Even academic scholars and management practitioners who highlighted the motivational effects of money acknowledge that pay alone is not sufficient to motivate employees [4]. A meta-analysis of the literature on employee motivation conducted by Judge and colleagues (2006) and cited by Chamorro-Premuzic [32] found that the association between salary and job satisfaction is very weak. The reported correlation (r=0.14) show a less than 2 percent overlap between reward and level of job satisfaction. In addition, the association between pay and pay satisfaction is slightly higher (r=0.22 or 4.8% overlap), demonstrating that people's satisfaction with their salary is mostly independent of their actual salary. Furthermore, a cross-cultural comparative study reported that the association of pay with both pay and job satisfaction is almost the same amongst countries irrespective of the location [32]. There were no significant differences between the US, India, Australia, Britain, and Taiwan despite the cultural and institutional dissimilarities between developed and less developed countries [16,33]. For example, arguing through the lens of Hofstede's [34] cultural dimension, the US, Australia, and Britain are categorized as individualistic societies, whereas India and Taiwan are labeled as collectivists in orientation. Accordingly, these results have important implications for management with the assumption that money is a meaningful answer to develop an engaged and motivated workforce.

On the one hand, several researchers' have shown that employees' personalities are much better predictors of engagement than their salaries. One of the most compelling studies in this area is a large-scale survey of 25,000 respondents, where personality determined about 40% of the variability in ratings of job satisfaction [32]. The evidence suggests that emotionally stable, extraverted, agreeable or conscientious people tend to like their jobs irrespective of their salaries. It was also noted that the personality of employees' is not the most important determinant of their engagement levels. Interestingly, the most significant organizational driver of disengagement is incompetent leadership. The study, therefore, concluded that a manager's personality has a significant impact on whether their employees or subordinates are engaged at work or not. From the evidence outlined above, one may be tempted to ask, under what condition does money motivates employees. For many individuals, they seem to be dissatisfied if they do not have enough money to live the way they want to. It can, therefore, be argued that money motivates people under some conditions, some of the time, and not in other contexts even for the same person. Money stops motivating after a certain point, but until one has reached that point, it is still one of the biggest motivators [31]. In a straightforward analogy, nothing seems more important than food to a starving person, but immediately after that need has been satisfied, there is no further indulgence regardless of how delicious or tempting the food may be. From our interactions with colleagues at the workplace, the impression we gathered is that money affects motivation. Whereas, others also argued that they might be feeling more comfortable because they earn more money but at the same time, risk and other factors that come with a higher position in the organization also degrade or negatively impacts on one's job satisfaction [18]. We, therefore, view the path from dissatisfaction to satisfaction as a motivational experience but after that, they turn inwards and need to be driven by other contextual factors.

Employee motivation in practice

The literature on HRM is evident with empirical evidence of what does and does not motivate people. A typical study conducted by the US Department of Labor developed a list of factors and asked workers to rate their job-related factors, which they feel are important. The objective of the study was to find out the application of employee motivation theory to the workplace and whether there was a trend in job satisfaction. The classification was done based on white-collar and blue-collar job categorizations. The following job factors were reported [17] (Table 1).

It is fascinating to note that out of the 23 job factors listed, the two groups selected the same top ten factors, although with different rankings. While the good pay was considered as the most critical factor by blue-collar workers, it is the least important for white-collar workers. This study demonstrates that individual behaviour is intensely personal and unique, yet companies seek to use the same policies to motivate everyone because it is mainly for convenience and ease compared to catering for individual peculiarities [8,18]. This study thus implies that fairness, decisiveness, giving praise and constructive criticism can be more effective than money are also essential motivation strategies [18]. This reflects most of the actions in high-performing organizations which evolved around its people, and their successes being ascribed as (i) productivity through people; (ii) extraordinary performance from ordinary employees, and (iii) treating people decently (Table 1).

White-collar workers	Blue-collar workers
a. Interesting work	a. Good pay
b. Opportunities for development	b. Enough help and resources
c. Enough information	c. Job security
d. Enough authority	d. Enough information
e. Enough help and resources	e. Interesting work
f. Friendly, helpful co-workers	f. Friendly, helpful co-workers
g. See results of own efforts	g. Clearly defined responsibilities
h. Competent supervision	h. See results of own efforts
i. Clearly defined responsibilities	i. Enough authority
j. Good pay	j. Competent supervision
Source: Accel-team (2001) [17]	

Table 1: Job related factors.

