

Performance Analysis of The Employees In The Working Environment By The Engineering Students

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Abstract- This paper gives the analysis of the relationship between Job security, Equal treatment of employees, Rewards, Job satisfaction, Management styles, Team spirit, and recognition by the students of the department Electronics and Communication Engineering of Maharaja Engineering College, Avinashi, Tamilnadu by using self-designed questionnaires containing 20 attributes. The sample size was 120 so 120 questionnaires were distributed and only 60 were selected. Analysis was done using Microsoft excel and the result concludes that there is a significant positive relationship between students' motivation and their career growth. Good salary, Job Security, and Equal treatment of employees were selected by the above Engineering students. Hence it may be concluded that the motivation is the very important factor in estimating the behavior of the individual.

Keywords- Job Security, Good salary, Good Communication Skills, Engineering Students, Organizational Behavior, Attributes, Motivation.

INTRODUCTION

1. Significance of Motivation

The term Motivation is derived from the word motive. The word motive as a noun means an objective, as a verb this word means moving into action. Therefore motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work for the organization. [1]

1. Motivation is defined as a planned managerial process, which stimulates people to work to the best of their capabilities.
2. Motivation is the process of attempting to influence others to action to accomplish desired goods.
3. Motivation is no doubt an essential ingredient of any Organization.
4. A proper motivation scheme promotes a closer relationship between organization and workers. [2-3]

5. It is an important factor which brings employees satisfaction. This can be done by keeping into mind and framing an incentive plan for the benefit of the employees [4-5]

2. Alderfers's ERG Theory

Alderfer classifies needs into three categories. Some of the salient features of this theory are as follows.

- i. Growth needs (development of competence and realization of potential).
- ii. Relatedness (Satisfactory relations with others).
- iii. Existence needs (Physical well-being).
- iv. Satisfied wants do not motivate the workers. Only Unsatisfied wants induce the man to work hard.
- v. The Growth category contained the self-actualization and self-esteem needs.
- vi. Higher level needs can be satisfied in much more ways than can the lower levels needs.
- vii. The urge to fulfill needs is a prime factor in the motivation of people at work. People seek growth; they want to move up the hierarchy of needs. Usually, people seek the satisfaction of higher order needs. [6-8]

3. Special Motivational Techniques

Various theories of motivation suggest that several factors influence the performance of employees. But some of the factors are more predominant as compared with others. Some of the major motivational factors are identified as given below.

a) Money

Money is one of the important motivational factors. It may be in the form of wages, incentives, bonuses, the company paid insurance or any other things that may be given to people for performance. [9]

1. Money is likely being more important to people who are raising a family. Money is an urgent means of achieving a minimum standard living.

2. Various enterprises make wages and salaries competitive within their industry and their area to attract and hold people.
3. Money not only satisfies physiological and security needs but is also a source of status and prestige in society.
4. Management should ensure that individual workings in the same category are given the same or nearly the same salary and wages within the organization as well as the other organization in the surrounding areas.
5. Even if a company is committed to the practice of comparable wages and salaries, a well-managed firm need never be bound to the same practices with respect to bonuses i.e., the bonuses for managers should be based on their individual performance and outcomes.

b) Participation

Research on motivation reveals that majority of workers are capable of creativity and self-control. Their consultation and participation in work-related issues have a favorable effect on their motivation and performance. Such participation reflects a genuine faith in human nature and provides dignity to labors. Participation is also a means of recognition. It appeals to the need for affiliation and acceptance. Further, it gives people a sense of accomplishment. [10]

c) Quality of Working Life

One of the most important and interesting approaches to motivation is the quality of working life. Good physical working conditions such as right temperature, adequate lightning, proper ventilation, noise free atmosphere have positive effects on the motivation and performance of workers. [11]

II. RESEARCH METHODOLOGY & DATA COLLECTION

1. Data Survey

Several references were utilized, for this article. The books and articles were found using the search engines and databases available at Maharaja Engineering College and the Internet. From a review of the literature, a survey questionnaire was developed to collect data for the study from the engineering students of the department of Electronics and Communication Engineering of Maharaja Engineering College. The survey questionnaire developed included a list of twenty attributes. During the study period, 75 surveys were administered to students who represent the target population of this article. These typed questionnaires were all hand-

delivered to participants and 50 were selected. The relevant explanation for the questionnaire is given to the students. The questionnaire asked participants to rank the surveys twenty questions according to how important each is in motivating them as future employees to perform best at work. The most important attribute was ranked 5 and least important ranked 1. All attributes were to be ranked and no rank could be used more than once. The participants were as well asked to indicate their; Name, Department, Gender, Age, Class, e-mail Id.

