

**THE EFFECT OF MOTIVATION ON EMPLOYEES' PERFORMANCE IN SUGAR
CORPORATION OF UGANDA LIMITED (SCOUL)**

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**RESEARCH REPORT SUBMITTED TO THE FACULTY OF BUSINESS AND
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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UNIVERSITY.**

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DECLARATION

I **BABIRYE ERIVAIDA** declare that this research report is original and as a result my effort and commitment in the field. For this reason therefore, has not been published or submitted for any diploma or degree to any university or academic institution for an award of a Bachelors' degree in Human Resource Management.

BABIRYE ERIVAIDA

Sign..........Date.....10th / Sep / 2013.....

APPROVAL

This is to certify that this research has been carried out under my super vision as a University supervisor.

Sign.......... Date: 10/9/2013.....

Dr.Olutayo K. Osunsan

DEDICATION

I dedicate this research report to my dear parents Mr and Mrs Wakooli Watson and sisters Dorothy, Esther and Aidah who have struggled for my success.

May the Almighty God bless them

ACKNOWLEDGEMENT:

First and foremost, my acknowledgement goes to the almighty God for my life, knowledge, wisdom and understanding he has provided to me in the course of my studies. This study would not have come to completion without God's guidance.

Many people have contributed to the success of my research report and though I cannot mention each one of them by name, I am deeply indebted to them. However, some played an immense role that they deserve special thanks.

In a very special way I thank my parents, Mr and Mrs Wakooli Watson for their support materially, spiritual and financially. Truly I am externally grateful to them.

My sincere thanks also goes to my supervisor, Dr. Olutayo K. Osunsan for his time, patience, constructive criticism and all that he has done to make sure I excel in this research report I really deeply appreciate his guidance.

May the almighty God bless them abundantly?

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CHAPTER ONE

1.0 INTRODUCTION

This chapter comprises of the background to the study, statement of the problem, purpose of the study.

According to Daft (1998), Motivation is referred to as the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Heinz and Koontz (1993), defined motivation as a general term applying to the entire class of drives, desires, needs, wishes and related forces.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Human resource is extremely important in an organization because machines cannot work on their own; machines are operated by a person that is, there must be a machine operator. Much strength is being put on human resource. Therefore workers need to be comfortable at the place of work, thus, this is possible by motivating them in every possible way.

Drucker (1974), asserts that human resource is all about economic resources, the most recent efficiently used and that the greatest opportunity for improved economic performance lies in their work. He argues that the management of employees and their work is one of the basic functions of management.

In well managed organizations in which subordinates work extra ordinary, superiors may need motivation accordingly by encouraging colleagues to share ideas and enthusiasm at work. Motivation can be used to achieve both collaboration and cooperation from every one you work with. (Heller, 1998) The act of motivating people starts with learning how to influence individual behavior once it is understood, good results are gained at both sides the organization and its members. (Heller, 1998)

People should have basic needs for example food, water, shelter, or money that translate into an internal tension or specific motives and behaviors, with which to fulfill the needs that the behavior is successful, the person is rewarded in the sense that the need is satisfied. There are rewards also

inform the person that the behavior was appreciated and can be used in future. There are two types of reward, namely; Intrinsic and Extrinsic.

Motivation is related to what energizes human behavior, what directs or channels such behavior, and how this behavior is maintained. Each of these three components represents an important factor in our understanding of human behavior at work. If it's true that work can be best to motivate subordinates in goal oriented performance improved by the way the individual operations are performed but it simply not true that the closer the work comes to confining its staff to the individual motion of operation, the better the human being will perform it.

Hersey, et'al (2002), suggested that organizational performance is the product of many factors such as management styles, values, administration attitudes working environment, performance appraisal among others. These factors form a mental set that affects how employees view something.

Finally contemporary approaches to employees' motivation and dominated by three types of theories each of which will be discussed in the following section. The first are content theories which stress the analysis of underlying human needs, process theories concern the processes that influence behavior and reinforcement theories which focus on employee learning of desired work behavior.

1.1 Statement of the Problem

Employees are one of the most valuable assets organizations can have for the attainment of their goals and objectives. Motivation is a challenge for managers because it arises from within employees and typically differs for each person. (Daft, 2008) Organizations that do not motivate their workers face a lot of challenges such as high labour turn over and miss use of company materials, among others. This is the reason as to why most organization try, as much as possible, to motivate its employees. It's is critical that the impact of motivation on employees' performance in organizations" is investigated.

1.2 Purpose of the Study

The purpose of this study was to evaluate the effect of motivation on employees' performance in Sugar Corporation of Uganda Limited.

1.3 Objectives of the Study

1. To establish the level of reward on employees' performance in SCOUL
2. To establish the level of training on employees' performance in SCOUL.

3. To establish the level of basic needs on employees' performance in SCOUL.
4. To establish the level of employee performance in SCOUL.
5. To establish the relationship between motivation and performance in SCOUL.

1.4 Research Questions

1. What is the level of reward on employees' performance in SCOUL?
2. What is the level of training on employees' performance in SCOUL?
3. What is the level of basic needs on employees' performance in SCOUL?
4. What is the level of employee performance in SCOUL?
5. What is the relationship between motivation and employee performance in SCOUL?

1.5 Scope of the Study

1.5.1 Geographical Scope

Sugar Corporation of Uganda Limited (SCOUL) is located in Lugazi Town Council in Buikwe district a long Kampala - Jinja high way. It is around two kilometers from the main road. It stands on the hill of Kawolo with its vast sugarcane plantation which has more than 1,000 hectares of land with over 100 administrators. It is among the largest employers in Uganda and it is run by The Mehta Group which also runs other companies such as Uganda Horticulture Limited, UGMA Engineering Corporation, Cable Corporation of Uganda Limited and also operates internationally in countries like Libya, Kenya, Britain and many other countries in Europe.

