Archives of Business Research – Vol. 10, No. 11
Publication Date: November 25, 2022
DOI:10.14738/abr.1011.13353.
Alandang, M. A., & Manga, M. A. M. (2022). A Qualitative Study on the Motivation to Go to Work by Workers in Crisis Areas Like the Southwest Region of Cameroon. Archives of Business Research, 10(11). 186-208.

A Qualitative Study on the Motivation to Go to Work by Workers in Crisis Areas Like the Southwest Region of Cameroon

Alandang Marius Azenkeng
PhD Student
Advanced Teachers' Training College for
Technical Education (ATCTE) Douala
Research Laboratory in Applied Management Sciences (LAREGA)

Manga Menyomo Alain Marcel
PhD, Lecturer
Advanced Teacher's Training College for Technical
Education (ATCTE) Douala, University of Douala
Research Laboratory in Applied Management Sciences (LAREGA)

ABSTRACT

This research is motivated by the desire to understand what motivates people to go to work despite the prevalence of the ongoing socio-political upheavals plaguing some regions of Cameroon and the southwest region in particular. The achievement of this main objective led us, through the interpretavist research design, to adopt the qualitative method. Through the interpretavist research design and based on the qualitative research method We did carry out our empirical data using a semi-structured interview guide administered to 16 teachers working in the said region through the purposive random sampling method and based on proximity. Our data was analysed using the manual data treatment method. The results of our analysis indicated that, there are various reasons that motivate workers to go to work. Prominent among the reasons is the learners' future, self-satisfaction (intrinsic motivation) as well as administrative constraints (extrinsic motivation).

Keywords: Work motivation, satisfaction, intrinsic motivation, extrinsic motivation, crisis.

INTRODUCTION

The world over and Cameroon in particular, work is an eminent activity which requires diligence and commitment. Man being a gregarious being, must work in order to survive. There exist a multitude of enterprises within every economy and whose performance is of prime concern to the promoters. Enterprises could be classified within the public and private sector. These enterprises or institutions offer multiple services including education. The educational sector is one of those sectors for which great attention is focussed on the wellbeing of every country. This is because the future of every modern society is determined by the educational system and training. In Cameroon, the educational sector can be stratified into basic, secondary and the tertiary level with each having particular objectives. The task of service rendering is incumbent on workers and this is the premise of every modern society. For teachers to exercise their task with satisfaction there are a host of preconditions that need to be considered. Further,

for the work to be effective executed, certain psychological, physical and environmental conditions have to be ensured. This is a motivational precondition to go to work and for a descent work.

Statement of the problem

According to Hassan & Iqbal (2017), motivation is a critical variable for every institution as it upgrades staff performance and efficiency. This is an essential factor considering that motivated workers will probably be focussed on the work improvement and production outcomes.

For each worker to realise his/her task in a bid of realising performance to maximum, certain condition need to be made available for their efficiency. The environment within which the worker exercises its activity is also of consideration. Considering varying difficulties ranging from social uncertainties, tension, killings and kidnaps resulting from the socio-political upheavals plaguing certain geographical localities of Cameroon, such as the North, Northwest and Southwest regions, the attainment of the mission of workers in these areas are a nightmare; thereby resulting to the need of a variation in motivational capacity or degree which is not much the same like those in other regions characterised by relative physical and environmental calmness. Good motivation of workers is definitely related to morale though, in large organizations, high morale is difficult to attain (Herzberg's theory). Considering these observations, it could be realise that, there exist a host of difficulties faced by workers working in the southwest region of Cameroon and which hampers their motivation to go to work. Further, considering the socio-political upheavals ongoing in this region, there is need for motivational strategies to be put in place by stakeholders given that these personnel exercise their task under tensed conditions. Thus, the need for motivation to go to work. Over half the world's countries have participated in at least one conflict since the end of World War II. Every conflict has a unique set of circumstances and causal factors that contribute to its onset. Prolonged, high-intensity conflicts have profound consequences for human development, leaving deep marks on the economy, political systems and social fabric of the countries ravaged by them. The effects of conflict on education systems for example, are far reaching and range from the damaged of school infrastructure, loss of human capacity, and the risks to safety and security of students and staff in a situation of active conflict. At moment, Cameroon cannot be excluded from this scenario considering the ongoing and persistent conflict in the southwest and northwest regions of the country.

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006). Potter (2005) defines motivation as a person's active participation and commitment to achieve the prescribed results. Considering the above definition, employee motivation can be seen as the inner drive or push that led to a certain human action or inaction at a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn. However a recent poll found that employees "productivity was determined by their environmental conditions. With the above preoccupation, the issue of motivation in the professional domain has been an aspect of great concern to many researchers. In crisis areas like the Southwest region of Cameroon where there is an ongoing conflict for

URL: http://dx.doi.org/10.14738/abr.1011.13353

over four years, inhabitants live in uncertainties. Workers go to work without hope of returning. This is due to the unknown that may occur on their way. The situation is further complicated by the fact that gunmen storm work places including school milieus, hospitals and other institutions leading to the dead of workers in the exercise of their duties. Many a time, teachers, students and other workers have always been under constant attacks.

Literature review

In the light of the above, our work which is based on motivation of workers is not the first and will never be the last that attempts an inside on this sensitive domain. Considering this, we did base our research on previous researches. The first is a memoire published by Lipsey et al. (2015) on the topic the effects of motivation on the performance of teaching staff in Ghana Polyclinic: the moderated role of education and research experience. This work was grounded on the main idea that motivation is an important tool for performance. This quantitative research approach was conducted on a sample population of 465 teachers. The results indicated that there is a significant correlation between motivation and performance among the teaching staff. As a limitation to this work, the researcher failed to carry out an enlarged study involving many sectors. It took into consideration teachers but limited only to the Ghana polyclinic.

In the impact of motivation on employee performance in selected insurance companies in Nigeria, published by Oluwayomi (2018), the main issue was the need to boost the laxity and reluctance of workers of the insurance sector. The research problem questioned the role of motivation or the relationship between motivation and employees performance. Using the quantitative research approach, a questionnaire was administered to 100 respondents of the insurance sector. The data collected was analysed using the simple distribution table where a test was conducted based on the chi-square. The results obtained indicated that employee motivation and their performance had to significant relationship.

Also, Miriam (2014) analysed the role of motivation in enhancing teachers' performance in private primary schools: A case of St. Mary's International Schools. The background of this study was based on the constant complains by private teachers as to their work conditions. In this light, the research questions articulated on the role of motivation in the performance of teachers in primary secondary schools. To answer this question, a sample population of 60 teachers and headmasters were targeted. Data was collected using a questionnaire, survey and analysed the tabular description approach. The results revealed that a relationship exist between teachers motivation and performance. This work had some limitations as to the concentration only on the St. Mary schools, problem of filling the questionnaire as well as suspicion by teachers on the researcher.