2. Data Analysis

After data were collected on all the attributes, excel computer program was used to present the results. The collective rank order was determined by entering the ranking given to each of the 20 attributes in the survey questionnaire. After entering the rankings given to each attribute by each student, the total or sum of all the rankings for that attribute was totaled. This system of data analysis was found to be more appropriate as different participants gave a different ranking for the same attribute. The research for this article could be considered as a field research as it is carried out among engineering students who happen to constitute the future work force. Furthermore, to ensure both internal and external validity believes to have used the most accurate and up-to-date literature. The right and relevant questions asked in the survey, the most feasible data collection method used, and the tools used to analyze the data are also considered to be accurate and produce valid results, the overall validity of this article is considered to be high. Finally, the aim of this article is to determine attributes that motivate Engineering students at present.

III. PRESENTATION OF DATA AND DISCUSSION OF RESULTS

Questionnaires were issued to Electronics and Communication Engineering students of Maharaja Engineering College. The received data along with the rank assessment summary is given below in table 1 and the Ranks Assigned to Attributes by III Year Electronics and Communication Engineering Students for Summary Sheet – 1 is shown in figure 1.

Table 1. Rank Assessment Summary of III year ECE students Sheet-1

| S. No | STUDENT S→ | STUDENT 1 | STUDENT 2 | STUDENT 3 | STUDENT 4 | STUDENT 5 | STUDENT 6 | STUDENT 7 | STUDENT 8 | STUDENT 9 | STUDENT 10 | STUDENT 11 | STUDENT 12 | STUDENT 13 | STUDENT 14 | STUDENT 15 | STUDENT 16 | STUDENT 17 | STUDENT 18 | STUDENT 19 | STUDENT 20 | Weightage Assigned to the Attributes | | | | | Weightage in Marks | Weightage in % | Ranks | |
|-------|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------------------------|---------|---------|---------|---------|--------------------|----------------|-------|---|
| | | | | | | | | | | | | | | | | | | | | | | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | | | | |
| 1 | Good Salary | 5 | 5 | 5 | 5 | 3 | 3 | 2 | 4 | 5 | 5 | 5 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 14 | 2 | 3 | 1 | 0 | 89 | 10.28 | 4 |
| 2 | Job Satisfaction | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 11 | 9 | 0 | 0 | 0 | 91 | 10.51 | 2 |
| 3 | Promotions/ Expectation | 5 | 5 | 5 | 4 | 5 | 5 | 1 | 3 | 4 | 4 | 5 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 10 | 6 | 3 | 0 | 1 | 84 | 9.70 | 7 |
| 4 | Working Hours | 4 | 4 | 4 | 4 | 5 | 3 | 1 | 5 | 4 | 4 | 3 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 10 | 4 | 0 | 1 | 78 | 9.01 | 8 |
| 5 | Good Working Conditions | 5 | 5 | 5 | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 12 | 5 | 2 | 1 | 0 | 88 | 10.16 | 5 |
| 6 | Job Security | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 15 | 4 | 1 | 0 | 0 | 94 | 10.85 | 1 |
| 7 | Opportunity for honest feedback | 5 | 5 | 5 | 4 | 4 | 3 | 1 | 3 | 4 | 1 | 4 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 4 | 6 | 9 | 3 | 0 | 2 | 77 | 8.89 | 9 |
| 8 | Equal treatment of employees | 5 | 5 | 5 | 2 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 12 | 7 | 0 | 1 | 0 | 90 | 10.39 | 3 |
| 9 | Rewards for achievements | 5 | 5 | 5 | 4 | 3 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 11 | 7 | 2 | 0 | 0 | 89 | 10.28 | 4 |
| 10 | Good Communication Skills | 5 | 5 | 5 | 3 | 2 | 3 | 2 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 13 | 2 | 3 | 2 | 0 | 86 | 9.93 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | 109 | 61 | 21 | 5 | 4 | 866 | 100 | | |