1.5.2 Time Scope.

The study looked at how motivation has affected workers' performance for a period between January 2013 to August 2013.

1.5.3 Content Scope

The study main objective was to evaluate the effect of motivation on employees’ performance in Sugar Corporation of Uganda Limited.

1.5.4 Conceptual Scope

This study focuses on administrators in SCOUL and are thus termed as Employees.

1.6 Significance of the Study

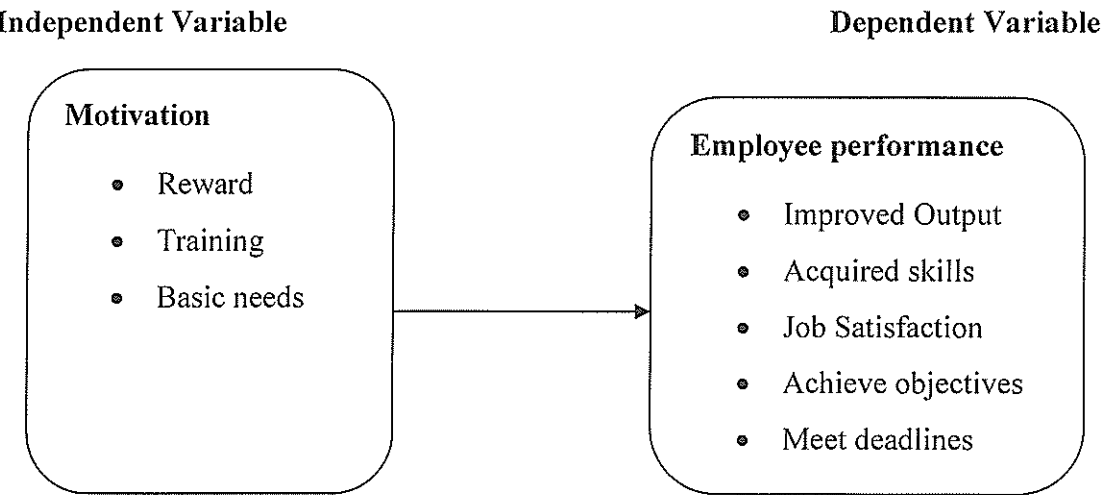
The findings of the study are expected to help the organization improve and overcome the problem of poor performance. Specifically;

The recommendations of the study will help the managers of SCOUL to improve performance their employees. The study will equip the managers with a set of recommendations on the motivation process and benefits. .

The research will act as a basis for future researchers in this field of human resource management.

The study is required to partly fulfill the academic requirements for the Award of a Degree to students of human resource management of Kampala International University KIU.

1.7 Conceptual Framework



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature of accredited and expert researchers on the impact of motivation on employee's performance. It covers the definition and objectives of motivation, highlights basic motivation theories to back-up the objectives and discusses common motivation practices, as well as, their impacts on employee performance.

2.1 Definition of Motivation

Motivation has been defined differently by various experts. However, am going to talk about a few researchers as shown below;

Daft (1995), defined motivation as the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action, Armstrong (2002) asserts that, motivation is the drive and effort to satisfy a want or goal. However Stoner (1995), defined motivation as a human psychological characteristic that contributes to a person's degree of commitment. It is a management process of influencing people's behavior based on this knowledge. Kreintner (1998), further mentioned that, motivation is the psychological process that gives behavior and direction. Under this process, managers attempt to get individual to willingly

Ivancevich (2001), defined motivation as the set attitudes and values that predisposes a person to act in a specific, goal-directed manner. It is invisible inner state that energizes human goal oriented behavior.

2.2 Motivational Factors

Reward, training and satisfaction of employee basic needs can be affected by the following; poor working environment, poor relationship among employees, inadequate resources, poor management late payments, job insecurity, among other factors. Therefore, it is important to look on the above elements in detail as shown below.

2.2.1 Reward In Relation To Performance

Reward is defined as a design of compensating employees to boost their morale and limit the employee action and their executives with in the company's along term objectives (Newstorm, 2002). According to Burmeister (2004), reward is the design to recognize and pay back employees

for contributing to the efficiency, economic or improvement of the company operations. Phillip (2002), reward is further understood as programs set up in company to reward performance and motivation of employees at individual or group levels.

Reward also refers to forms of remunerations to employee for the work done or service rendered. It is concerned with formulations and implementation of strategies and policies in order to reward people equitably and consistently in accordance with their value added to the organisation (Armstrong, 2007).

2.2.2 Categories of reward

According to Armstrong (2003), mentioned two categories of reward as listed below;

Intrinsic verses extrinsic and Financial verses none financial

Intrinsic reward is self granted and internally expressed, like a sense of accomplishment and self actualization. They are less tangible, originate from a person or job its self. And these include; variety in job, sense of being part of the whole process, increased responsibility and autonomy (to be free), participation in setting targets and opportunities.

Extrinsic reward is the opposite of intrinsic. These results from action of ideas and more easily controlled by human resource managers and these actions include the following; pay, fringe benefits, promotion. However the researcher is more interested in financial and non-financial rewards that aim at motivating employees in an organisation as explained below;

(a) Financial rewards

These are monetary payments to employees as a way of stimulating them to increase output or performance that is to say performance up to beyond the minimum acceptable standards (Armstrong, 2003). Financial rewards are performance and membership based. The performance rewards include the following;

Profit sharing is stepping stone to industrial democracy. Professor seagar observes. Profit sharing as strategy or arrangement of creating a pool of monies to be disbursed to employees by taking a stated percentage of employees of a company's profit or a share, fixed in advance of the profits. The amount given to employees is usually equal to the percentage of employee's salary and is disbursed after business for the year (Armstrong 2009). The idea behind profit sharing is to reward employees for their contribution to a company's achieved profit goal.