Another study was conducted by Auaratu-Ain (2012) on the Impact of employees' motivation on organisational effectiveness. The literature review of this study was aimed at identifying the factors that affect employee motivation and examining the relationship between organisational effectiveness and employee motivation. The main objective of this study was to study the impact of employees' motivation on the organisational effectiveness. The secondary objectives sought to determine the factors that increase employees' motivation and also to examine the relationship between employees' motivation and organisational effectiveness. The independent variables were examined through two factors namely recognition and

empowerment. The dependent variable is organisational effectiveness. To realise this presentation, the working hypothesis held that: there is an effect of recognising employees' work on their motivation to work; there is an effect of empowering employees in tasks on their motivation to work; there is a relationship between employees' motivation and the organisational effectiveness. The result of this study indication that recognition and empowerment play an essential part in enhancing employee's motivation towards organisational tasks. Thus, employees work best when they are recognised. The approach adopted in the writing of this paper was strictly based on the reliance of literature review.

Considering the above literature review on worker's motivation in general and teachers in particular, it would be realised that little or no attention is concentrated on the motivation of workers particularly teachers in an environmental crisis affected situation. Crisis here should be understood as applying to social unrest. Our present study seeks to drive home interest on the motivation at work and with emphasis on teachers in crisis areas like the south west region of Cameroon which is being affected by socio-political crisis for more than four years now. It is noted in this region that, despite the prevalence of crisis and in most cases the treatment meted on workers in general and teachers/learners in particular amidst the crisis which dissuades most of them from developing the zeal to work due to the fear of the unknown, the quest for job accomplishment is still domineering.

Having noticed all these problems, we asked ourselves the question: what motivates workers to go to work in crisis affected areas like the southwest region of Cameroon?
In attempting our inquiry on the above problem noticed, we asked the following general and subsidiary questions. Our general question reads as follows:
What motivates teachers to go to work despite the prevalence of crisis?
Based on this, our first specific research question is what are the determining factors of motivation that pushes teachers to go to work? And the second research question is: **how can teachers in crisis regions be motivated to remain steadfast at work?**

Based on the above research questions, the main objective of this research is to understand what pushes people to go to work in crisis-affected regions like the Southwest region. Specifically, we sought to:

- identify the different forms of motivations which spurs workers to go to work despite the prevalence of crisis;
- Find out measures that could be implemented to motivate and accompany workers working in crisis affected regions.

The researcher's interest in the field of motivation work was the starting point in the collection for existing literature and theories. The theories found and applied via interpretation by the researcher, were the basis for the assumptions made about what was most important to find information about in the data collection. Thus, the researcher's interpretations of the theories directed the material collection, which later was summarized and interpreted in several stages and resulted in the adoption of a conclusion.

Research propositions

Considering our research questions, the general research proposition adopted in this study articulates that workers in crisis affected regions have motivational reasons for going to work.

URL: http://dx.doi.org/10.14738/abr.1011.13353

Our specific research proposition is as follows: workers in crisis zones have varying motivations for their commitment to work and the second is the special motivators are accounted for teachers motivation at work in the midst of crisis.

LITTERATURE REVIEW

The concept of motivation has often been appreciated and studied depending on who is making an appraisal in this domain. The term "motivation" could be traced from Latin origin, "movere" which means "to move". At its core, the word refers to the desire to act in service of a goal. It's the key element in setting and attaining one's objectives.

Towards understanding the concept of work motivation

According to the Webster's New Collegiate Dictionary, a motive is "something (a need or desire) that causes a person to act." Motivate, in turn, means "to provide with a motive," and motivation is defined as "the act or process of motivating." Thus, motivation is the act or process of providing a motive that causes a person to take an action. In most cases motivation need is fulfilled. This definition raises a couple of basic questions. The performance that employers look for in individuals rests on ability, motivation, and the support individuals receive.

On the contrary, Hornby (2005) does not define the term motivation but considers a motive as reason for doing something. It goes further to state that to motivate is to be the reason why somebody does something or behaves in a particular way.

Timm & Peterson (2000) consider motivation to be the need or drive that incites a person to some action or behaviour. To them, the verb motive means to provide reason for action. They go further to uphold that motivation provides reason for exerting some sort of effort and which springs forth from individual needs, wants and drives.

Lussier and Achua (2010) on their part defined the term motivation as anything that affects behavior in pursuing a certain outcome. They further hold that motivation is a quest for personal gain. This definition brings to the front the fact that motivation has to affect the behaviour of an individual influencing the outcome of a pursued goal.

Locke (as cited by Saari and Judge, 2004) defined motivation as "a pleasurable or positive emotional state resulting from the appraisal of one's job experiences". This definition draws attention to two aspects, in particular, namely the emotional attachment an employee has to their job, and the deliberate review of an employee's work by the employer. According to David and Anderzej (2010), motivation can be understood as cognitive decision making in which the intension is to make the behaviour that is aimed at achieving a certain goal through initiation and monitoring. At work places, reviews are done using appraisals and appraisals at work have predetermined standards, and their outcome may provoke an emotional reaction in the employee, and this reaction will determine how satisfied or dissatisfied an employee is. Good marks in reviews may reflect that an employee is satisfied and bad marks may reflect the opposite. In every employee, motivation maybe because of outside factors (extrinsic) such as rewards or within an individual (intrinsic), desire to do better.

Motivation is further defined as "the forces within a person that affects his or her direction, intensity and persistence of voluntary behavior (Mcshane & *al.,* 2000). Robbins and Coulter

(2005) further suggest that motivation refers to the "process that account for an individual's willingness to accept higher levels of effort to each organizational goals conditioned by the effort's ability to satisfy some individual need". If managers today are to assume responsibility to lead employees towards attaining organizational goals, it is then crucial for them to comprehend the psychological process of motivation. Other researcher such as Kreitner (1995), Buford, Bedeian & Linder (1995), Higgins (1994) all cited in Linder (1998) define motivation as "the psychological process that gives behaviour a purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need, and the will to achieve, respectively".

The above definitions can be summarized in one definition, according to Greenberg and Baron (2000) indicated that motivation can be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People tend to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part refers to the choice people make and the direction their behaviour takes. The last part deals with maintaining motivated behaviour which clearly defines how long people have to persist at attempting to their goals.

To Duică (2008), motivation is defined as all internal and external driving forces, that makes the individual to perform an activity, what determines the limits and forms of activity and which give it its activities oriented towards achieving certain goals.

It can be observed from the above definitions that, motivation in general, is more or less basically concerned with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Furthermore the definitions suggest that there need to be an" invisible force" to push people to do something in return. It could also be deduced from the definition that having a motivated work force or creating an environment in which high levels of motivation are maintained remains a challenge for today's management. This challenge may emanate from the simple fact that motivation is not a fixed trait but rather a dynamic phenomenon as it could change with changes in personal, psychological, financial or social factors.

Within the context of our study, motivation is considered as the desire within a person causing that person to act. People usually act for one reason: to reach a goal. Thus, motivation is a goal directed drive, and it seldom occurs in a void. The words need, want, desire, and drive are all similar to motive, from which the word motivation is derived. Understanding motivation is important because performance, reaction to compensation, and other human resource (HR) concerns are related to motivation. The modern workforce now includes employees spanning three distinct generations. While all employees are inherently different despite age, differences between these generations do follow common themes; each has its own knowledge, strengths and weaknesses. Managers must know how to work with them all to maintain a successful business. If you understand a little bit about each group you will appreciate what motivates them to maximize their output, leading to fulfilling opportunities for everyone. In crisis areas, the motivations of workers to work are varying.

