

AN ASSESSMENT OF EMPLOYEES' MOTIVATION AND PERFORMANCE IN PUBLIC HIGH LEARNING INSTITUTIONS IN RWANDA

Rusagara Jean Bosco*, T. N. Sreedhara**

Abstract *Apart from institutional factors, poor performance of employees is due to human factors. The study tries to identify the effectiveness of employees' motivation and its performance in public high learning institutions in Rwanda. Therefore, people are the only resources that can make other resources perform. A total sample size of 90 employees was randomly selected. The study findings are based on qualitative and quantitative analysis. More than half of employees stated that they were satisfied and motivated. The research found out that the managers are more motivated than the subordinates. The results found out that 80 per cent are motivated while 20 per cent of them are not fully motivated. Compared to subordinates, the managers are motivated through many facilities such as lump sum and communication. Both managers and subordinates strongly agree that the motivation of employees affect their performance at their workplaces. The study also found some techniques used to motivate employees such as study leave, trainings and development, bonus, communication allowances, break tea, professional rewards, vertical and horizontal promotion, and loan for laptop. The study recommends that the government should plan for the human resource needs. Where necessary, the public high learning institutions should reproduce the experiences of other countries like Japan, China, and South Korea where people work towards the achievement of organisational goals. The compensation policy should be revised as the delays detected by the staff would lead to demotivation. Employees are always sensitive about their salary because it is what satisfies their personal basic needs.*

Keywords: *Employees, Motivation, Performance, Rwanda*

INTRODUCTION

Due to climate change, reduction of government production and revenue, putting burden on government to bring down the national debt, and generally the low profitability of private enterprises are factors pushing and forcing managers of contemporary enterprises and organisations to do more with less (Sprears, 2013). For this, today, both public and private institutions need to optimise the use of their employees' skills. It is clear that a motivated employee is an esteemed asset which provides enormous value to the institution (Rajhans, 2012).

When we speak of a person as being motivated, we usually mean that the person works hard at his or her work, and directs his or her behaviour towards appropriate results (Gary, 2007). These days, virtually all people-practitioners and scholars have their own definitions of motivation. Technically, the term motivation can be traced to the Latin word *movere*, which means, "to move". This meaning is evident in the following comprehensive definitions.

Motivation is a process that starts with a physiological or psychological deficiency or need that activates a behaviour or drive that is aimed at a goal or incentive (Fred, 2011). Motivation can be defined as the will to do, the urge to achieve goals, the drive to excel. It is concerned both with why people choose to do one thing rather than another and also with the amount of effort or intensity of action that people put into their activities (www.kaplanfoulkslynch.com 2006/07: 223). Motivation is defined as a desire in employees to do the work because of an enhance in themselves and outside themselves (Luthans, 2011).

It is defined as a multidimensional framework, because people are generally motivated by a combination of variety factors (Cinar, Bektas, & Aslan, 2011). As it is claimed by Westover and Taylor that in modern society, motivation is still considered as a contentious issue within management rings. Employee's job satisfaction is a main concern for management in various modern organisations (Cited in Rusagara and Kaaya, 2010). Adams' equity theory identifies

* Research Scholar, Department of Business Administration, Mangalore University, Mangalagangothri, Karnataka, India
Email: zaidurusagara@gmail.com

** Professor, Mangalore University, Department of Business Administration, Mangalagangothri, Karnataka, India
Email: tnsree@gmail.com

both inputs and outcomes as the two primary components in the employee-employer exchange (Kinick & Kreintner, 2007). To understand what motivates employees, we must know about their needs. Human nature can be very simple, yet very complex too (Hans & Neil, 1992).

Workers who are lazy could be motivated by money through such a system of pay and a person would be motivated to work if rewards and penalties are tied directly to his/ her performance (Armstrong & Fredrick, 2009).

