THE IMPACT OF MOTIVATIONAL FACTORS IN WORKERS' ORGANIZATIONAL COMMITMENT IN HOSANNA POLYTECHNIC COLLEGE, HOSANNA TOWN, HADIYA ZONE, SOUTHERN ETHIOPIA

MA THESIS

TESHALE AYELE

November, 2018
HARAMAYA UNIVERSITY, HARAMAYA

The Impact of Motivational Factors in Workers' Organizational Commitment in Hosanna Polytechnic College, Hosanna Town, Hadiya Zone, Southern Ethiopia

A Thesis submitted to Department of Psychology
Postgraduate Program Directorate
HARAMAYA UNIVERSITY

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ART IN SOCIAL PSYCHOLOGY

Teshale Ayele Kebero

November, 2018
Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this thesis entitled: ***The Impact of Motivational Factors in Workers' Organizational Commitment Hosanna Polytechnic College, Hosanna Town Hadiya Zone, Southern Ethiopia*** prepared under our guidance by ***Teshale Ayele.*** We recommend to that it be submitted as fulfilling thesis requirements for degree of ***Master of Art in Social Psychology.***

Gemechu Abera (Assistant Prof)　　　　_____　　　　　_____

Major Advisor　　　　　　　　　　　　Signature　　　　　　　　　Date

Bahar Adam (PhD)　　　　　　　　　　_____　　　　　_____

Co-Advisor　　　　　　　　　　　　　Signature　　　　　　　　　Date

As member of the Board of Examiners of the ***Master of Art in Social Psychology***, Thesis Open Defense Examination, we certify that we have read and evaluated the, Thesis prepared by ***Teshale Ayele*** and examined the candidate. We recommend that the thesis be accepted as fulfilling the Thesis requirement for the Degree of ***Master of Art in Social Psychology.***

_____　　　_____　　　_____

Chairperson　　　　　　　　　　　　Signature　　　　　　　　　Date

_____　　　_____　　　_____

Internal Examiner　　　　　　　　　　Signature　　　　　　　　　Date

_____　　　_____　　　_____

External Examiner   Signature   Date

Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the council of graduate studies (CGS) through the candidate's department or school graduate committee (DGS or SGS).

DEDICATION

This thesis is dedicated to my brothers Desta Ayele and Melese Ayele who helped me success this work from the starting up to finishing.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis manuscript. Any scholarly matter that is included in the Thesis has been given recognition through citation.

This Thesis is submitted in partial fulfillment of the requirements for MA degree in Social Psychology at the Haramaya University. The Thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the Library. I solemnly declare that this manuscript has not been submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this Thesis may be made without special permission provided that accurate and complete acknowledgment of the source is made. Requests for permission for extended quotations from or reproduction of this manuscript in whole or in part may be granted by the Head of the Department or Director of Postgraduate Program Directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the Thesis.

Name: Teshale Ayele Kebero   Signature: _____

Date: _____

Program: Social Psychology

BIOGRAPHICAL SKETCH

The author was born on 23 September 1990 from his father Ayele Kebero and his mother Chayo Ertro in Hosanna, Hadiya Zone of SNNPR. He attended his primary school education at Ashe Giraramo From (1997-2004) and Preparatory School at Wachamo Senior Secondary and Preparatory School From (2005-2008). Then, he joined Addis Ababa University, College of Business and Economics, Department of Administrative Service Management Study in 2009 and graduated with BA, degree in Administrative Service Management in July 2011. After graduation, he was employed in 2012 by Soro Woreda, Hadiya Zone, Trade and Industry Development Office as an officer from November, 2012 to June, 2015. Since then, he has been working there, as he joined the School of Graduate Studies of Haramaya University in September 2016 to pursue his Master of Arts degree in Social Psychology.

ACKNOWLEDGMENTS

ABBREVIATIONS AND ACRONYMS

ANOVA   Analysis of Variance

ERG   Existence Relatedness Growth

GIS   Geographical Information System

HPC   Hosanna Polytechnic College

ILO   International Labor Organization

SNNPR   Southern Nations, Nationalities of People Regions

TVET   Technical Vocational and Education and Training

UNESCO   United Nations, Educational, Scientific and Cultural Organization

TABLE OF CONTENTS

Continues...