URL: http://dx.doi.org/10.14738/abr.1011.13353

Typology of work motivation

The taxonomy of motivation makes a general typological into four types that arouse in the individual in their work. These are:

Final motivation: This is defined as the energy that an individual derives from the result

It is defined as the energy that an actor draws from the result that he aims for, because of the advantages that this aim has in his eyes. It is the very objective or goal in itself that interests the individual and motivates him to act. For the latter, it is only the result;

Instrumental motivation: it is the art and the manner that count, and the result is above all the expression of this perfection.

The instrumental motivation: it is the art and the way that count, and the result is above all the expression of this technical perfection. For an individual whose motivation can be classified in this category, it is his or her interest in the action or the production technique that may drive him to action;

Survival motivation: this is the motivation that presides over actions without which no other action would be possible.

Survival motivation: this is the motivation behind actions without which no other action would be possible; it is a matter of survival above all. In this respect, the case of an individual in a trial or probationary situation in the civil service is perhaps an example. All that concerns this agent at the moment is to succeed in his trial or probationary period and to keep his job. The only thing that the employee is concerned with at the moment is passing the trial or probationary period and keeping the job;

Finally, obsessive motivation: this is the final endogenous and radical motivation. It is the one that idealises, leads to all sacrifices and "moves mountains". The goal is the main thing, but it becomes an obsession. This is the situation where the individual is so passionate about the outcome that the end justifies the means. It is important to stress that this taxonomy does not claim that these types of motivation exist in a pure state in an individual; in other words, each person is not characteristic of any one category of motivation. On the contrary, all kinds of motivation exist in the individual, creating conflicts within the individual.

However, according to the authors of this classification of motivation, even if all forms of motivation are good, as long as they are used in a balanced way, the fact remains that the two main forms remain final and instrumental motivation.

Types of motivation

Motivation present in workplace is of two types: intrinsic and extrinsic (Adam 2007). Extrinsic motivational values drive the employees to perform. Given that most employees are intrinsically and extrinsically motivated simultaneously, hence a conclusion can be made that intrinsic and extrinsic motivation are not mutually exclusive (Deci & Ryan, 2000).

Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behaviour, performance, and well-being (Ryan & Deci, 2000). Intrinsic motivation stems from the word “internal” which implies motivation comes from within the individual or from the activity itself and positively affects behaviour, performance, and well being. In other words, this type of motivation is self Generated. When intrinsically motivated, the individual will also strive to satisfy three innate psychological needs: namely needs for

autonomy, competence, and relatedness (Deci & Ryan, 2000). Such employees like to have a substantial amount of freedom to make decision, or empowering a channel to impress creativity, opportunities for advancement, recognition for good work, to be treated in a polite and thoughtful manner, and has the possibility to take on tasks that are both challenging and meaningful of which he/she would feel an inherent sense of accomplishment upon successful completion. For instance an employee who has encountered an intriguingly difficult problem is unlikely to surrender just because the problem appears to be unsolvable. Instead the employee will put forth his /her optimum efforts, say by investing more time of taking the task; as he/she views the problem as challenging and worthwhile to complete. In fact, many have acknowledged and proven that, intrinsic motivation could have a positive long-term effect and is regarded as the "true motivation" (Lai, 2009).

Considering the above discussion, an authoritative management style is no longer practical if the organization wishes its employees to take more initiative and stay committed to management objectives. The concept of intrinsic motivation was an important challenge to behaviourism, and has roots in White's (1959) competence or effective motivation. Maslow (1943) and Alderfer (1969) addressed similar needs. Thus, the work place atmosphere must enable the employees to satisfy the higher order needs.

Extrinsic motivation

Extrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social re-enforcers (Ryan & Deci, 2000). Extrinsic motivation refers to motivation that comes from outside an individual in exchange for external rewards and is not derived from the work itself (Deci & Ryan 2000). Extrinsic motivation takes the form of tangible monetary or non- monetary incentives such as pay package increment, award of certificates, material possessions, vacation trips, wall plagues, company banquets, movie tickets and prestige evaluations among others. For example, an employee may work extremely hard to finish a project before the scheduled deadline because of the tangible reward that accompanies for working effectively. Extrinsic rewards can act as positive reinforce as they have been found to be an effective motivation tool for short-term gains (Adam, 2007). That is, meeting immediate goals, it may have long-term adverse effects/impacts on employee's behaviour. Furthermore, in contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social re-enforcers.

A lot of research work indicates that employees who do not expect to receive extrinsic rewards outperform than those who expert reward (Kohn 1993). However, extrinsic rewards can still be useful if administered under the right conditions/circumstances such as the absence or low levels of intrinsic motivation or when the role is unchallenging and mundane (routine). In case of healthcare facilities, intrinsic motivation of workers can be measured in terms of job satisfaction derived from working at hospital, enjoyment of the profession, the challenging and competitive nature of healthcare, recognition, career achievement and control over others. Extrinsic motivation of doctors/nurses on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and duty allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

URL: http://dx.doi.org/10.14738/abr.1011.13353

In summary, motivation factors are related to work content, while hygiene factors are related to work environment as summarized in the Figure below:

Table 1: synoptic presentation of Motivation and Hygiene Factors

Motivation factors	Hygiene factors
- Achievement - Recognition - Responsibility - Work itself - Advancement - Personal growth	- Company/organisation policy and administration - Interpersonal relations - Working conditions - Salary/wages - Job security - Status - Benefits

Source: Adapted from Griffin (2008, p.440)

Types of Employees

According to Frey and Osterloh (2002), there are five different types of employees: Status seekers, Income maximizers, Formalists, Autonomists, and Loyalists. These five types of employees are connected to intrinsic and extrinsic motivation and the increase and decrease of performance when it comes to monetary means. The extrinsic motivated employees are the persons that are Status seekers and Income maximizers and these individuals increase their performance for monetary rewards. The Status seekers compete with their surroundings but their interest is not to consume their money. They can increase their performance if they earn more money, just as long as they feel that they can win against their co-workers. The Income maximizers are only concerned about their salaries; the work is something that is only a necessity, to earn more money. (Frey & Osterloh, 2002). The Formalists, Autonomists and Loyalists are all intrinsic motivated, and their performance are reduced with monetary rewards. The Formalists follow the 'right' procedures, like medical doctors or lawyers. These people are hard to motivate with external incentives. They are more concerned that the right procedure has been followed than their own actions. Their relation towards money is that they can feel unappreciated and start to question themselves and their performance if they do not get enough paid for following the procedures. The Autonomists want to save and improve the world. These employees do not care about materials things or money; they want to fulfill their goals as correct as possible according to themselves. These people's intrinsic motivation can decline, or even be destroyed, if they are offered monetary incentives for their performance, since they see their work as a self-fulfillment. Last are the Loyalists. They identify themselves with the value and goals that the organization they work for display. These employees tend to stay within the organization a long time and to offer them monetary incentives would be an assault towards their performance. (Frey & Osterloh, 2002)

WORK MOTIVATION THEORIES

The concept of motivation has been present in literature from the early beginning of 20th Century. Although, many theories have been developed and a plenty of research has been conducted, factors that motivates people to perform well at work are still a controversial issue and varying. Many researchers as a starting point for their work in the field of motivation used the most known theories and models of motivation.