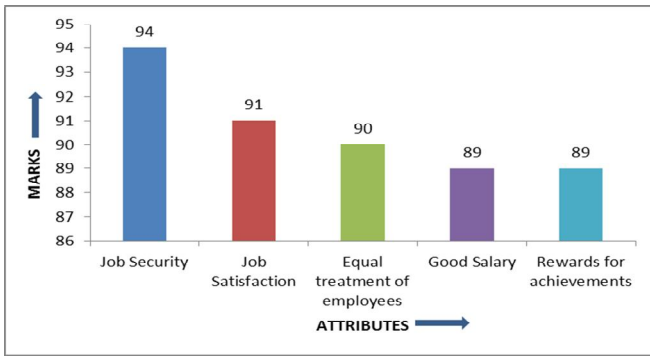


Figure1. Ranks Assigned to Attributes by III Year Electronics and Communication Engineering Students for Summary Sheet – 1

Electronics and communication Engineering students have selected Job Security as First Rank. Job Satisfaction as second rank. Equal treatment of employees as third rank. Good Salary and Rewards for achievement as fourth and fifth rank respectively.

Questionnaires were issued to IV year Electronics and Communication Engineering students of Maharaja Engineering College into two parts. The received data along with the rank assessment summary is given below in table 2 & 3 and the Ranks Assigned to Attributes by IV Year Electronics and Communication Engineering Students for Summary Sheet – 2 is shown in figure 2 & 3 respectively.

Table 2. Rank Assessment Summary of IV year ECE students Sheet-II

| Sl. No. | STUDENT S→ ATTRIBU TE↓ | STUDENT 1 | STUDENT 2 | STUDENT 3 | STUDENT 4 | STUDENT 5 | STUDENT 6 | STUDENT 7 | STUDENT 8 | STUDENT 9 | STUDENT 10 | STUDENT 11 | STUDENT 12 | STUDENT 13 | STUDENT 14 | STUDENT 15 | STUDENT 16 | STUDENT 17 | STUDENT 18 | STUDENT 19 | STUDENT 20 | Weightage Assigned to the Attributes | | | | | Weightage in Marks | Weightage in % | Ranks | | | | | | | |
|--------------|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------------------------|---------|---------|---------|---------|--------------------|----------------|-------|--|--|--|--|--|--|--|
| | | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | | | | | | | | | | |
| 1 | Good Salary | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 15 | 4 | 1 | 0 | 0 | 94 | 11.02 | 1 | | | | | | | |
| 2 | Job Satisfaction | 4 | 4 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 11 | 7 | 2 | 0 | 0 | 89 | 10.43 | 3 | | | | | | | |
| 3 | Promotions / Expectation | 5 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 2 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 8 | 9 | 2 | 1 | 0 | 84 | 9.85 | 7 | | | | | | | |
| 4 | Working Hours | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 2 | 1 | 5 | 3 | 3 | 3 | 3 | 4 | 7 | 4 | 7 | 1 | 1 | 75 | 8.79 | 10 | | | | | | | |
| 5 | Good Working Conditions | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 2 | 5 | 2 | 4 | 5 | 3 | 1 | 5 | 4 | 5 | 4 | 5 | 4 | 8 | 6 | 3 | 2 | 1 | 78 | 9.14 | 9 | | | | | | | |
| 6 | Job Security | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 5 | 5 | 4 | 1 | 4 | 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 14 | 2 | 2 | 0 | 2 | 86 | 10.08 | 5 | | | | | | | |
| 7 | Opportunity for honest feedback | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 1 | 4 | 5 | 5 | 5 | 5 | 5 | 10 | 7 | 2 | 0 | 1 | 85 | 9.96 | 6 | | | | | | | |
| 8 | Equal treatment of employees | 5 | 4 | 4 | 4 | 3 | 5 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 11 | 6 | 3 | 0 | 0 | 88 | 10.32 | 4 | | | | | | | |
| 9 | Rewards for achievements | 5 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 2 | 2 | 3 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 11 | 3 | 4 | 2 | 0 | 83 | 9.73 | 8 | | | | | | | |
| 10 | Good Communication Skills | 5 | 5 | 4 | 4 | 5 | 4 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 13 | 5 | 2 | 0 | 0 | 91 | 10.67 | 2 | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | 108 | 53 | 28 | 6 | 5 | 853 | 100 | | | | | | | | |