Therefore, human needs are both numerous and complex. An employee's life is not divided into two sealed partitions, one inside the institution and the other outside it. Some human needs are hard to state and categorise because people hide their real needs less an overlap of socially adequate behaviour. It is defined by Mitchell (1979) that motivation is the degree to which and individual wants and chooses to engage in certain specific behaviours.

Herzberg's motivation theory is one of the content theories of motivation. It is known as a two-factor theory. It is based on the idea that motivation is based on two needs, namely, hygiene factors and motivational factors. The 'hygiene' factors are those to do with non-job related features such as the working environment, whilst the motivational factors are those concerned with a need for personal development (Cited in Rusagara & Seraaje, 2010).

The most important part of this theory of motivation is that the main motivation factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. Hygiene factors are purely preventive if the institution provides them it will prevent the employees from being dissatisfied with their occupation, but they will not motivate completely. Thus, in Rwanda, to help employees to do creative, satisfying, responsible work, the institutions must provide motivators. Despite the effectiveness of the employees' motivation and its performance in public high learning institutions in Rwanda, little is known about factors which can improve the motivation in public high learning institutions. Therefore, the study seeks to identify the factors can improve employees' motivation and performance in public high learning institutions in Rwanda.

METHODOLOGY

Description of the Study Area

The study has been conducted in Rwanda. Geographically, Rwanda is located in sub-Saharan Africa in the East Africa Great lakes region closely south of the equator, between latitude 1°4' and 2°51' S and longitude 28°63' and 30°54' E. Rwanda is bordered by Democratic Republic of Congo to the West, Uganda to the North, Tanzania to the East, and Burundi to the South. Rwanda is a landlocked country

situated 1,200 kilometers from the Indian ocean and 2,000 km from the Atlantic Ocean. In Rwanda's centre, mountainous terrain gives way to the rolling hills that give the country its nickname, "Land of a Thousand Hills."

Rwandan' population density is currently the highest in continental sub-Saharan African. The Rwandan economy is based on the largely rain-fed agricultural production of small, semi-subsistence, and increasingly disjointed farms. After 1994, Rwanda has experienced steady economy recovery. The Government of Rwanda remains dedicated to a strong and ongoing economic climate for the country, focusing on poverty reduction, infrastructure development, privatisation of government-owned assets, expansion of the export base, and trade liberalisation.

Rwanda enjoys a temperate sub-equatorial climate with average annual temperatures around 18.5 ° C. The average annual rainfall is 1,250 mm, passes over two rainy seasons alternating different distances with a long and a petite season dried. The climate differs somewhat from region to region, subject to the altitude. The variety of volcanoes and mountains of the north are generally cooler and wetter, with an average temperature of 16 ° C and an average rainfall of over 1,300 mm per year. Rwanda enjoys more or less continuous temperatures, the climate is known to vary from year to year, with extreme variations in rainfall sometimes subsequent flooding or, more frequently, drought. These extremes have a profound influence on agricultural production. It has an area of 26,338 squares kilometers and its population is estimated at 11.5 million in mid-2013 National Institute of statistics of Rwanda (NISR, 2014).

SAMPLE AND PROCEDURE OF DATA COLLECTION

The present study was a case study based on descriptive approach. Both quantitative and qualitative data from primary and secondary sources were collected. A total sample size of 90 public high learning institutions employees including both subordinates and managers was considered, utilising self-administered structured questionnaires and oral interviews. The study used stratified random sampling to select the sample. Stratified sampling is commonly used with probability method that is superior to random sampling because it reduces sampling error. A stratum is a subset of the population that shares at least one common characteristic. Examples of stratums might be males and females, or managers and non-managers.

DATA ANALYSIS

The data collected for this study were coded and analysed using Microsoft Excel. Descriptive statistics analysis was used to interpret the data by providing percentages and

numeric values of times each value was obtained. The researcher employed to provide an overview or empirical description of the data gathered in the study. It is one method utilised to describe the frequency distribution of respondents' answers on a diversity of variables carried out.

RESULTS OF ANALYSIS

Personal Background of Respondents

The personal background of respondents includes education level of respondents and the position range from both academic and administration staff. The profile of respondents was analysed and presented the following tables. It contained gender, age, and education level.