Continues...

LIST OF TABLES

LISTS OF FIGURES

Figures
Page

APPENDIX TABLES

Appendix table

page

The Impact of Motivational Factors in Workers' Organizational Commitment in Hosanna Polytechnic College in Hosanna Town in Hadiya Zone, Southern Ethiopia

Teshale Ayele Kebero

ABSTRACT

The purpose of this study was to analyze the impacts of motivational factors in workers' organizational commitment, in Hosanna Polytechnic College in Hosanna town in Hadiya zone, Southern Ethiopia. Descriptive survey research design was employed to carry out this study. The researcher used both primary and secondary sources of data. The population of the study was 287employees. Both stratified and availability sampling techniques were used and 187 questionnaires were distributed to employees at one Public CollegeOut of these questionnaires, 176 were filled properly and the college deans have been interviewed. The study employed both quantitative and qualitative data collection techniques. The data were analyzed by using Statistical Package for Social Sciences software version 20. The findings were shown that trainers in colleges were satisfied with intrinsic factors of work such as opportunity for achievement, challenging work, responsibility for growth and development. On the other hand, trainers were generally dissatisfied, with extrinsic content of work such as salary, fringe benefits, incentives, job security, opportunity for training and post employment security. Consequently, employees were not committed to their organization which resulted in the availability of high turnover and lower performance. They expressed their dislike in many situation of their work such as the salary they get paid was very low; the incentive systems were poor; the fringe benefits were also inadequate and unavailable. The investigator recommends that the college was supposed to create awareness in the long term goal of employees in form of training. In addition, bring improvement on extrinsic conditions, human resource development through training should be the part of organizational plan of the college.

Key words*: motivation, extrinsic motivation, intrinsic motivation, organizational commitment.*

1. INTRODUCTION

This part of the study mainly deals with the eight components namely:- the background of the study, statement of the problem, research questions, objective of the study, significant of the study, delimitation of the study, limitation of the study and definition of key terms respectively.

1.1. Background of the Study

Different scholars give different meanings; motivation is the most practical definition proposed by social scientist that, it is a psychological processes that origin the stimulation, direction, and persistence of behavior (Luthans and summer, 2005). Thus, motivation becomes those psychological procedures that cause the arousal, direction, and persistence of voluntary actions that are goal directed. The features such as incentives and rewards are the most favored factors for employee motivation programs. However, the performance of employee job satisfaction is an imperative motivator and an arrangement of psychological and environment circumstances (Milne, 2007). Motivation programs are the key component of incentives, rewards and recognition as different organizations correlate success factor with employee performance.

Motivation at work has grown to become one of the central issues that organizations and managers are facing worldwide (Amabile, 1993). Psychologists and behavioral scientists have since the early 20th century been drawn to and interested by the relationship between people and their work, and today the study of motivation at work forms an integral part of vocational and industrial psychology. Further, research has shown that the value of performance can be different when an employee is intrinsically motivated and when an employee is extrinsically motivated (Ryan and Deci, 2000) making it an important distinction within work motivation. It has been suggested that a

relationship between motivation and employee commitment exists, and, for example that the development of motivational schemes including both intrinsic and extrinsic motivational factors can improve employee commitment within an organization. Whereas there have been studies researching the concepts of employee commitment and motivation separately, the relationship between motivation and employee commitment has not been researched extensively. Many of the studies that have been conducted have been executed by large human resource consultancy firms, surveying tens of thousands of employees worldwide with a focus on determining the major drivers behind employee commitment, and currently relatively little empirical material exists (Robinson, 2010).

Motivation as stated by Ran (2009) is generally defined as the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal. It was also described by Elliot and Zhan (2008) as the strength and course of behavior, these three concepts can be referred to as how hard be the individuals' efforts and for how long are they maintained. In certain instances, motivation can serve as the explanation and the prediction of behavior of a particular individual's work performance. Motivation refers to the reasons underlying behavior (Guay, 2010).

Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Usually, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than

extrinsic motivation Ran (2009). In comparison to financial resources, human resources have the capability to create competitive advantage for their organizations.