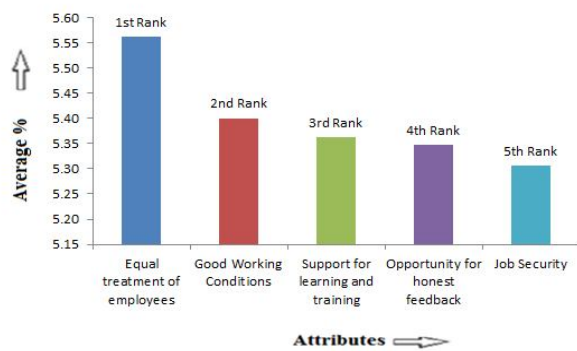


Figure 2. Ranks Assigned to Attributes by IV Year Electronics and Communication Engineering Students for Summary Sheet – II

Table 3. Rank Assessment Summary of IV year ECE students Sheet-III

| S.N | STUDENTS→ ATTRIBUTE↓ | STUDENT 1 | STUDENT 2 | STUDENT 3 | STUDENT 4 | STUDENT 5 | STUDENT 6 | STUDENT 7 | STUDENT 8 | STUDENT 9 | STUDENT 10 | STUDENT 11 | STUDENT 12 | STUDENT 13 | STUDENT 14 | STUDENT 15 | STUDENT 16 | STUDENT 17 | STUDENT 18 | STUDENT 19 | STUDENT 20 | Weightage Assigned to the Attributes | | | | | Weightage in Marks | Weightage in % | Ranks | | | |
|--------------|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------------------------|-----------|----------|----------|------------|--------------------|----------------|-------|--|--|--|
| | | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | 5 Marks | 4 Marks | 3 Marks | 2 Marks | 1 Marks | | | | | | | | | | | |
| 1 | Good Salary | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 13 | 7 | 0 | 0 | 0 | 93 | 10.52 | 2 | | | |
| 2 | Job Satisfaction | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 9 | 10 | 1 | 0 | 0 | 88 | 9.95 | 5 | | | |
| 3 | Promotions/ Expectation | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 3 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 2 | 9 | 8 | 2 | 1 | 0 | 85 | 9.62 | 7 | | | |
| 4 | Working Hours | 4 | 4 | 5 | 5 | 5 | 3 | 4 | 4 | 5 | 5 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 3 | 6 | 8 | 6 | 0 | 0 | 80 | 9.05 | 9 | | | |
| 5 | Good Working Conditions | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 10 | 10 | 0 | 0 | 0 | 90 | 10.18 | 3 | | | |
| 6 | Job Security | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 16 | 3 | 1 | 0 | 0 | 95 | 10.75 | 1 | | | |
| 7 | Opportunity for honest feedback | 3 | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 2 | 9 | 7 | 3 | 1 | 0 | 84 | 9.50 | 8 | | | |
| 8 | Equal treatment of employees | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 13 | 7 | 0 | 0 | 0 | 93 | 10.52 | 2 | | | |
| 9 | Rewards for achievements | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 3 | 11 | 7 | 2 | 0 | 0 | 89 | 10.07 | 4 | | | |
| 10 | Good Communication Skills | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 5 | 9 | 9 | 2 | 0 | 0 | 87 | 9.84 | 6 | | | |
| TOTAL | | | | | | | | | | | | | | | | | | | | | 105 | 76 | 17 | 2 | 0 | 884 | 100 | | | | | |