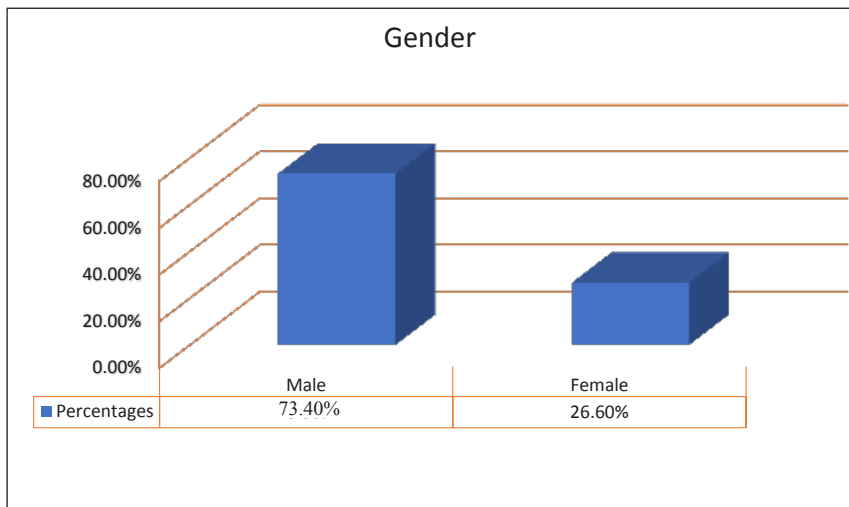


Fig. 1: Gender

Source: Field survey, 2015

Fig. 1 indicates that out of 90 respondents, a large number were males constituting 73.4 per cent while females representing 26.6 per cent. Thus, the number of male

respondents compared to number of female respondents is bigger because generally, public high learning institutions have so far, a small number of female staff compared to their male counterpart.

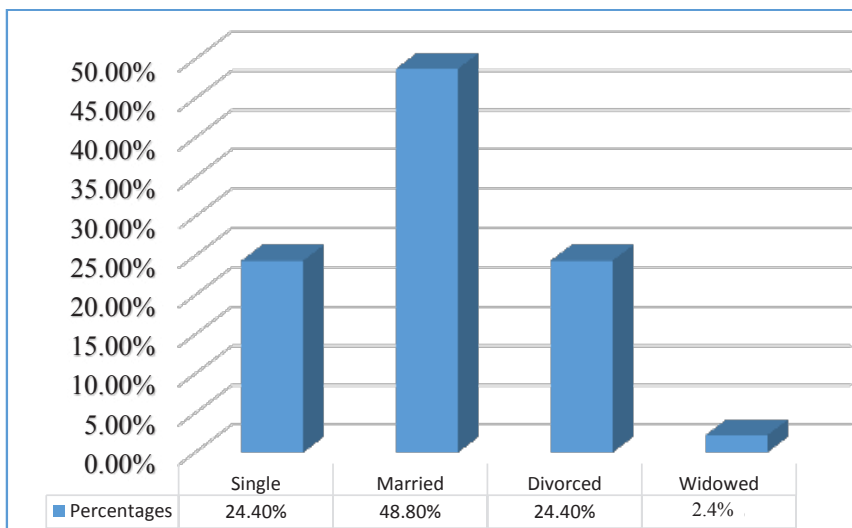


Fig. 2: Employees Marital Status-Wise Classification

Source: Field survey, 2015

Fig. 2 shows that among the total respondents, 48.8 per cent are married, 24.4 per cent of them are each single and divorced, while 2.4 per cent of the respondents are widowed.