Normally, employee performance depends on a large number of factors, such as motivation, appraisals, job satisfaction, training and development and so on, but this paper focuses only on employee motivation, as it has been shown to influence to a significant degree the organizational commitment. Commitment has been defined in various ways. At its root, commitment can be defined as intending to continue in a line of action. Thus, relationship commitment may be viewed as intending to continue in a relationship with a given person. The relative simplicity of this definition, however, masks significant differences in how commitment has been conceived by theorists over the years. Some view commitment in behavioral terms i.e. continuing to do something (Arriaga and Agnew, 2001).

Different view it more psychologically, as the subjective experience of relationship continuation e.g. how one feels about continuing a relationship with a partner. Some conceive of relationship commitment as a one dimensional concept, whereas others em phasize that it is either multidimensional in nature or that there are multiple types of commitment. For example, while some researchers describe several distinct types of commitment itself such as moral commitment and personal commitment still others have emphasized the distinction between voluntary commitment i.e. being committed because one wishes to be and non-voluntary commitment i.e. being committed because one has to be. Although often possessing points of similarity, theories and typologies of commitment primarily tend to differ based on how commitment itself is conceptualized (Arriaga and Agnew, 2001).

As Kamalian (2010) suggested, a motivated employee has his/her goals aligned with those of the organization and directs his/her efforts in that course. In addition, these

organizations are more successful, as their employees continuously look for ways to improve their work. Getting the employees to reach their full potential at work under stressful conditions is a tough challenge, but this can be achieved by motivating them (Santrock, 2009). As of today, it is widely recognized that employees' motivation and engagement depends on the perceived feeling of being fairly rewarded for one's skills, knowledge and contribution. Incentives are a key factor to create motivation and interest for the employment who are working in organizations. Therefore, this study attempted to investigate how Hosanna Polytechnic College has been managing the employees who are employed within this college and what the employees feel about their jobs, their employers and their organizations. Specifically, this study was focused on the impact of motivational factors in workers' organizational commitment in Hosanna Polytechnic College in Hosanna Town.

1.2. Statement of the Problem

The significance of motivation is very crucial to the long term growth of any education system around the world. They probably rank alongside professional knowledge and skills, center competencies, education resource and strategies as the veritable determinants of education success and performance. Professional knowledge, skills and central competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on mastering challenging tasks directed at educational success and performance (Spector, 2003).

According to Sarkar (2000) all organization facilities will go waste in the lack of motivated work force utilizes these facilities effectively. Thus it is quite important and must be concerned about motivation. According to recent survey, most teachers agree that motivating teachers has become challenging. This is because the work force is

diverse in many aspects and changing in different time. Hence, the role of work motivation and job satisfaction in promoted the ability of employee performance to function effectively (Weiss, 2002).

To enhance their economy and improve their living standards most of them engage in other business ventures during the school period. The time and energy devoted to the business affect commitment to duty as employee and consequently hinders the performance of the pupils (Nwuju and Uzoaru, 2010). Increasing motivation and raising levels of commitment and engagement are key organizational imperatives. The development of reward management policies, structures and practices is underpinned by the assumptions about how people can best be motivated to deliver high levels of performances, discretionary effort and contribution.

A lot of work has been done on evaluating the relationship between rewards and employees motivation and there exist a large number of studies in the literature describing the impact of intrinsic and extrinsic rewards on employees' motivation. In this regard, the organization needs to have employees who are competent and committed to the organization they are working for. To retain a satisfied work force that is committed to its organization the management needs to focus on creating and maintaining a suitable and conducive working condition. Ukaegbu (2000) explained that for employees working in a depressed economy the extrinsic working conditions such as salary, promotion opportunity, fringe benefits and job security are stronger predictors of employee commitment than will intrinsic factors such as a challenging job and participation in decision-making in the organization. People mainly perceive that when strong managerial skill is implemented in terms of caring for the interested and

welfare of employee who are working in a given organizations, employee commitment towards their organization is also supposed to be high.