Profit sharing also encourages employees to stay up because it is usually structured to reward employees who stay the company. Most profit sharing requires an employee to be vested in the program over a number of years receiving any money. Profit sharing is a system that distributes to employee same portions of the profit of business either immediately, form of cash bonus or differed until a later date (Hold in trust in the form of employees owned shared) Newstorm and Davis (2008).

Employee benefits - these are things of value provided in addition to wages and other compensation. Benefits are thus payments on top of employee salary and are privileges which are paid according to availability of funds (Michael R and Gilbert). Organizations pay benefits in order to induce employee's loyalty and commitment to generate good morale in employee employer relations, provide psychological satisfactory work environment (Davar, 2002).

Commission - these are forms of payments where organizations rewards the job holder achieving goals or targets of organisation such as level of sales or sale made or for performing service (Armstrong, 2009).

Wage - these are remuneration paid by the employer for the services of hourly, weekly to employees. It also means that remuneration paid to production and maintenance or blue collar employees. For example minimum living wage, fair wage among others or it refers to remuneration paid to workers like unskilled and semi-skilled workers (Evans, 2000).

Job security: This is also provided by managers as a way of giving a non- financial reward, this situation where every employee in an organization is assured of the job tomorrow and stable income (Daniel, 2002). One set back associated with job security is that when employees feel they are secured, they become less productive. (Robbins, 1999)

2.3 Training

Training of employees in an organisation is very important for the management. Training is a learning process that involves the acquisition of skills, concepts, rules or attitudes to increase the performance of employees (Byars and Rue 1991). They further noted two methods of training namely; on the job training (OJT) this type of training also known as job instruction training under this method an individual is placed on the regular job and taught the skills necessary to perform that job. On the job training method includes job rotation, coaching, job instruction, committee assignments internship and apprenticeship training.

Armstrong (2002) also noted the off the job method of training includes the following; classroom training is an effective means of imparting information quickly to large group with limited or no knowledge of the subject being presented, role playing conference or discussion, audio visual methods programmed instruction computer-based training and E-learning.

Training is a planned process to modify attitude, knowledge or skills, if employees are not well trained about how to handle resources mostly dangerous and heavy tools which can harm them and bring heavy losses to an organisation. Therefore, the importance of Training and development is to develop the abilities of the individual and to satisfy the current and future needs of an organisation.

The view that staff training should contribute to efficiency is emphasized by the following:

Training need is a shortfall or weakness that hinders the achievement of objectives now or in future and which can be put right by training. (Wendy 1996). Daft (1997), asserts that Training as a motivational factor is a continual process of helping employees perform at a high level from the first day they start to work. He further noted that, training is designed to improve a person's skill to do the current job which improves on the performance. Whether it occurs at the place of work or a special training faculty, training should always be supervised by experts in the educational process. Training for training's sake is not the aim. It must be based on organizational and individual needs.

Eyre (1984), explains training as one of the factors that influence job performance. He notes that the increasing dynamic nature of modern business and the more on the continuous re-assessment of training needs and provision of planned training to meet these needs.

Beach (1985) postulates that, training refers to learning and teaching activities carried for the primary purpose of helping members of the organisation to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and an organisation.

Mc Clelland (1965) Mentions that a strong need in achievement was related in how well individuals are motivated to perform their work tasks. He also found out that this could be strengthened to some extent through training. Therefore employers have to be able to improve their own motivation and performance or that of their employees through the use of appropriate training techniques. Employees therefore have to be motivated to go for further training.

Donnelly and Ivancevich (2008) noted that training is a continual process and must be evaluated to determine whether the training programme is working and is cost effective in an organisation.

2.4 Satisfying Basic Needs

At any point of time, people have basic needs such as those for food, achievement or monetary reward. These needs translate into an internal driver that motivates specific behaviours in an attempt to fulfill the needs. An individual's needs are like hidden catalogue of the things he/ she wants and will work to get. The extent that managers understand work needs, the organization's reward systems can be designed to meet them and reinforce employees for directing energies and priorities towards the attainment.

The needs are grouped into five areas by Abrahams Maslow (1954). The first is physiological needs. The others areas, in their logical sequence, are safety, social, esteem and self actualization. The priority to achieve these areas becomes higher and higher, in the same order. This implies that once a need has been satisfied; it is no longer a stimulus. Maslow's theory on the hierarchy of need is summarized in Figure 2 below:

Figure 2: Maslow's Hierarchy of Needs Theory



Source: (Armstrong, 2009)

At the **bottom** of the hierarchy are the needs on physical drivers, including the needs for food, water, shelter and sex. Fulfillment of those lowest needs enables the individuals to survive and nothing else is important when those bodily needs have not been satisfied. In the organizational setting, these are reflected in the needs for adequate heat, air and basic salary to ensure survival.

The safety needs follow the psychological needs, thus these are the needs or a safe and secure physical and emotional environment and freedom from threats have that is, for freedom from violence and for an orderly society. In an organizational work place, safety needs reflect the needs for safe jobs, fringe benefits and job security.

Social needs are the most powerful motivators of human behavior. People typically strive hard to achieve a sense of belonging with others. Thus these needs reflect the desire to be accepted by one's peer, have friendships, be part of a group and be loved. In the organisation, these needs influence the desire for good relationships with co-workers, participation in group work and a positive relationship with supervisors.

People who preserve themselves as worthwhile are said to possess high self esteem and self respect. Therefore our esteem comes from being accepted and respected to help achieve organizational objectives and have their needs relatively well fulfilled. But esteem needs cannot emerge if lower level needs go unattended to (Kreinter, 1988).

Esteem needs relate to the desire for a positive self image and to receive attention, recognition and appreciation from others. Within organizations, esteem needs, reflect a motivation for recognition, an increase in responsibility, high status and credit for contribution to the organisation (Daft, 1995).