The contribution of Maslow on the motivation of workers

Abraham Maslow in 1943 published a theory on what motivates human beings in his paper titled, "A Theory of Human Motivation." In this publication, Maslow observed that human beings had five levels of needs that they always sought to meet. The more the needs are basic for life, the more motivated a person is to fulfil them. However, they would experience more stress if they failed or were unable to fulfil them. The five levels of need are: physiological needs, safety needs, belongingness needs, ego-status needs and self-actualization needs. An understanding of the different needs is imperative here.

Physiological or Basic needs : According to them physiological needs basically is satisfied the basic need of human. Physiological needs or basic needs also called biological needs. Maslow said when a person fulfills the basic, physiological or biological needs he move up the next level (Anyim, 2012; Hashim & al., 2014; Chintalloo & Mahadeo, 2013).

Safety needs : Safety needs is the needs for shelter and protection. In this need a person needs security, stability and dependency. In this regard, human needs freedom from anxiety, law and order and structure. This need is also called security needs. For examples, employee's or worker's in a private organization demand that the organization or company must provide them with job security, health security and promoting safety. And nowadays private organisations also provide the promoting safety and health plan, and emergency fun as well as accident cover's benefits.

Belongings needs : These needs are also known as social needs. It includes love and belongings. Usually man's needs love and care. These needs can be fulfill by interaction with coworker and colleagues. For examples the feelings of friendship, feelings of love, caring of family or relative etc. At work, having a good relation with group fellow or colleagues. For promoting the team work and achieving the organizational goal the managers could force the workers that they must be works in groups or in a team.

Esteem needs : Esteem needs are also known as egoistic needs. In this a man needs self-respect and the esteem of other. Man needs or reputation, prestige, status, fame, glory, dominance and recognition etc. Esteem needs are difficult to satisfy in some organisations. In an organisation, a manager should respectively treat their employees. And the workers should also respect the policies or the rules and regulations of the organization. Further, respect between co-workers is an inevitable aspect.

Self-actualization needs : This is the highest level of needs posited by Maslow. A man wants self-realization and self-development and desire to be able to do something. Morality, acceptance of facts, lack of prejudice, creativity, spontaneity and problem solving are all examples of self-actualization needs.

Maslow's theory has not received a great deal of support with respect to the specific notion it proposes (Greenberg & Baron, 1995). To them this model is theorized to be especially effective and efficient in describing the behaviour of individuals who are high in growth need strength because employees who are different to the idea of increasing their growth will not realize any physiological reaction to their jobs. Maslow's theory influences all workers regardless of the age, gender, and qualification and so on; they choose occupations that they like to be satisfied.

URL: http://dx.doi.org/10.14738/abr.1011.13353



Figure 1: presentation of Maslow's hierarchy of needs
Source: Maslow (1946)

The contribution of Herzberg

The second content theory is Herzberg's two factors theories. His theory is actually based on Maslow's hierarchy of needs but he distinguishes needs into hygiene factors and motivators or growth factors. Herzberg's theory brought a lot of interest from academics and managers who were looking for ways of motivating their employees. The reason for so much interest in Herzberg's results can be noticed in a dual character of his work. His theory does not only describe employees' needs but also goes further to presents how to enrich jobs and make workforce more motivated (Fincham & Rhodes, 2005). Herzberg indicates that job satisfaction and job dissatisfaction are not opposite phenomena (Herzberg, 1968). According to him the opposite of satisfaction is rather no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg suggests that satisfaction and dissatisfaction are produced by different factors. People are satisfied at their work by factors.

Herzberg highlighted that when an institution hygiene factors do not exist employees are dissatisfied and if these factors exists this does not mean that employees are motivated or satisfied-this is because based on his research the opposite of "de-motivation" is motivation only semantically and not when it comes to understanding the behaviour of employees in their jobs(Herzberg, 1968).

Herzberg's theory provides a strong link between motivation and performance of employees in all human organisations. He presents that performance can come as an emanation of feelings like achievement, advancement, growth which are related with motivation. He emphasized the importance of job enrichment and he separated it from job enlargement which includes increased responsibility and involvement, opportunities for advancement and the sense of achievement. The following is a glance at each of the motivation factors according to Herzberg. The hygiene factors, which are: achievement, recognition, advancement, work itself and Possibility of Growth work in the same way with positive or negative attributes. However, these factors can only have an effect on the dissatisfaction one feels. Institution Policy or Administration: An employee's perception of whether the policies in place are good or bad or fair or not, changes the level of dissatisfaction that employee will feel.

Personal or Working Relationship: This refers to those relationships one engages in with their supervisors, peers, and subordinates. How someone feels about the interaction and discussions

that take place within the work environment can also effect dissatisfaction working conditions: This includes the physical surroundings that one works within, such as the facilities or location. Salary**:** This factor is fairly simple, the increase or decrease of wage or salary effects the dissatisfaction within a company a great deal.

Personal Life: Although people try to separate the two, work and personal life, it is inevitable that one will affect the other.

Feeling a Job Security: This is a pretty significant factor. The sense of job security within a position or organization as a whole relates to the dissatisfaction as well (Ruthankoon & Ogunlana 2003)

Herzberg says that, leaders should avoid placing strong emphasis on fulfilling hygiene needs as this will result in employees relying too heavily on extrinsic rewards and may pose impediments to the long term success of the organization. Instead, leaders should focus on designing more intrinsically challenging task, provide recognition and empowering employees when certain level of ability is demonstrated, which are the true motivators, when fulfilled, contribute to long term positive effect on employees job performance. This research adopted the Herzberg's (2000) two factors theory as it looks at intrinsic and extrinsic factors of motivation.

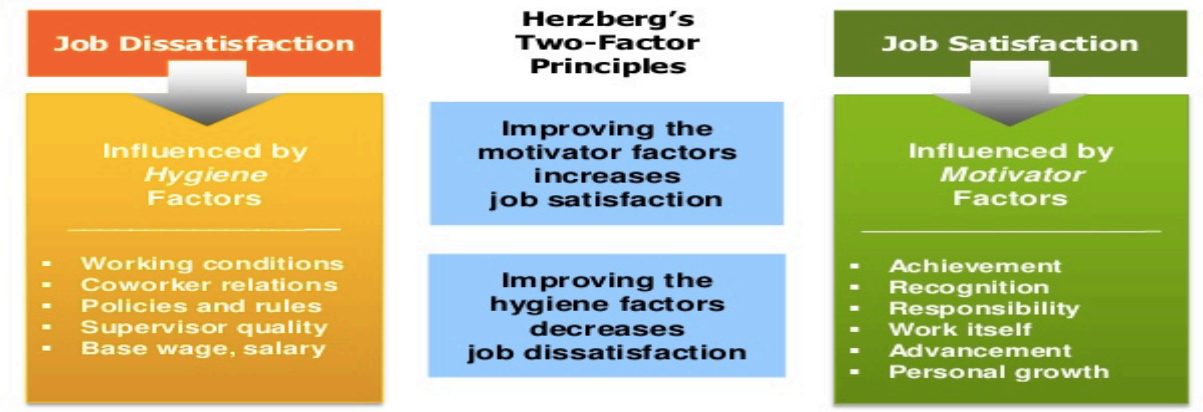


Figure 2: Hertzberg Two-factor theory
Source: Herzberg (1968)

METHODOLOGY AND PARTICULARIIES Y OF CRISIS ZONES AREAS

Research methodology is a systematic way of solving a problem. The conduct of a research of this nature requires the circumscription of the area of study so as to make it precise and accurate. Bearing this in mind, this section which deals with the presentation of the methodology we adopted and the research area.