Table 1: Employees' Age Group

| Age group | Number of respondents | Percentages |
|--------------|-----------------------|-------------|
| 20-29 | 10 | 11.1% |
| 30-39 | 28 | 31.1% |
| 40-49 | 42 | 46.7% |
| 50 and above | 10 | 11.1% |
| Total | 90 | 100% |

Source: Field survey, 2015

Table 1 shows that 10 respondents in age group 20-29 years responded to questionnaires representing 11.1 per cent response rate, 28 in age group 30-39 years responded to questionnaires representing 31.1 per cent, 42 respondents in age group 40-49 years responded to questionnaires representing 46.7 per cent, and 10 respondents in age group 50 years and above responded representing 11.1 per cent response rate. The age groups shown in the table helped our research interpret different opinions of the respondents according to age group.

Table 2: Employees Education Level

| Distribution | Number of respondents | Percentages |
|--------------|-----------------------|-------------|
| Primary | 0 | 0% |
| Secondary | 5 | 5.6% |
| University | 85 | 94.4% |
| Total | 90 | 100% |

Source: Field survey, 2015

According to the information shown in Table 2, the biggest number of respondents (94.4 per cent) has the university level education, while 5.6 per cent of the respondents possess the secondary level education. However, none among 90 respondents has only up to primary level education.

THREATS OF MOTIVATION AT THE STUDY AREA

Employees were asked to give their opinions about reasons, which can block the motivation.

Table 3: Possible Reasons That Block the Motivation in Public High Learning Institutions in Rwanda

| Possible reasons that block the motivation | Number of respondents | Percentages |
|--|-----------------------|-------------|
| Not involved in decision making | 10 | 11.1% |
| Low remuneration and recognition | 40 | 44.5% |
| Quality of leadership | 30 | 33.3% |
| Little management input from staff | 10 | 11.1% |
| Total | 90 | 100% |

Source: Field survey, 2015

According to Table 3, 44.5 per cent of the respondents answered that the reason which can block motivation of the employees in public high learning institutions in Rwanda is low remuneration and recognition. 33.3 per cent of the respondents' underlined quality of leadership while 11.1 per cent each responded little management input from staff and not involved in decision making.

FACTORS WHICH CAN IMPROVE THE MOTIVATION IN PUBLIC HIGH LEARNING INSTITUTIONS IN RWANDA AND MOTIVATION PACKAGE

The following opinions are given by employees as factors which can improve the motivation package at public high learning institutions in Rwanda

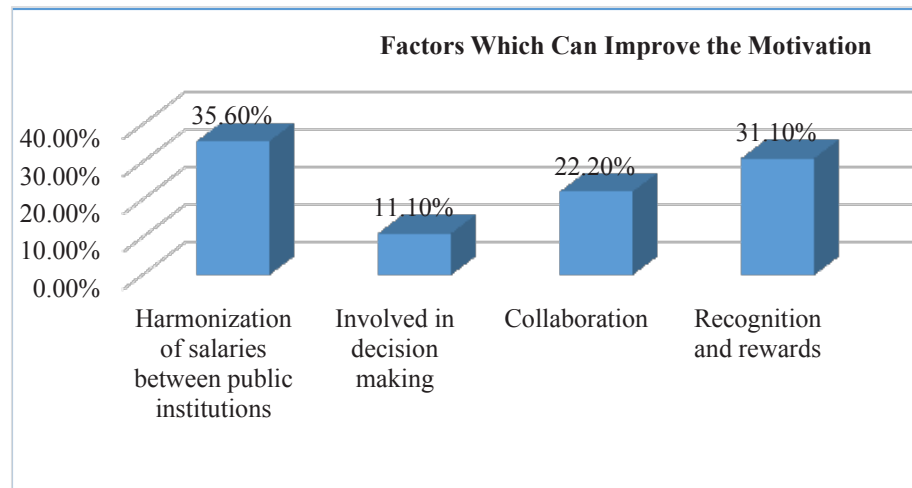


Fig. 3: Factors that can Improve the Motivation (Employees' Opinions)

Source: Field survey, 2015

Fig. 3 shows that 35.6 per cent of the respondents agreed that harmonisation of salary between public institutions is a factor that can improve the motivation while 31.1 per cent responded that the factor which can improve motivation is

recognition and rewards. 22.2 per cent said collaboration as the factor while 11.1 per cent of respondents responded to be involved in decision making.