Self actualization needs which is at the top of Maslow's hierarchy is to open-ended category, just because it is related to the need to become more and more what one is to become everything that one is capable of becoming (Kreinter, 1998). These needs include job satisfaction and the desire to be creative. Self actualization also represents the need for self fulfillment which is the highest need category. They concern developing one's full potential, increasing one's competence and becoming a better person. Self actualization needs can be met in the organisation by providing people with opportunities to grow, be creative and acquire training for challenging assignments and advertisement (Daft, 1995).

The keys point of Maslow's Theory is that people tend to satisfy their needs step by step, starting with the basic needs and then moving up the hierarchy. If anything threatens the lower needs, we concentrate on correcting these before moving upwards again (Palmer, 1998).

The Maslow hierarchy is particularly is relevant in the work place because individuals do not need just money and rewards but also interaction. When designing jobs, working conditions and organizational structure bear in mind the full range of needs in the Maslow's hierarchy. Doing this will cost no more, but it will undoubtedly generate higher psychological and economic rewards all around (Heller, 1998). Table 1 below presents the hygiene factors and their respective definitions.

Table 1: Satisfying Basic Needs (job Satisfaction)

Hygiene Factors	Definitions
Salary and benefits	These include income. Benefits. Bonuses, company cars and Similar items
Working conditions	These include working hours, work place layout, facilities and equipments provided for the job
Company policy	The company policy is the rules and regulations, formal and informal that govern employers and employees
Status	This is determined by the rank, authority and relationship to others, reflecting a level of acceptance
Job security	This is the degree of confidence that the employee has regarding continued employment in an organization
Supervision and authority	This factor concerns the extent of control that an individual has over the content and execution of a job
Office life	This is the level and type of interpersonal relations within the individual's environment
Personal life	An individual's personal life is the time spent on family friends and interests-restricted by the time spent at work

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the steps and procedures the researcher used to collect, record, interpret and present the information. It also laid down the tools with which the study was carried out and a brief over view about the study design, study area, study population, sample size and sample procedure, data collection methods and instruments, data analysis and problems that maybe encountered in the course of the study.

3.1 Research design

The researcher used quantitative research method. Cross sectional research design was also used due to the fact that data was collected at one point in time. Correlation was used to establish the relationship between the variables: impact of motivation and employees performance. As far as the impact of motivation and employees' performance, a case of Sugar Corporation of Uganda Limited, quantitative methods were used and involved the calculation of correlations, frequencies and mean differences.

3.2 Area of study

The study was carried out in Sugar Corporation of Uganda Limited located in Lugazi Town.

3.3 Population of the study

The research involved administrators who are termed as employees in the Company.

3.3.1 Sample size

Category	Population	Sample Size
Administrators	100	80

Source: SCOUL annual report 2012

3.3.2 Sample technique

Purposive sample was used on the basis of the employees being administrators.

3.4 Data source

The researcher mainly relied on both primary and secondary sources of data.

3.4.1 Primary source

The data that was used in the study was got from the managers, auditors, supervisors. The researcher administered the questionnaires to the respondents to gather the relevant primary data.

3.4.2 Secondary source

The researcher also obtained data from libraries, text books, newspapers, business journals, global reports that focus mainly on impact of motivation and employees performance.

3.5 Data collection Methods

The technique and tools that were used in data collection and analysis on the impact of motivation on employees' performance in organizations varied, depending on the respondent's knowledge, observation, understanding and views about the study. The respondents received and fill in a formerly well structured questionnaire (Appendix 1). The questionnaires were given to senior staff of Sugar Corporation of Uganda Limited.

3.6 Research procedure

The procedure involved acquiring permission from Sugar Corporation of Uganda Limited. After acquiring the permission, the researcher proceeded to administer the questionnaire as well as interview the respondents on other general motivation aspects. The researcher distributed the questionnaires to the respondents in the company. In the process of collecting the questionnaire, the researcher asked the respondents various questions relating to the impact of motivation and employees performance.

3.7 Data Processing and Analysis

Analysis is separation into parts for correct meaning or understanding from the data collected in relation to the research objective. The results were presented using tables, charts and graphs. The findings are presented in line with the study objectives and thematic areas.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

The study of motivation was aimed at establishing the prevailing workers' performance towards motivation and other factors influencing them as well as, ascertain through identification of other factors that hinder workers' performance other than motivation. This Chapter focuses on the analysis and presentation of the study findings. The Chapter analyses and interprets the data gathered from the field by the researcher. The findings are presented in table form for ease of interpretation and also presented in the logical order of the research questions.

Generally, the respondents consisted of administrators. The respondents at first declined to give personal information to the researcher claiming that it was too sensitive and they were afraid of their job security. Nevertheless, they later accepted to be cooperative to the researcher. There are several characteristics that the study analyzed and these include sex, age, designation, current work station, and terms of service.

4.1 Demographic Characteristics of the Respondents

In terms of demographic characteristics, the researcher collected data on the sex, age, marital status, education and number of years worked by the respondents. The findings on each of these five demographic aspects are summarized below.

4.1.1 Gender composition of the respondents.

The researcher sought to establish whether the study was gender sensitive and what findings represented the view of both sexes. The findings of the study were represented below in the table as follows;

Table 1: Distribution of the respondents by sex (n=80)

Sex	Frequency	Percentages (%)
Male	39	48.8
Female	41	51.2
Total	80	100

According to Table 1 above, female respondents constituted 51.2%% while 48.8% were male respondents. This implies that both female and male were well represented. Therefore, the findings were believed to be representative of the study population and were reliable.

4.1.2 Age composition of the respondents

The researcher wanted to establish the age distribution of the respondents. Herewith below, Table 2 shows a representation of the results on the composition of the respondents by age.