Research approach

This section presents the methodology to be used in the study which covers **the area of study**, data collection methods and sources of data to be used in the data collection, sample procedure and tools for data analysis. Specifically, the first part articulates on the presentation of the

URL: http://dx.doi.org/10.14738/abr.1011.13353

research area and research tools put in place for data collection while part two presents the methodology we used in the realisation of our study.

As researchers, we have to be able to understand and articulate beliefs about the nature of reality, what can be known about it and how we go about attaining this knowledge. These are elements of research paradigms. A paradigm is a basic belief system and theoretical framework with assumptions about: - ontology; - epistemology; - methodology and - methods. In other words, it is our way of understanding the reality of the world and studying it. We will look closely at the four components of a research paradigm to better adopt a precise epistemological method and positioning. Methodology is "an articulated, theoretically informed approach to the production of data" (Ellen, 1984). It refers to the study and critical analysis of data production techniques. It is the "strategy, plan of action, process or design" that informs one's choice of research methods (Crotty, 1998). It "is concerned with the discussion of how a particular piece of research should be undertaken" (Grix, 2004). It guides the researcher in deciding what type of data is required for a study and which data collection tools will be most appropriate for the purpose of his/her study. It is the methodological question that leads the researcher to ask how the world should be studied. Methods are specific means of collecting and analysing data, such as questionnaires and open ended interviews. What methods to use for a research project will depend on the design of that project and the researcher's theoretical mindset. However, it must be noted that use of particular methods does not entail ontological and epistemological assumptions. Our work is realised using the qualitative research method.

Our research is oriented towards the interpretivist paradigm based on the qualitative technique. This study was conducted with the research philosophy of interpretivism. In line with this philosophy as earlier mentioned, the researchers believe that, the world is subjective and socially constructed, the researcher is are involved in the study as a part of what is observed; also, the research is not value-free but driven by interest; and what is observed is subjectively interpreted (Blumberg, Cooper & Schindler, 2011). Thus, even though the researcher aimed to study the reality as objectively as possible, he, in compliance to interpretivism, believe that the collected material is subjectively interpreted rather than totally objectively viewed (Blumberg, Cooper & Schindler, 2011).

For us to attain the objectives of this paper, we embarked on the interpretativist approach based on the qualitative research method. This is a research method that seeks to understand how a particular phenomenon occurs. In the context of our study, we will seek to understand what pushes workers working in crisis affected regions to continue going to work despite the prevalence of the unknown. To realise this, we have conducted a theoretical study which was comprised of reviewing previous writings related to the domain. We also went to the field to see exactly what is happening and collected data using an interview protocol directed to teachers of various sectors (government and private) based on the principle of saturation of responses from the respondents. With these data, we presented and analysed them using the manual coding method and used the results to verify our theoretical research propositions. Our study population is characterized and as represented on the table below:

Table 2: Characteristic of respondents

RESP.	SEX		marital status		reggion of origin		
	M	F	Married	single	SW	NW	CENTRE
1	M		MARRIED		SW		
2	M		MARRIED		SW		
3		F	MARRIED			NW	
4	M				SW		
5		F	MARRIED				CENTRE
6		F		SINGLE	SW		
7	M			SINGLE	SW		
8	M		MARRIED		SW		
9	M		MARRIED		SW		
10	M			SINGLE	SW		
11		F	MARRIED			NW	
12	M		MARRIED		SW		
13	M		MARRIED		SW		
14	M		MARRIED		SW		
15	M		MARRIED		SW		
16	M			SINGLE		NW	
TOTAL	**12**	**4**	**12**	**4**	**12**	**3**	**1**

Source: Research sampling scheme

The specificities and *Particulariies y of crisis zones* areas

This subsection has as objectives to present the particularities of a crisis zone (A crisis zone refers to a territorial or geographical location of a territory which is affected by instability or social unrest and which hampers the normal trend of activities in that locality. This could be related to the southwest region of Cameroon which is faced by socio-political instability and which causes the normal work trend not to be respected) as well as possible reasons why people go work in such milieus:

- Unlike in non conflict areas or which is characterised by relative physical calm, crisis hit areas could be identified by a series of happenings amongst which are, Tension, uncertainties, fighting and killings, lockdowns, regulation of movements, and the necessity of information before going from one point to another.

There are many reasons why people could brave the odes to go to work in crisis regions despite the prevalence of social unrest. The reason could be identified as such; administrative constraints, the need for survival, salary, work satisfaction as well as the desire to get occupied and avoid stress.

URL: http://dx.doi.org/10.14738/abr.1011.13353

The specificities of crisis regions could be summarised as such:

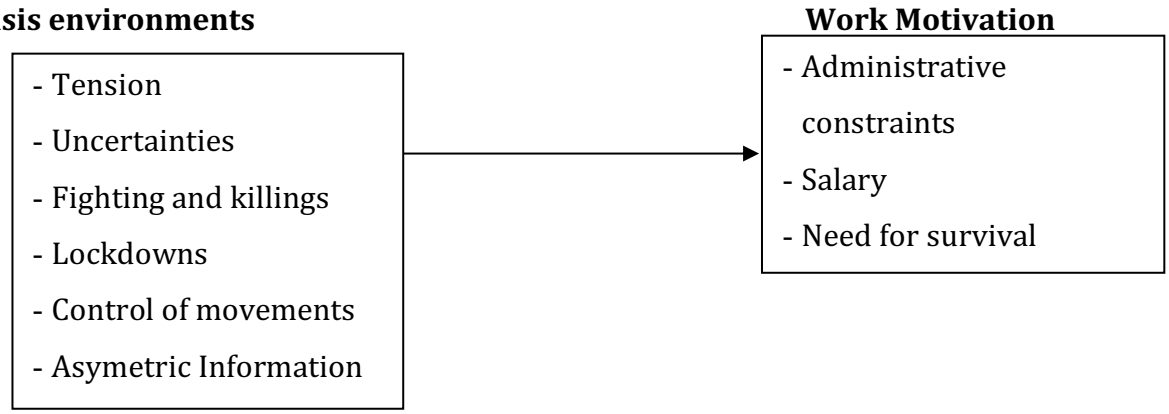


Figure 3: crisis environments and work motivation
Souce: Researcher's inquiry

Looking at the above figure, it could be realised that, when a a particular area is plagued by social instability, it is characterized by uncertainties and the fear of the unknown. In the face of this situation, there exist varying reasons for people to choose to go to work. Man being a social being must work in order to survive. This figure could be resumed as in the model below:

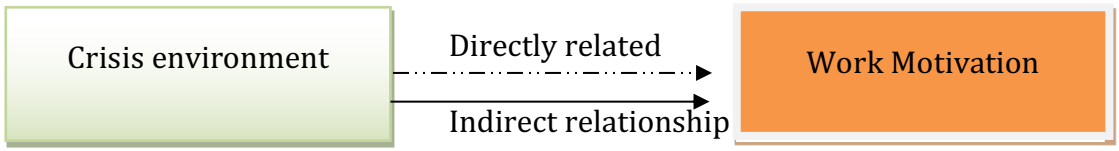


Figure 4: Conceptual framework explaining the relationship between crisis environment and motivation

From the above model, it could be seen that, workers in crisis zones could be positively or negatively motivated to go to work.

RESULTS AND DISCUSS

The focus of this inquiry is on teachers working in the south west region of Cameroon. The findings are organized and presented in accordance with the main themes embraced in the research specific objectives namely; to assess the motivation at work. Generally speaking, the data is presented into two main themes namely respondents profiles and work motivation. However, our presentation shall be based on the motivation of worker to go to work. This topic has been further broken down into subtopics to be able to attempt an in-depth.

Topic 1: Motivation at work (Elin et al. 2012; Belaid & *al*. 2015; Sheamus 2012)

Motivation at work

It is no nouvelle that no one, irrespective of his or her motivation will be willing and prepared to go to work in the midst of tension or turbulent circumstances. As provided in the problem statement of this research, despite the ongoing crisis in the southwest regions of Cameroon, worker still brave the odes to go to work. Considering this observation, we sought out to understand what pushes people to go to work.

- **Reason for choice of profession**

To understand work motivation of teachers, we began by verifying the reason for choosing the teaching profession by our respondents. The purpose for this question was to find out the interest they have for the teaching profession as means to determine their motivation. The discussion revealed the following information as analysed below.

From our findings, it could be noticed that there are varying reasons for individual to take up teaching as a job. Considering the opinions of the teachers, mentorship was the predominant reason. According to the Cambridge Advanced Learner's Dictionary, a mentor is a person with experience in a job who supports and advises someone with less experience to help them develop in their work. It is also a person or friend who guides a less experience person by building trust and modeling positive behaviours. In the light of this work, mentorship is the act of guidance and orientation by an experience person (teacher, Guardian, parent) who upon discovering particular talents in a learner helps stimulate or activate such for the development and instilling of confidence in the learner who later realises work for. We found out that **09** of our responded in strong terms that they became teachers through mentorship. This respond can be corroborated by the words of R11 who said that "*When I was growing up my teachers always told me that if will be a teacher from the way I interact and even when they teach something the way I use to appreciate. Even my friends often said the same thing. My business Maths teacher Mr. Neba Kelvin use to tell me the same thing."*

This respond was closely followed by the love for profession as the second reason for choosing the teaching profession. The love for profession could be consider as the inner most inspiration or admiration that an individual has for a profession. This can be expressed by the desire which develops from when an individual get growing and going to school. He often sees his or herself to becoming a teacher one day. Form our interview, a great deal of respondents consider their entry into the teaching profession as a calling. This could be seen as 08 respondent supporting and spoke in strong terms that the teaching profession to them was a calling and this is what inspired them. This can be justified by the words of **R01** who thinks that "*The teaching profession to me is like a call. I really enjoy doing it. No matter what we are facing I enjoy the teaching profession, so am not into it because of one reason or the other by it is a call to me.*"

Another outstanding reason for choosing the teaching profession was the consideration of the teaching profession as a vocation. In the works 04 interviewed saw teaching as a vocation. In the words of R6, teaching can be considered as "*it is a noble profession in deed. I enjoy teaching."* According to the Cambridge Advanced Learner's Dictionary, a vocation is a type of work that you feel you should give all you time and energy, or the feeling that a type of work suits you in this way. On its part, Hornsby (2005) hold that a vocation is a type of work or way of life that you believe is especially suitable for you. From the above definition, we can consider a vocation to be a domain of work for which the individual voluntarily decides to exercise because it feels safer and confident exercising. From the table above our interview revealed that most teachers took up the teaching profession as a vocation. This implies that they really have plenty of affection for the job and feel secured and satisfied teaching. This response was extracted from the verbatim on the responses.

Others see the making of their way into the teaching profession as a constraint. Constraint here could be understood to mean a happening which is undesirable but for which we are oblige to

URL: http://dx.doi.org/10.14738/abr.1011.13353

accept. When consider something as a constraint, we seem not to have any choice. If there were other opportunities, we would not have opted for the former. This can be confirmed in the words of R13 who upheld that *"I didn't choose the profession. I was supposed to be a military officer but i registered for the exam and the day before the competition I felt sick and all my classmates who competed all passed and today they are all senior ranking official in the military. So, as it happened this way, I started working in a Canadian company in Yaounde and unfortunately the taxation came and closes it up due to taxes. So I receive a call from one of my classmates who use to work with Bishop Rogan College that he is leaving and that I should come and take over from him."*

However, some 02 person favour the fact that they chose the profession due to the learners' success. R2 thinks that, *"the future of the students"* is his main problem.

- **Reason for going to work**

Having identified the reasons for taking up the teaching profession and realising that the domineering reason is mentorship, we sought to push further to verify on the reason for going to work despite socio political upheavals.

The table on the frequency of responses reveals that the outstanding reason for teachers going to work in crisis areas like the southwest is due to concern on the learner's future where 11 persons supported this fact. According to one of the interviewed teachers **(R1**) who strongly uphold this view the learners future refers what the learners will become after a given period. In the views of one of this respondent, "Going to work especially at my own station Buea rural is not easy at times but we still persevere to go. *"At times we look at the future of the students that we are teaching, how they will be able to manage their own future. What are they hoping to become, we look at their dreams, and we try to see how to help them to become something no matter whatever is going on. When you are called into a profession, you are motivated, you are pushed, and you have that pushing factor in you that always tell you have to go to work. We try everything and our best to make these students to become something in future. I have the learners at heart. »*

Apart from the future of the learners, another closely related respond was love for work. The love for work within this context could be considered to mean the ability to have our task at heard and for which we opted for and actually go out to exercise. According to R5, "*What pushes me is that, as a professional, we were being taught to follow our job and do what we are supposed to do. With the children at heart, I can't stay at home, so we have to go against all the odds to teach the children".*

Curiously enough, we found out that some teachers to work because of prestige. Hornsby (2005) considers prestiges as the respect and admiration that somebody has because of their soial position, or what they have done. In the words of R13, *"I gain prestige and all the children I have teach, some are Dos, magistrates etc and each time they see me, they keep calling and reminding me that I taught them. This makes me proud. Imagine I was moving last time with a magistrate friend on the street in Buea, every one kept greeting me but nobody said something to him. He wondered and I told him it's because am a teacher and he said despite his position and money, no one cares about him. Now, look that the president, Paul Biya in Yaounde, how did he*

get there? It is through a teacher and I think his teacher should be very proud. That is the same thing with me."