Similarly, the HRM literature argued that personnel functions, particularly managerial leadership are considered as some of the most critical components and that if leaders in organizations can nurture workplaces to motivate employees, the overall productivity is likely to be high. For example, fairness, job security, and involvement are the three essentials for creating such an environment [18]. Considering the various available resources, human capital is the most important, yet the most challenging to manage in an organization. The HRM literature notes that excellence can only be achieved through excellent performance of every person, rather than by the high-pitched performance of a few individuals [8,18].

Lessons for administrators in public institutions

As previously noted, even though the theories of motivation were conceptualized several decades ago with their associated limitations, they are well grounded in both empirical and theoretical literature within the management field, and particularly HRM domain. Therefore, we sought to re-emphasize the relevance of such theories in contemporary management and how that understanding can help administrators in public institutions to motivate their subordinates to carry out tasks more effectively and efficiently. It is important to acknowledge that within the organizational structure of public institutions, particularly in Ghana, like any African country due to the influence of British colonization and the need to manage their colonies [16,35],

administrators became essential figure heads in public institutional establishment. These institutional legacies continue to reflect in modern Ghanaian public institutional arrangements, where administrators play imperative and strategic functions for organizational success. The administrator facilitates the motivation of their employees in the organization to achieve the goals of the organization. In the light of this, we have proposed a five-factor model as a guiding principle based on the literature. We expect that administrators in public institutions will draw on our recommended framework below to achieve the desired organizational outcomes which are mostly not driven by profitability but by serving the public interest.

The first requirement for administrators is to clearly define the organization's vision, mission, and strategy as well as the expectations of employees-psychological contract [18]. They should include their employees in the crafting of these goals and strategies and make sure everyone on the team understands the critical role in contributing to the success of the department. Administrators must ensure each employee and team roles are aligned with the overall strategy. Positive team energy will help motivate everyone within the team. The next requirement within the proposed framework is for administrators to act as role models to inspire workers and help them nurture their enthusiasm towards work; provide them with some projects in their area of passion or interest. This is because a happy employee is a motivated employee. Administrators should empower their employees to succeed and delegate challenging and meaningful work [18]. This is because in general, people want to achieve, and they want opportunities for learning and growing, so the manager should provide them with such development opportunities. Administrators must work with each employee to create their personal development plan and provide them with coaching and mentoring opportunities and help them increase their skills and sense of competence and accomplishment. Finally, the proposed model advocates for administrators to monitor the progress of their employees towards accomplishing their personal career aspirations and at the same time, achieve organizational goals and objectives. They should provide reward systems to reinforce positive behavior. It is also important to include some form of recognition and other incentive schemes that do not require money but are meaningful to the personal growth of employees. Motivating employees to learn, to grow, to try challenging new assignments, and to work together as a team can be incredibly fulfilling. The details of our proposed model for employee-led organizations are illustrated in Figure 1 below.

Other researchers and HRM practitioners have advocated several strategies to create a friendly work environment to motivate employees [18]. First, it may sound like a fundamental point, but employee communication is overlooked in many organizations. Staff needs to be valued and given attention through open communication channels. Employees concerns need to be addressed swiftly. Taking the time to interact with employees can make them feel more comfortable in their jobs, more settled and better-motivated to work hard for the organization. It can also help reinforce positive behavior, so managers should always be looking for opportunities to provide positive feedback. Secondly, when employees perform well, they needed to be rewarded for serving as a positive reinforcement strategy. This could be in the form of extrinsic rewards such as additional pay, benefits or opportunities for promotion or intrinsic through recognition for a job well done. Managers need to gauge which type of compensation is appropriate in each employee situation. Employees need a reward for the extra work efforts made. Equally, organizations need to ensure that they do not over-stretch their budgets and create unrealistic expectations where pay and benefits are concerned.

Thirdly, though significant decisions are made by senior executives, it is also rational to consider the opinions and voice of employees in the decision-making process as countless decisions are made on daily basis, from the lower to the top management level within organizations. Indeed, giving staff members the autonomy to make some decisions where appropriate can boost confidence as well as enhance employee job satisfaction. In addition, employee involvement in the work processes can help recognize potential talents for future managerial positions [1]. Employees have to feel that they can make suggestions and present new ideas which could improve work in the organization. An open forum for innovation not only makes employees feel they are more involved in the organization, but a great new idea may unlock additional value for the organization. Besides, learning new skills and gaining new experience prepare employees for future responsibilities and create an avenue for personal growth and development [1,18]. Finally, employees should have the opportunity to move up the ranks and better themselves within the organization they work for and should