Table 2: Composition of the employees by age (n=80)

Age group	Frequency	Percentages (%)
35 years and below	49	61.2
36 - 45 years	20	25.0
46 - 65 years	8	10.0
66 years and above	3	3.8
Total	80	100

The findings in Table 2 above, indicate that 61.2% of the respondents were between 35 years and below, 25% were between 36-45 years, 10% were between 46 - 65 years and 3.8% were 66 years and above . Since all the selected age brackets were generally representative of the study population attained and their views were representative of the population position.

4.1.3 Education Levels of the Respondents

The researcher collected data on the respondents' level of education in order to establish the respondents' capacity to read, interpret and understand the questions as well as give accurate and reliable data. The researcher established that the information of the highest level of education attained by the respondents had been tabled in Table 3 below.

Table 3: Showing the level of education of employees (n=80)

Education level	Frequency	Percentages (%)
Primary	4	6.0

Secondary	14	17.5
Tertiary	16	20.0
University	46	57.5
Total	80	100

The researcher's findings in Table 3 above, established that 57.5% of the respondents had attained university education, 20% attained tertiary education, 17.5% attained Secondary education while those who attained primary education were 6%. From such findings, it was found out that the respondents were capable to understand the questions posed by the researcher. Therefore, the data collected from this sample was believed to be accurate.

4.1.4 Duration of the employees in SCOUL

The researcher investigated from her respondents the duration they had worked with Sugar Corporation of Uganda Limited.

Table 4: Employees by number of years worked (n=80)

No of years	Frequency	Percentages (%)
Less than one year	12	15.0
1-4 years	31	38.8
5-9 years	11	13.8
10 years and more	26	32.4
Total	80	100

Indicated above in Table 4, 38.8% of the respondents had worked with SCOUL for a period of between 1-4 years, 32.4 % had worked for 10 years and above, 15% were less than one year old and 13.8% had worked for 5-9 years. These findings implied that all the respondents had spent a reasonably long period of time with SCOUL and the data provided was believed to be reliable and relevant.

4.1.5 Respondent's marital status

The researcher established her respondent's marital status as indicated in the Table below.

Table 5: Marital status of SCOUL employees (n=80)

Marital status	Frequency	Percentages (%)
Single	18	22.4
Married	55	68.8
Divorced	3	3.8
Widowed	4	5.0
Total	80	100

According to Table 5 above, 68.8% of the respondents were married, 22.4% were single, 5% of the respondents were widowed and 3.8% of the respondents were divorced. These findings indicated that most of the employees who work with SCOUL were married.

4.2 Administrators Assessment For The Constructs Of Motivation

The researcher sought to establish employees' attitudes with regard to motivation arising from the current reward system, training and availability of basic needs. The assessment was based on a "1 to 5" scoreboard. In this scoring system, a "5" represented "Strongly Agree" a "4" represented "Agree" a "3" represented "Undecided" a "2" represented "Disagree" and a "1" represented "Strongly disagree". The means (*U*) and standard deviations (SD) for responses were generated. According to this scoreboard, a value of *U* "greater than 3" and "less than 3" suggests that the respondents, respectively "agree" and "disagree" with statement.

The means (*U*) were also ranked to highlight the degree of agreement, and in this case, the "bigger" the rank, the "stronger" the level of agreement. The findings on these three aspects (reward, training and basic needs), based on the above ranking system, are presented below.

The table below shows the key to the levels of the indicators.

0-1	-	Very Low
1.1-2	-	Low
2.1-3	-	Moderation
3.1-4	-	High
4.1-5	-	Very high

4.2.1 The level of reward on employees' performance in SCOUL.

The specific variables investigated were bonus paid for extra time worked, salary paid in time, to ensure job security, good performers to be promoted.

Table 6: Showing the level of reward on employee performance in SCOUL.

Attitudes towards reward	Mean (n=80)	Standard Deviation	Rank
I am motivated to work because I always get salary in time	3.94	1.32	1
I am motivated to work because my salary has value	3.32	1.46	6
Provision of incentives in this organization encourages me to work	3.36	1.57	5
Bonus is paid for the extra time worked and this motivates employees to work	3.50	1.40	3
I am persuaded to work because, in this company, good performers are promoted	3.39	1.34	4
I am persuaded to work because the Organization ensures job security, as well as, employee health and safety at work.	3.93	1.43	2
Grand mean	3.57	1.42	

From Table 6 above, a (mean=3.94) of the respondents agreed that they were motivated to work because they always get their salary in time, (mean=3.32) of respondents revealed that they were motivated because their salary had value, (mean=3.36) of respondents accepted that the provision of incentives in this organization encouraged them to work, (mean= 3.50) of respondents expressed that bonus paid for extra time worked and this motivated employees to work,(mean = 3.39) of respondents were persuaded to work because good performers were promoted in the company, (mean=3.93) of respondents expressed that they were persuaded to work because the organization ensured they had job security, good employee health and safety at work. The findings are in line with Ahuja, (2002) who emphasized that salaries were usually paid monthly and salary system is a

mechanism by which an organization plans to attract, retain and motivate its employees, paid at fixed rates and usually to white collar personnel whose work is mainly cognitive with nature.

4.2.2 The level of training on employees' performance in SCOUL

The specific variables investigated under training were less absenteeism after training, worker interested in training, the organisation provides training.

Table 7: Showing the level of training on employee performance in SCOUL.