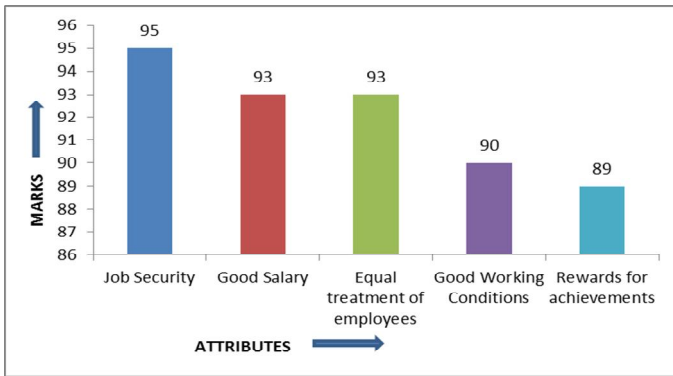


Figure 4. Ranks Assigned to Attributes by IV Year Electronics and Communication Engineering Students for Summary Sheet – III

The students of the department of Electronics and communication Engineering have selected Equal treatment of Employees as First Rank. Job Security is selected as second rank. Good salary in third rank. Good working conditions as fourth rank, and Satisfying Goals in fifth rank and the consolidated is given below in table 3 and the corresponding rank assigned attributes are shown in Figure 3.

Table 4. Consolidated Rank Assessment Summary Sheet-IV

| S.No | STUDENTS→ | % Weight of Assigned to Attributes | | | | Ranks |
|-------|---------------------------------|------------------------------------|---------------|---------------|---------|-------|
| | ATTRIBUTES↓ | III YEAR | IV YEAR-P 1/2 | IV YEAR-P 2/2 | Average | |
| 1 | Good Salary | 11.02 | 10.52 | 10.28 | 10.61 | 1 |
| 2 | Job Satisfaction | 10.43 | 9.95 | 10.51 | 10.30 | 4 |
| 3 | Satisfying Goals | 9.85 | 9.62 | 9.70 | 9.72 | 8 |
| 4 | Working Hours | 8.79 | 9.05 | 9.01 | 8.95 | 10 |
| 5 | Good Working Conditions | 9.14 | 10.18 | 10.16 | 9.83 | 7 |
| 6 | Job Security | 10.08 | 10.75 | 10.85 | 10.56 | 2 |
| 7 | Opportunity for honest feedback | 9.96 | 9.50 | 8.89 | 9.45 | 9 |
| 8 | Equal treatment of employees | 10.32 | 10.52 | 10.39 | 10.41 | 3 |
| 9 | Rewards for achievements | 9.73 | 10.07 | 10.28 | 10.03 | 6 |
| 10 | Good Communication Skills | 10.67 | 9.84 | 9.93 | 10.15 | 5 |
| TOTAL | | 100.00 | 100.00 | 100.00 | 100.00 | |

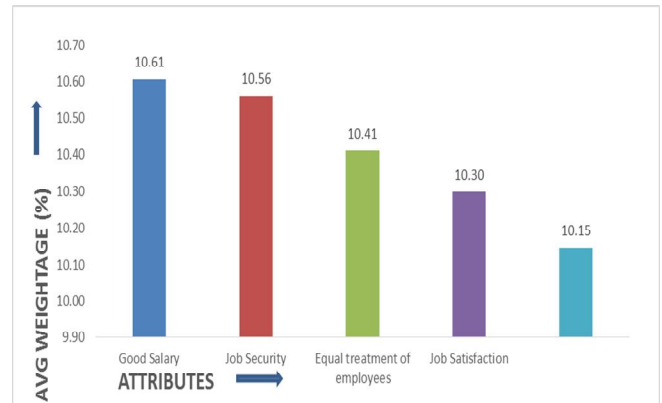


Figure 4. Ranks Assigned to Attributes by IV Year Electronics and Communication Engineering Students for Summary Sheet – IV

IV. Conclusions

The students of the department of Electronics and Communication Engineering concluded that Good salary for the employees as First Rank. Job Security is selected as second rank. Equal treat of employees in third rank. Job satisfaction as fourth rank, and Good communication skill in fifth rank respectively. It is concluded that the long-term survival of any organizations depends largely on the motivation of its employees. Therefore organizations should be willing to continuously and on regular basis, undertake employee’s surveys such as this one in order to understand what their employees expect from their current job. The result of such exercises could prove useful for the organization. Finally, the results of this study and those presented and discussed in this article could be useful in helping organizations determine what motivates employees today and in the foreseeable future.

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