According to Rahman (2013) there is an observable difference between perception of employees on existing motivational factors of intrinsic and extrinsic rewards on public colleges, but, the effect he obtained that is not conclusive and even inconsistent in various organizations. Management is a problem solving process to achieve organizational objectives through the efficient use of mental and human resources in a changing environment.

Berhan (2007) has studied to examine the impact of intrinsic, extrinsic, and equity factors of work on employee's organizational commitment in two selected private colleges in Addis Ababa. The finding shows that instructors in private colleges were satisfied with intrinsic factors of work such as opportunity for achievement, challenging work, responsibility, and opportunity for growth and development. On the other hand, instructors were generally dissatisfied with extrinsic content of work such as salary, fringe benefits, incentives, job security, opportunity for training, and post employment security.

Based on the above studies, this study is different from the previous studies with the target population and the variables. Motivational factors; drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Motivating factors include achievement, advancement, autonomy, personal growth, recognition, responsibility, and the work itself. So, this study was going to study the impact of motivational factors in workers organizational commitment in Hosanna Polytechnic College in Hosanna Town to fill the gap which is not studied. The main focusing point of this research was going to analyze the impact

of motivational factors in workers' organizational commitment in Hosanna Polytechnic College in Hosanna Town in order to fill the gap that the research has already stated.

1.3. Research Questions

This study was focused on the impact of motivational factors in workers' organizational commitment in Hosanna Polytechnic College;therefore, this research attempted to answer for the following research questions.

1. What were the levels of job satisfaction of employee on their intrinsic and extrinsic factors of motivation of Hosanna Polytechnic College in Hosanna Town?

2. Which motivation factor was more predictor of employee commitment to their organization in Hosanna Polytechnic College in Hosanna Town?

3. To what extent did employees' motivation affect on their work performance in Hosanna Polytechnic College in Hosanna Town?

1.4. Objective of the Study

The researcher used both general and specific objectives to describe the impact of motivational factors in workers' organizational commitment to employee in Hosanna Polytechnic College in Hosanna Town Hadiya Zone.

1.4.1. General objective

The general objective of this study was to analyze the impact of motivational factors in workers' organizational commitment in Hosanna Polytechnic College in Hosanna Town Hadiya Zone.

1.4.2. Specific objectives

The specific objective of this study was intended to:

- Assess the job satisfaction level of employee on intrinsic and extrinsic factor of work in Polytechnic College in Hosanna Town

- Identify the determinants factors of motivation employee commitment in organization of Polytechnic College in Hosanna Town

- Identify the prominent motivational factors for employee work performance in the Polytechnic College in Hosanna Town

1.5. Significance of the Study

The finding of this study provided a detail, reliable and up to date explanation on organizational commitment of Hosanna Polytechnic College in Hosanna Town. It is also assumed to serve as source of information for policy makers, legal personnel and development partners (government bodies, non-governmental organizations as well. This study investigated the impact of motivational factors workers in organizational commitment of Hosanna Polytechnic College in Hosanna Town.

The study played its own role for the organizational manager how to distinguish and mange the importance of intrinsic and extrinsic motivations in terms of contributing for the success of their organization. The result of the present research is also important to create awareness on the part of the management of Hosanna Polytechnic College about the most determinant variables that can influence the commitment level of the college employee.

It is expected that the management of the college take the necessary measures to overcome problems regarding employee satisfaction after going through the findings and recommendations given by the researcher. It may serve as additional resource for

researchers in gaining more knowledge regarding the subject and contribute to the existing body of knowledge. Furthermore, the study also adds new knowledge to the existing literature's and may serve, as additional source for reference and it may also serve as a spring board for other researchers who are interested conducting detailed research on the on this topic.

1.6. Delimitation of the Study

This study was delimited to South Nation, Nationalities and People's Regional State of Hadiya Zone Hosanna Town. There are different reasons for selecting this College to conduct this study. Among the reasons the researcher has been living in the area previously and knows the area very well. In order to achieve the objective of the study and make it manageable in terms of reporting, the scope of the study was be delimited to one public college, Hosanna Polytechnic College in Hosanna Town. There fore, this study was focused only to identify the impact of motivational factors in work ers organizational commitment in Hosanna Polytechnic College in Hosanna Town.