Employee attitudes towards training	Mean (n=80)	Standard Deviation	Rank
I am motivated to work because the organization provides training for its employees	3.32	1.57	7
Employees are interested in the training services provided by the company to secure their jobs	3.51	1.25	3
Training enhances my work performance in the organisation	3.69	1.12	1
Timely target achievement is visible after training	3.35	1.18	5
There is less absenteeism after training in our department	3.45	1.15	4
There is less turn over intention in our department after training	2.84	1.32	8
Improved performance is due to staff motivation after training	3.59	1.25	2
Training is desired for recognition	3.34	1.26	6
Grand mean	3.38	1.26	

In Table 7 above, the respondents expressed that they were motivated (mean=3.32) to work because the organisation provided training for its employees, some expressed that employees

were interested (mean=3.51) in the training services provided for purposes of security for their jobs. They agreed (mean=3.69) that training enhanced their performance (mean=3.35) expressed that timely target achievement was visible after training , (mean=(3.45) of the respondents also consented that there was less absenteeism after training in our department, (mean=2.84) of the respondents also agreed that there is less turn over intention in their department after training, (mean=3.59) of the respondents agreed that there was improved performance due to staff motivation after training, (mean=3.34) of the respondents agreed that training was desired for recognition.

These findings are in line with Armstrong (2002), training is defined as a learning process that involves, the attainment of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of workers. These activities aim at providing skills and aptitudes necessary for employment in a particular occupation in the field of economic activity.

He further noted that employees need to know how to do their first jobs correctly, safely and efficiently. Some employees need to improve their aspects of current performance for instance in dealing with customers and the quality or pace of their work. Due to the stiff competition in business and the dynamics of technology, this implied that companies must constantly update their employees' knowledge and skills as new equipments are introduced.

4.2.3 The level of basic needs on employees' performance in SCOUL

Under the basic needs the variables investigated were the physiological needs, good working environment, improved living conditions, need to improve on current financial status and need to provide for their families.

Table 8: Showing the level of basic needs on performance in SCOUL

Employee perception on basic needs	Mean (n=80)	Standard Deviation	Rank
Physiological needs (e.g. shelter, water and food), are best provided by the company	4.04	0.95	2
A good working environment inspires me to achieve more	3.59	1.31	5
The need to improve my living conditions encourages	3.99	1.17	3

me to work			
My need to provide for my family encourages me to work	3.94	1.02	4
I am inspired to work because I need to improve my current financial status.	4.16	1.02	1
Grand mean	3.94	1.09	

From the previous labeled Table 8, physiological needs (shelter, water and food) were best provided for by the company (mean=4.04) inspired them to work, in addition to the above, a good working environment (mean=3.59) inspired the employees to achieve more, the need for the employees to improve their living conditions encouraged them to work harder (mean=3.99), Furthermore, the need for employees to provide for their families encouraged them to work (mean=3.94), and the respondents (mean=4.16) agreed that they were inspired to work because they needed to improve on their financial status. These findings are in line with Daft (1997) who commented that, Since 1994, research established that human behavior suggested that people were motivated by a number of different needs at work and in their personal lives. Recognizing and satisfying those needs help to get the best from people. Just like Abraham Maslow's hierarchy of needs theory which proposed that humans are motivated by multiple needs and that these needs exist in a hierarchal order.

4.3 Level of Employee Performance

With reference to objective number three, the researcher attempted to establish employee attitudes on various measures of performance. The assessment was based on a "1 to 5" scoreboard, where a "5" represented "Strongly Agree" a "4" represented "Agree" a "3" represented "Undecided" a "2" represented "Disagree" and a "1" represented "Strongly disagree". The means (*U*) for responses were calculated (a value "greater than 3" and "less than 3" suggested that the respondents, respectively "agree" and "disagree" with statement). The findings on the various aspects were believed to influence employee performance based on the above ranking system, as presented in Table 9, below.

Table 9: Showing the Level of Employee (administrators) Performance

Measures of performance	Mean (n=80)	Standard Deviation	Rank
The quality of my work and services improved after the training I received	3.84	1.00	2
The quality of my work and services improved after my probation and confirmation in the post	3.70	0.95	4
The quality of my work and services improved after being promoted	3.24	1.29	11
The quality of my work and services improved after the company introduced other incentives	3.37	1.16	6
I work hard to be recognized	3.83	1.25	3
I work hard to be promoted	4.03	0.99	1
I work hard to be retained	3.67	1.25	5
I don't intend to leave the company because my salary is good	3.23	1.38	12
I don't intend to leave the company because I have been trained	3.31	1.15	9
I don't intend to leave the company because I have been promoted	3.34	1.11	8
I don't intend to leave the company because I am recognized	3.11	1.17	15
The organization's (SCOUL) internal processes are now more efficient and effective, because the employees are financially motivated	3.36	1.37	7
The organization's (SCOUL) internal processes are now more efficient and effective because the employees are frequently trained	3.24	1.32	10
The organization's (SCOUL) internal processes are now more efficient and effective because the employees are recognized	3.17	1.34	13
Grand mean	3.46	1.19	

The findings in Table 9 above shows that the respondents agreed that the quality of their work and service improved after training (mean=3.84), probation and confirmation in their posts (mean= 3.70), being promoted (mean=3.24) and after the company introduced other incentives (mean=3.37). Similarly, the respondents agreed that they worked hard to be recognized (mean=3.83), promoted (mean=4.04) and retained (mean=3.67), In addition, the respondents expressed the need that they had no intentions of leaving the company, because their salaries were good (mean=3.23), they had been trained (mean=3.31), promoted (mean=3.34), and they were recognized (mean=3.11). Furthermore, the respondents agreed that SCOULs internal processes were now more efficient and effective, because the employees were financially motivated (mean=3.36), frequently trained (mean=3.24) and recognized (mean=3.17). This implies that the performance of employees in SCOUL is boosted by a number of factors as shown in the above table.

4.4 Relationship between motivation and employee (administrators) performance in SCOUL

The last research objective was set to establish the relationship between motivation and employee (administrators) performance in SCOUL. To establish this relationship, correlation and regression analysis were employed. The findings regarding the relationship between motivation and employee (administrators) performance is presented in Table 10.