The need for survival could be seen as the reason for some teachers to go to work in the mist of the ongoing crisis in the southwest region. This could be justified by the declaration of R13 who says *that If you don't come to work you cannot survive, we need to feed our families.* Others consider the reason for going to work to be attributed to the desire to leave home. This is probably because they see staying at home to be boring and very stressful. Hence the opinion of *I also need to leave home every day and avoid being idle.*

Salary is another rare reason for going to work. Salary could be considered here as the compensation for the work done. Salary though considered as primordial in human resource management, worker in the southwest witnessing the ongoing turbulence feel that they go to work as means to earn compensation for work done. This was confirmed by R2 who thinks that "*Salary is also a motivation for an empty stomach cannot do anything."* In the view of this respondent, salary can be considered as the means to fill or satisfy an empty stomach.

A special and an isolated reason for motivating people to go to work as found and upheld by a single respondent was due to administrative constraint. A administrative constraint, it refers to the pressure put forth by the state through its regional representatives for teachers to go work. This can be justified by the constant calls by central administrative units for teachers to go to work. The convocation of teachers for not being present a work in the regions could be noted here. In the words of R13, *"When I talk of a life and dead situation, we are left in a dilemma given that one side there is pressure from the government".*

Fnally, the last reason advocated for going to work in the midst of the ongoing crisis in the southwest region, is the presence of colleagues. Co-workers or Colleagues refers to a person that you work with especially in a profession. Colleagues play a very important role in encouraging each other in the steadfastness to work in crisis environments. Paraphrasing one of the respondents, they go to work due to the fact that others are in school and so they cannot stay behind. This can be viewed in the opinion of R14 who stated that "*I think about the students as well as my colleagues".*

- **Work satisfaction**

The verification of the satisfaction obtained from the teaching profession by the teachers interviewed indicates a blend of multiple responses. Each respondent could be seen responding in its best view and subjectively. Here, responses were generally given with plenty of hesitations. The most outstanding response is that proffered by those who feel that the obtain joy from the teaching profession. This opinion is most hammered by R1 who thinks that "*I really enjoy doing it. No matter what we are facing I enjoy the teaching profession*". This respond is closely followed by the a set of responses in favour of the fact that salary, social influence are important represented by responses from R15, "*Apart from salary, there is no other motivational factor";* R10**,** *"The benefit I can say is that I get use to people; I have little contact with people that i can resolve some problems considering that we deal with children whose parents well to do*".

A curious respond was provided by R4 who feels that there is no satisfaction to be obtained from the profession in the following terms *"Talking about satisfaction, there is no satisfaction,*

URL: http://dx.doi.org/10.14738/abr.1011.13353

the first thing is life is all about risk and I think the greatest insurance in life is to commit your life to God. Since even in the zones that are not experiencing crisis, we still have vandals or men of the underworld who can attack you."

- **Importance of Motivation**

An attempt to further investigate on how important is motivation to the workers revealed that motivation is a very important element to workers especially those working in crisis stricken zones like the south west region. In quest to qualify the importance and necessity to be motivated, 09 respondents upheld by exclaiming that "it pushes one to go to work and work harder. In words of R12, "*Obviously, like every human being motivation is very important for you cannot get anything from the market for free. What they are given us, if it is stepped up it will be a great motivation for us. yes we should really be motivated especially those of us teaching in crisis areas".*

Motivation was also considered as a means to resolve family stress by a few responds. Prominent among these is R10 in the following expressions *Yes we should really be motivated especially those of us teaching in crisis areas. Like I said the only thing that is keeping us going is the need to sustain our family but I think we badly deserve some motivation He went further to add that, "Like I said the only thing that is keeping us going is the need to sustain our family but I think we badly deserve some motivation both from the government"*.

To a few individuals, the satisfaction obtained gives them the possibility to acquire need form the market as well as bringing out skills in persons. This is the respond from an isolated respondent identified as R12 who thinks "*motivation is very important for you cannot get anything from the market for free."*

a. Work Environment and

- **Influence of colleagues**

A colleague is a person with whom you exercise the same activity with, especially a profession. The purpose of this topic sought to verify how important the presence of other colleagues working with the responding is. In the face of crisis, workers are called upon to work in close collaboration. They are also expected to move in group to avoid being violated in our inquiry to verify the importaince of the presence of co-workers, the following responses were extracted and made meaning.

In the very first place, the presence of other colleagues is seen as a source of encouragement among colleagues working in regions affected by crisis. In the view of R5 "*Colleagues always have great influence on us. When we go to school together, we encourage each other. When you see others go to school and question why you should stay behind. Also, if other colleagues can go against the intimidation, you are left with no option than to follow them and go to class and teach. At times, we place calls to others to verify the situation. We also have a whatsapp group which helps us communicate with each other. We use the forum to encourage each other to go to school."* Encouragement within this context can be considered as the act of spurring someone up to do something by another. Colleagues could be seen to play a vital role in the encouragement of other teachers to go to work despite the persistence of the current sociopolitical crisis. From the answers provided by respondents, those who often encourage are mostly the long serving

teachers towards the young or beginners. Such encouragements are carried out via social networks created amongst schools and their teachers.

Another important aspects decoded from the interviews of respondents is the fact that information dissemination is of significant influence on the motivation of teachers to go to work. For teachers to go to work, they often call to find out the situation before daring to move out for school. This is in the words of R1, "*The presence of coworkers is very important because you need information to be able to move out. If you don't do so you cannot move. You need to know what is ahead of you. For example, we lost a colleague last year because she came and got caught in an attack that just breakout. She never knew of the attack and it just happened like that."* This therefore places information as a very important indicator needed by workers working in crisis areas like the southwest. Information permits them to be updated on the situation around them and their conditions and safety of going out.

- **Work Environment area**

This sub-topic had as objective to enable the respondent shed light on the environmental tranquility. The environment here refers to the social climate that reigns in the southwest region and which has been ongoing for the past years. We therefore sought to get the opinion of the teachers working within the zone as a means to confront our results or the coherence of the respondents visa-a-vis their reason for going to work. Issues extracted from table ... in the appendix and the interviews are presented below.

Considering our first preoccupation related to the environmental stability, from the above table it could be witnessed that, there is a good deal of the interviewed teachers were unanimity on the fact that they great uncertainty in the environment. In characterising uncertainty, most of the respondent think that the the milieu where I work is unpredictable. Others think in the same light that their working environment is not easy and that anything can happen at any moment for we don't know what will happen in the next moment. Although we have security guards and gendarmes at our work post, but those boys always come at any moment they feel so. In referencing R1, "*My working environment which is Buea rural is not easy for at any moment you don't know what will happen in the next moment. Although we have security guards and gendarmes a tour work post, but those boys always come at any moment they feel so. It is just god keeping us. Before you go to school you must call to know how the environment is. You don't just move in or walk like that.* Before you go to school you must call to know how the environment is. You don't just move in or walk like that." This explains why 15 respondents were of the opinion that the environment is uncertain.