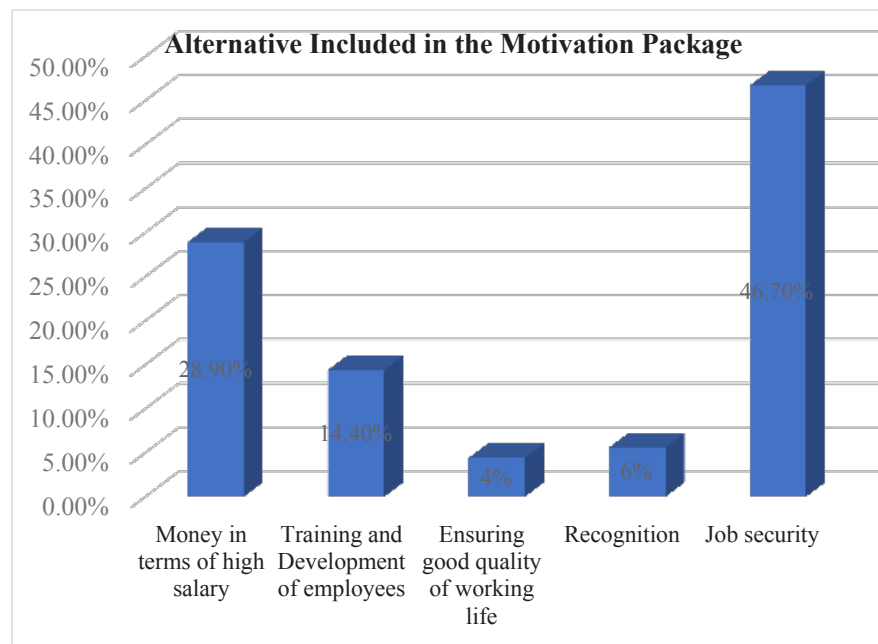


Fig. 4: Alternative Included in the Motivation Package (Employees' Opinions)

Source: Field survey, 2015

Fig. 4 indicates that the majority of respondents representing 46.7 per cent expressed their opinion about the alternatives that can improve motivation at public high learning institutions in Rwanda and underlined job security, followed

by 28.9 per cent of the respondents who chose money in terms of salary. 14.4 per cent said the training and development of employees, 6 per cent indicated recognition while 4 per cent indicated ensuring good quality of working life.

CONCLUSION AND RECOMMENDATIONS

The study concluded that the motivation of employees at public high learning institutions in Rwanda affected the performance. All the employees strongly agreed that motivation is a factor of performance at public high learning institutions in Rwanda. It is realised that apart from institutional factors, poor performance is due to human factors.

The study shows that the lack of motivation public high learning institutions can be a factor for poor performance. More than half of employees stated that they were satisfied and motivated. The reasons which can block motivation of the employees in the public high learning institutions in Rwanda are low remuneration and recognition, quality of leadership, little management input from staff, and not being involved in decision making.

Therefore, the following factors can improve the motivation and boosting performance: harmonisation of salary between public institutions, recognition and rewards, collaboration among employee and employer, job security, training and development of employees, and money in terms of salary.

Today, people are the only resources that can make other resources perform. Based on research findings, the following recommendations are proposed by the researcher:

The government ought to plan for the human resource need through the managers of various public institutions.

Where necessary, the institutions should imitate the experiences of other countries like Japan, China, and South Korea where people work towards the achievement of organisational goals.

The compensation policy should be revised. In that, the delays detected by the staff would lead to demotivation. Employees always are sensitive about their salary because it is what satisfies their personal basic needs.

Public High Learning Institutions in Rwanda should adapt to make its employees feel part of the organisation which will generate self-motivation for them.

Public High Learning Institutions in Rwanda should adopt the culture of establishing money-generating projects to finance such performance interrupting factors like motivation.

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