Table 10 Correlation between Motivation and Employee (administrators) performance

		Motivation	Employee performance
Motivation	Pearson Correlation	1	.985**
	Sig. (2-tailed)		.000
	N	80	80
Employee	Pearson Correlation	.985**	1

performance	Sig. (2-tailed)	.000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data

Considering the findings presented in Table 10, it can be said that there is a positive correlation between level of motivation and employee performance of SCOUL. This relationship is confirmed by a very high r. value of 0.985 and significant at 0.05. Motivation explains 97% of the variation in performance in SCOUL.

Table 11: Table showing Anova analysis

Anova (b)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.016	1	1.016	6.406	.000(a)
	Residual	10.615	78	.136		
	Total	12.631	79			
a Predictors: (Constant), Motivation						
b Dependent Variable: Employee Performance						

Source: Primary Data

The finding by Anova analysis confirms the relationship between motivation and employee performance being established in correlation analysis. The confirmation of this relationship is the frequency of 6.406 and significant value of 0.000. Thus, there is a significant relationship between motivation and employee performance.

To confirm the research finding through correlation analysis, coefficients values were also used. This is demonstrated in Table 11.

Table 12: Regression Coefficient between Motivation and Employee performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.339	.040		8.420	.000
Motivation	.972	.014	.985	68.953	.000
a. Dependent Variable: Employee performance					

Source: Primary Data

According to the above results the relationship between employee performance and motivation is given by $y=f(x)$, where y stands for “performance” $y= a+bx$ and represents “motivation” implying that: $\text{performance} = .339 + .972 \text{ motivation}$. The finding by regression coefficient analysis confirms the relationship between motivation and employee performance being established in correlation analysis. The confirmation of this relationship is Beta of 0.985 and significant value of 0.000. Thus, there is a significant relationship between motivation and employee performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study focused on motivation of workers as a tool used to increase performance standards at work. It was designed to find out whether the motivation methods already in place had any impact on the workers' performance in Sugar Corporation of Uganda Limited (SCOUL). Details of the findings, on each of the study variables are presented in Appendix 2. Below is the summary of findings, conclusions, recommendations and areas for further research, based on the data collected during the study.

5.1 Summary of Findings

5.1.1 Demographic characteristics of the respondents

As far as the findings are concerned, female respondents were more than male respondents. Female being 51.2% while male 48.8%. Regarding the age of the workers in SCOUL, the company mostly employed workers who were in the age group of 35 years and below, followed by those whose age group was between 36-45 years. This meant that the majority of the employees in SCOUL were in the age group of 35 years and below. Sugar Corporation of Uganda Limited employs workers who attained University education because they were more than other qualifications with 57.5%, followed by tertiary level employees 20%. The researcher found out that most employees in SCOUL had worked for the company for a period between 1-4 years constituting (38.8%), followed by those who had worked for 10 years and above constituting a percentage of (32.4%). Finally, as far as marital status was concerned, 68% of the respondents were married, and singles took the second position constituting a percentage of 22.5%.

5.1.2 Findings on the level of reward

The researcher found out that 78% of the respondents agree that they receive their salaries on time, while only 22% disagree with the statement. 42% of the employees disagreed that they were not happy with their salaries, 32% of the respondents strongly agreed on being happy with their salaries, 26% also agreed that they were happy with their salaries. 32% of the

respondents agreed on receiving benefits, 30% of the respondents strongly disagreed that they received benefits, 26% of the respondents disagreed on received benefits, 12% not sure whether they received benefits in the organization. 40% strongly disagreed on offering incentives to employees, 34% of the respondents disagreed on offering incentives, 14% were neutral about offering incentives and 12% strongly agreed on offering incentives. 44% of the respondents were neutral on the issue of over time, 30% strongly agreed on over time, 18% agreed on over time and 8% of the respondents strongly disagreed on over time. 60% of the respondents strongly disagreed on receiving bonus schemes, 34% were neutral about bonus schemes, 6% of the respondents disagreed on the organization giving bonus scheme.

5.1.3 Findings on the level of training

According to the second objective the researcher found that 54% of the respondents agreed on the provision trainings to the employees by the company, 41% the respondent disagreed with the statement and 5% of the respondents were undecided, 65% of the respondents agreed with the statement that employees are interested in training, 35% of the respondents disagreed on the statement, 76% agreed on the statement that training enhances their work performance, 24% disagreed on the above statement, 52.5% agreed that timely achievements are visible after training, 30% disagreed with the statement and 17.5% of the respondent were undecided, 56% of the respondents agreed that there is less absenteeism after training, 18% were undecided and 26% disagreed, 52% of the respondents strongly disagreed with the statement that there is less labour turn-over, 58% of the respondents strongly agreed that their performance improved after training, 36% of the respondents disagreed, and 6% of the respondents strongly disagreed, 30% agreed that train to be recognized, 22% of the respondents strongly agreed, 36 strongly disagreed and 12% of the respondents were undecided about the statement.

5.1.4 Findings on the level of basic needs

According to the research study, the researcher found out that 52% agreed on the physiological needs (shelter, water and food) are best provided by the company, 31.8% strongly agreed, 8.8% were undecided, while 3.8% of the respondents strongly disagreed, and 3.8% of the respondents disagreed on the provision of physiological needs in company. 46% of the respondents agreed that a good working environment inspired them to achieve more,

23% strongly agreed, however, 13.8% of the respondents strongly disagreed that a good working environment inspired them to achieve more, 8.8% were undecided, 7.5% of the respondents disagreed, 42.5% of the respondents strongly agreed that they needed to improve on their living condition which encouraged them to work, 33.8% agreed, 8% disagreed and 7% of the respondents were undecided, 47% of the respondents agreed that they needed to provide for their families encouraged them to work, 30% also strongly agreed 13.8% were undecided, while 5% of the respondents strongly disagreed and 3.8% of the respondents disagreed, 48.8% of the respondents agreed on the fact that, they were inspired to work because they needed to improve on their current financial status.