In addition, to this study, the researcher employed descriptive survey design. Stratified and availability sampling techniques were implemented to conduct this research. Primary sources of data were generated from questionnaire and interview. These data were measured by open-ended and close ended questionnaires. Secondary sources of data were generated from available recorded files from issue concerned with college, other relevant written documents and interview accomplished by following the research procedures. Descriptive statistics like Mean, standard deviation, frequency, and percentage were delimited in the study. Data gathering tools have been delimited to questionnaires and interview. It also employed both quantitative and qualitative research methods. Questionnaires were being conduct to use statistical package for

Social Sciences (SPSS) version 20 software. Interviews were analysis by narrative system.

1.7. Limitations of the Study

Limitations are matters and occurrences that arise in a study which, are out of the researcher's control. The limitations of the study were shortage of budget. There were also other limitations associated with the quantitative aspect of the study from questionnaires which had to do with its reliability and validity because the researcher have little or no control of this part of the empirical undertaking.

1.8. Definition of Key Terms

For the purpose of this study, the following terms have been defined in order to make the paper understandable for the readers.

Extrinsic Motivation is extrinsically motivated behaviors are actions that result in the attainment of externally administered incentive, including pay, material possessions, prestige, and positive evaluations from others (Thorndike, 1911).

Intrinsic motivation is motivation that is dynamic by personal enjoyment and interest, or satisfaction (Deci, 1999).

Motivation is a set of energetic forces that originate both within and outside an individual to initiate work-related behavior and to determine the direction, intensity and duration thereof (Pinder, 2005).

Organizational Commitment is defined as a multidimensional psychological state that characterizes the employee's relationship with the organization in question and has implications for the decision to remain in the organization (Meyer & Allen, 1997).

2. REVIEW OF RELATED LITERATURE

In this chapter, literature's regarding motivational theories and commitment were discussed. Since the theoretical basis for this paper is the theories of Herzberg and Maslow, more emphasis is given for a broad discussion of those motivational theories. Similarly, organizational commitment is broadly reviewed.

2.1. Concepts of Motivation

Human behavior is very well known that it is the behavior directed towards achieving certain goals; employees by nature are different in their abilities and their perceptions of the work, and the desire to do and to achieve satisfactory results. So, motivation is not a saturated need, it's an internal force inherent in the depths of employees and draws this behavior to achieve personal and organizational goals, from here the idea of motivation came, which is external influences affecting performance (Faris, 2011).

Motivation originate from the Latin word "movere" which means to shift from one place to another, motivation by the easiest way means to carrying out or to move. Scientists usually clarify motivation as psychological processes that energize and lead human behavior (Luthans and Sommers, 2005). Kreitner and Kinicki (1998) believe that motivation represents "those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed".

In human resource management, motivation refers to an individual desire to perform his/her job in the best way or to put his maximum effort to accomplish required duties (Ayub, 2010). It refers to a set of forces that move employees to behave in ways or in certain directions and these forces move the behavior of individuals towards a specific goal, or goals (Ballout, 2002). According to filak (2003) motivational programs can increase the quality and quantity of performance in any organization if they were used properly, many gaps happen between current performance in the organization and the levels required to achieve business goals due to lack of motivation (Bénabou and Tirole, 2003).

Motivation plays a key role in enhancing employees' satisfaction and performance, researchers for more than four decades ago until now, consider motivation as a central of business researches topic depending on its positive effects for employees and organizations (Re'em, 2011). Motivation is very important for employees and management at the same time, for employees, motivation is essential for individuals' activities, to address and realize their behavior, for management, motivation has direct positive effects on performance and helps management to achieve organizational goals and objectives by more efficient ways (Maria, 2012).

Therefore, motivation represents a positive interdependence between employees' needs and objectives and the management's. In 1935, Hoppock wrote one of the oldest

definitions about job satisfaction when he defined it as a several psychosomatic conditions which lead individuals to express satisfaction toward their jobs (Hoppock, 1935). Locke in 1969 defined it as a positive and enjoyable response related to some variables such as job achievements and job experiences (Locke, 2004). According to Mathis and Jackson (2011) job satisfaction is "a positive emotional state resulting from evaluating one's job experiences" and it has several dimensions which include pay and rewards, recognition, connection with management and work relations.