Closely related to the uncertainty of the environment, is the fact that there is plenty of tension in the zone and accounting for 12 respondents of the 16 respondents we interviewed uphold that the the environment is too tensed. According to R5, "*My working environment is not the best but like i said, as a professional, you have to go for your job. We always have some fear as a human being but we have to do our job. When you see those children moving around there is need that one has to go to class and teach them. When you stay at home and think about the children and the outcome of them not being in class we don't have a choice."*

However, despite the prevalence of the ongoing tension in the region, some teachers do not see any problem with the environment. To them, the environment is calm. This means that the crisis

URL: http://dx.doi.org/10.14738/abr.1011.13353

has no impact on their activities. This view can be considered from verbatim of R8 who thinks that "*My environment is relatively calm now but considering that we are in crisis region, it is always turbulent, sometimes very fierce with a lot of tension especially political tension. I have seen what they call mob justice for the first time but for now there is relative calm although there are days where you just have to understand and stay at home*."

Based on above analysis, it could be realise that at this juncture we could now draw a conclusive analysis in respect to a comparative view that there are various types of motivations hat influence people to go to work. This will be done by reproducing the table on the categorisation of motivation.

CONCLUSION

As one of the employees expresses, it is hard to put words on what actually motives a person to go to work, "Motivation is more of a feeling". What motivates workers in general and teachers in particular working in the southwest region to go to work vary. It is clear that there are different types of motivation and that it is important to see and hear the individual. All three drives, the biological drive, extrinsic motivation and intrinsic motivation, all needed to take into consideration when the hierarchy want to motivate their subordinates. It is not possible to give one answer to what motivates employees who work in crisis areas, as everyone is different and therefore get motivated by a variety of factors. Learner's future seems to be an essential factor, to go to work, for most of the teachers. They do not go to work in hope of receiving rewards in form of money. However, financial benefits are complex, and the study shows that rewards in form of money are not the most important. One of the keys for motivation to go to work is encouragements, because it is needed to survive. Motivation is a varying element. It varies from individuals to another and given the situation at hand. As one of the teachers indicated, it is hard to put words on what actually motivates a person to go to work, motivation is more of a feeling. What motivates workers in in crisis affected areas to go to work varies considerably. It is obvious that there are different types of motivation and that it is important to see and hear from the individual to be able to determine his or her motivation. In this regards, be it intrinsic or extrinsic motivation, there is the high need of strategies to be adopted by workers in the face of situations beyond their control.

It is not very possible to give or present a unique response as to what motivates people to go to work as every individual has its conception and therefore gets motivated by a variety of factors. Even though salary could be seen as an essential factor for people to go to work as opined by most respondents, they at same time think that financial reward cannot be compared to the risk undergone. It is thus a matter of self-consciousness and the feeling for the future generation. One of the main purposes for going to work according to our observation is the need to survive as well as administrative constraints. This is true given that on constant basis, administrative officials most often request teachers either by publishing "communiqués" or convoking them for failure not to go to work.

References

Alderfer, C. P. (1969). An empirical test of a new theory of human needs.Organizational Behavior and Human Performance, 4, 143-175. .

Anyim, C. Chidi, O. & Badejo, A. . (2012). Motivation and Employees' Performance in the Public and Private Sectors in Nigeria . International Journal of Business Administration Vol. 3, No. 1. .

Cooper, D. R., & Schindler, P. S. (2003). Business Research Methods (8th ed.). New-York: McGraw-Hill.

Deci, E.L and Ryan R.M . (2000). the "what" and "why" of Goal Pursuit; Human Needs and the Self Determination of Behavior Psychological Inquire.

Duică A . (2008). Management . Editura Bibliotheca, Târgoviște, p.142.

Frey, B., and Osterloch, M. (2002). Successful Management by Motivation - Balancing Intrinsic and Extrinsic Incentives. Springer, Zurich.

Herzberg F. (1968). Work and Nature of man. London: London: sapless press.

Herzberg, F. (1968). One More Time How Do You Motivate Employees? Harvard Business Review, 46(1), 53-62. .

Horby, A. S. (1995). Oxford Advanced Learners Dictionary of Current English . New York: Oxford University Press.

Hornby, A. S. (2005). Oxford Adanced Learner's Dictionary. New York : Oxford University Press.

Hornsby, A. S. (1983). Oxford Advanced Learner's Dictionary of Current English. London: Oxofrd University Press.

Javed H. A. & Irum I. (2017). Impact of Motivation on Teachers' Job Performance: A Case Study of a Public Sector University (Vol. Volume 4 No.1). Journal of Educational Sciences & Research.

Kohn, A. (1993). Punished by rewards: The trouble with gold stars, incentive plans, A's,praise, and other bribes. Boston: MA: Houghton Mifflin.

Kreitner et al. (1995). Management. Boston: Houghton Mifflin company.

Lai, C. (2009). Motivating Employees through Incentive programmes, Dissertation Thesis of Bachelor Degree. Jyvaskyla University of Applied Sciences, retrieved from:https://publications.theseus.fi/bitstream/handle/10024/17561/jamk_1237444488_5.pdf?sequence=2, (Accessed on: 11/09/2011) .

Laurent K. (2016). ROLE OF MOTIVATION IN TEACHER'S JOB PERFORMANCE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN TABORA MUNICIPALITY. UNIVERSITY OF TANZANIA.

Lindner, J. R. (1998). Understanding employee motivation. Journal of Extension, 36(3), 1-8.

Lindner, J.R,. (1998). "Understanding Employee Motivation" . Journal of Extension, June, Vol. 3, pp.1-8 .

Locke, E. A. (1968). Toward a theory of task motivation and incentives. Organizational Behaviour and Human Performance, 3 (2), 157-189.

Locke, E. A. (2006). New current direction in Psychological Science Vol.15.

Lussier, R. (2010). Leadership theory, application and skill development. 4th Ed. Management . Houghton Mifflin Company.

Maslow. (1943). A theory of human motivaiton. Psychological Review No.50.

Maslow A. (1954). Motivation and Hierarchy Theory. New York: New York: Harper.

McShane, S.L & Von Glinow, M.A. (2000). Organizational behavior. McGraw Hill: Irwin.

Oluwayomi A. E. (2018). The Impact of Motivation on Employee Performance in Selected Insurance Companies in Nigeria. Joseph Ayo Babalola University, Nigeria.

Porter, H. (2005). Motivation theories and their application in construction industries.

URL: http://dx.doi.org/10.14738/abr.1011.13353

Quratul-Ain, M. (2012). Impact of employees motivation on organisational effectiveness. Business Management and strategy, vol.3 (No.1).

Webster, M. (2012). Miriam-Webster Dictionary. Miriam-Webster incorporated.

Yin, R. K. (2011). Qualitative Research from Start to Finish. New York: The Guilford Press.

Zalwango, M. (2014). The role of motivation in enchancing teacher's performance in private primary schools: Case of St. Mary's International school. Open University of Tanzania.