5.1.5 Findings about the level of performance

According to the study, the researcher found out that, 70% of the respondents agreed that they work hard to be promoted, 30% strongly disagreed, 66% of the respondents agreed that they work hard after their confirmation at work, 14% were undecided about the statement, 18% of the respondents strongly agreed that they work hard to be promoted, 31% agreed, 27% disagreed, 35% of the respondents agreed that they work hard to be recognized, 38% strongly agreed with the statement, 8% were undecided, 18% of the respondent strongly disagreed with the statement, 55% of the respondents agreed that they work hard to be retained, 21% of the respondents strongly agreed with the statement, 18% of the respondents disagreed that they work hard to be retained, 8% of the respondents were undecided about the statement, 45% of the respondents agreed that they don't intend to leave the company because their salary is good, 13% of the respondents strongly agreed with the statement, 12% of the respondents were undecided, 7% disagreed, 23% of the respondents strongly disagreed that they don't intend to leave the company because their salary is good, 37% of the respondents agreed that they don't intend to leave the company because they were promoted, 12% strongly agreed, 30% of the respondents were undecided 11% disagreed, 21% of the respondents strongly disagreed with the statement, 43% of the respondents agreed that they don't intend to leave the company because they are financially motivated, 17% of the respondents strongly agreed with the statement, 14% of the respondents were undecided, 26% of the respondents disagreed with the statement and 8% of the respondents strongly disagreed with the statement

5.1.6 Findings about the relationship between motivation and employee performance

The study found out that there is a significant relationship between motivation and employee performance. Using SPSS to analyze the findings on correlation methods, the study found out that a significant relationship between motivation and employee performance existed. This was indicated by the persons correlation coefficient (0.985) at level of significance (0.01). This is smaller in magnitude than 0.05.

This is because they obtained p-Value is less than the alpha value obtained. Since $r^2 (0.985)^2$ is 0.97, motivation influences employee performance by 97% (0.97 x 100). The remaining 3 is as a result of other factors that might influence employee performance. This led the researcher to accept the alternative which is that there is relationship between motivation and employee performance.

This implies that the relationship between motivation and employee performance is significant; meaning that when motivation factors are weak, employee performance will go down. When motivation factors are strong, employee performance will be at its highest. Since $r^2 (.985)^2$ is 0.97, motivation affects employee performance positively at 97% (0.97x100).

5.2 Conclusion

The study aimed to establish the impact of motivation on the employees' performance. The study has confirmed that SCOUL employees are motivated to work hard because they get a good salary in time and get incentives. In addition to this they are also paid overtime in case of extra work, as well as work harder to be promoted and secure their jobs.

The study indicates that as far as training is concerned, SCOUL provides training which employees are also interested in, which therefore enhances most of the employees work performance in the organisation. It should however be noted that, there is always less absenteeism in most departments after training in the company.

Most of the employees in SCOUL, work best as a result of reward, training and provision of basic needs which are provided by the company.

5.3 Recommendation

The following are the measures that Sugar Cooperation of Uganda Limited (SCOUL) should undertake to motivate, retain and also to maintain its standard.

The company should come up with training programs either on the job or off the job in order to equip them with knowledge and skills to perform better, the company should try as much as possible to reduce labor turn-over mostly after training its employees, it should make sure that its employees are interested in the training programs and if possible to make them compulsory, As far as employee performance is concerned the company should also improve on the current financial status of its employees, it should also recognize, promote and retain employees who work hard.

5.4 Areas for further research

The impact of basic needs on employee performance in SCOUL

The reward system and employee performance in large organizations

The impact of training on employee performance

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(i) Less than one year

(ii) 1-4 years

(iii) 5-9 years

(iv) 10 years and more

SECTION B: Forms of attitude on employee performance

Please tick off (✓) the number that best describes your opinion, for each of the statement below. NB: SD=Strongly disagree; D=Disagree; U= Undecided; A=Agree; SA=Strongly agree

REWARD	SD	D	U	A	SA
I am motivated to work because I always get salary in time					
I am motivated to work because my salary has value					
Provision of incentives in this organization encourages me to work					
Bonus is paid for the extra time worked and this motivates employees to work					
I am persuaded to work because, in this company, good performers are promoted					
I am persuaded to work because the Organization ensures job security, as well as, employee health and safety at work.					
TRAINING	SD	D	U	A	SA
I am motivated to work because the organization provides training for its employees					
Employees are interested in the training services provided by the company to secure their jobs					
Training enhances my work performance in the organisation					
Timely target achievement is visible after training					
There is less absenteeism after training in our department					
There is less labour turn-over in our department after training					
Improved performance is due to staff motivation after training					
Training is desired for recognition					

FORMS OF BASIC NEEDS	SD	D	U	A	SA
Physiological needs (eg, shelter, water and food), are best provided					

SECTION C: Employee Performance

Please tick off (✓) the number that best describes your opinion, for each of the statement below. NB: SD=Strongly disagree; D=Disagree; U= Undecided; A=Agree; SA=Strongly agree

Measures of performance		SD	D	U	A	SA
The quality of my work and services improved, after	The training I received					
	My probation and confirmation in the post					
	Being promoted					
	The company introduced other incentives (specify),,,,					
I work hard to be	Recognized					
	Promoted					
	Retained					
I don't intend to leave the company because	My salary is good					
	I have been trained					
	I have been promoted					
	I am recognized					
The organization's (SCOUL) internal processes are now more efficient and effective, because the employees are	Financially motivated (increased salaries & bonuses)					
	Frequently trained					
	Recognized					

Thank you very much; your responses have been helpful