Figure 1: The proposed five-factor model for employee-led organizations.
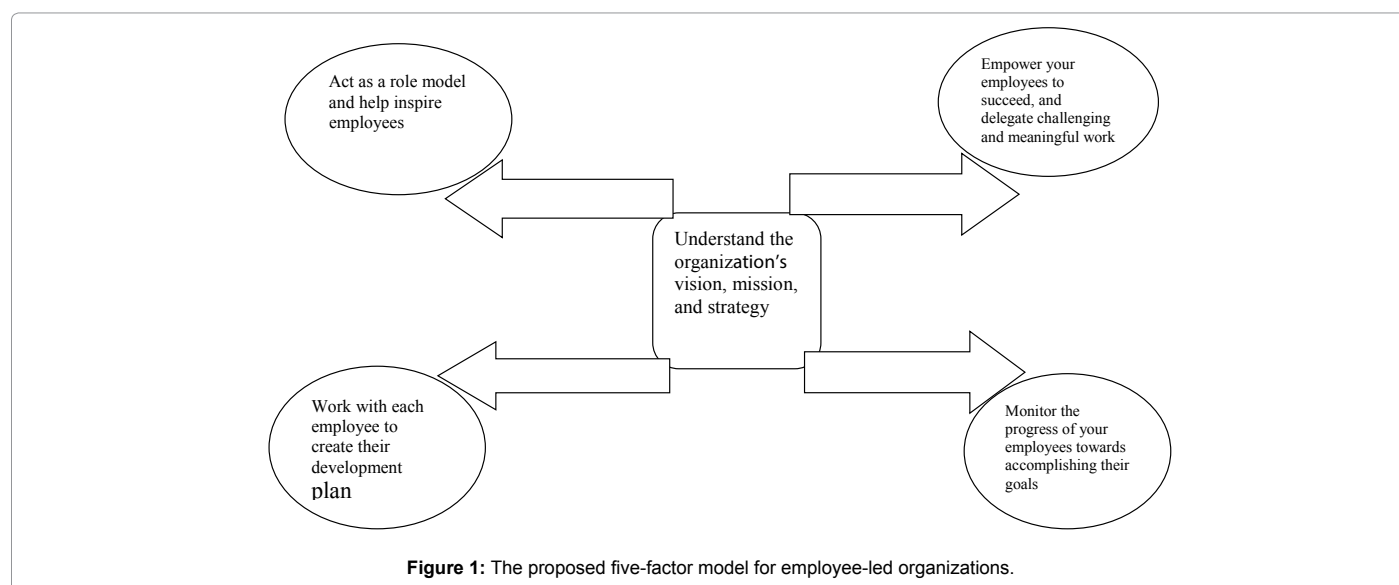
have clear job descriptions to understand their individual role. In addition, employees should understand how their job roles contribute to the overall objectives of the organization [18]. This requires managers to provide regular updates on organizational performance, the industry, new products or services, and other developments.

Similarly, Petri identified the following guidelines for managers or administrators to follow: (i) determine which rewards are essential to employees; (ii) define good performance by specifying measurable standards of work; (iii) reward good performance; (iv) make sure that performance goals are realistic; and (v) make sure that rewards are perceived as equitable. A motivational system based on equity, however, should not be confused with equality, where all employees are rewarded equally regardless of how well they perform. Some organizations have relatively rigid work rules and reward systems that discourage workers from achieving their potential.

Conclusion

It has always been a challenge for supervisors and managers to understand what makes each employee motivated as no two employees are alike. One of the most significant drivers for achieving workplace success is the ability to drive your subordinates or employees. This paper aim is to re-emphasize the relevance of motivation theories in contemporary management and how that understanding can help administrators in public institutions to motivate their subordinates to carry out tasks more effectively and efficiently. Our proposed five-factor model highlights the need for managers' to support job enrichment activities by providing employees with more variety, responsibility, and feedback. This is likely to help restructure the tasks and make it more meaningful. The motivator needs of the individual should be stimulated to help enrich jobs so that it will in turn help initiate, direct and sustain useful work-related energies. The application of employee motivation principles for the efficient delivery of services to the public and thereby increase productivity should be a priority for administrators. Managers in their respective organizations should create a conducive and sustainable environment of fairness, job security, and involvement of all employees, for which they will be motivated. As part of the training and development programmes, managers should organize refresher training programmes including short courses, workshops, and seminars for their staff. These training programmes are likely to support employees to play their roles efficiently and in turn, influence their growth and productivity positively. In summary, it is important to stress here that no one theory of motivation is best. Therefore, the application of these models must be advance based on some contextual considerations to remain effective.

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