Cummings (1970) specified the relationship between job satisfaction and performance by three points, satisfaction increase performance, performance increase satisfaction and rewards increase satisfaction and performance together. job satisfaction is so important for organizational success, low level of job satisfaction will lead to several bad consequences such as declining in moral, increase work stress, bad relationship between the workers and their managers, decrease workers trust on their compensations procedures and as a result decrease in employee's performance (Maria, 2012). On the other hand, high level of job satisfaction will lead to several positive effects and consequences on; organizational commitment, engagement, loyalty, retention and turnover, this mean job satisfaction affect employees behavior and lead them to be able to place more efforts to achieve organizational goal (Mathis and Jackson, 2011).

Employee's Commitment to their organization is an important factor for organizational growth and development. Ukaegbu (2000) argued that an understanding of working conditions and employee commitment in organizations is very important. A motivated and committed workforce can help enterprises to expand their profits, diversify investments and pave the way for durable organizations, especially if owners create robust organizational structures for effective entrepreneurial and managerial succession

and continuity. Motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Clark & Estes, 2002).

The centrality of work/teaching in modern economics has made an understanding of the psychology of motivation and job satisfaction a key component of business and management education. It is better to know about the nature of human motivations. However, there is a gap between the ideal of people who are motivated and the real nature of work. Luthans (1998) assert that motivation is very important part of understanding behavior, since it interact with and acts in conjunction with other mediating processes and with the environment. Luthans stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behavior, and this should not be equated causes of behavior.

Motivation begins with unsatisfied needs of a person. Need a time bound and it refers to a deficiency on person's experience at a time. Unsatisfied need initiates a person to set a goal. It helps to bring about behavioral change towards the goal. When need is not satisfied because of certain difficulty, the person makes either repeated effort or change the direction efforts substitute one method for another (Weiss, 2002).

Motivation is a general tendency to believe that motivation is a personal trait. Some people have it and the others don't. In practice, some are labeled to be lazy because they do not display an outward sign of motivation. However, individuals differ in their basic motivational drives. It also depends upon their areas of interest. It is virtually impossible to determine a person's motivation until that person behavior or action an

individual performs at each moment in time, the initiation and persistence of an intentional, goal directed activity (Mifflin, 1995).

The challenge lies not in the work itself, but in you, the person who creates and manages the work environment. There are many factors that determine people's behavior to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Our behavior is not always. Human motivation then, is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives (Cook, 1991).

Motivation is one of the constructs psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is an elusive concept including both the directing and energizing of behavior. While controlling people's behavior can produce quick and dramatic results, the desired behavior tends to vanish when external controls fade away. Motivation is the process of arousing, directing and maintaining behavior towards a goal. The act of arousing is related to the desire and vigor to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met (Greenberg, 1999).

Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of that behavior. They make effective contributions at work because of strongly developed feelings of behavioral commitment. They must acknowledge that their efforts are required to further both the need of the organization and their own interests. In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goals (Cook, 1991).

According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work. Motivation is a feeling of interest that makes you want to do something, a reason for doing something or behaving in a certain way.

2.2. Types of Motivation

Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or at least leads them to expect that their goals will be achieved. Secondly, people can be motivated by management through such methods as pay, promotion, praise (Armstrong, 2009) hence as originally identified by Herzberg (1957) there are two types of motivation.

2.2.1. Intrinsic motivation

Intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Intrinsic motivation when a person enjoys a work or activity, see it as an opportunity to learn and participate without the sake of any external reward, it is we can say intrinsic motivation or the person is motivated intrinsically (Coon & Mitterer, 2010). When someone performs certain activities for internal interest and satisfaction, it refers to intrinsic motivation (Brown, 2007).

In intrinsic motivation they are two factors which are: Self exploration and Altruism. Self-exploration is that employee is fully motivated and he/she believes their abilities to perform well and show good results. Altruism is factor, according to this, employee is genuinely motivated and a wish to do a task for his/her satisfaction or employees wants to be helpful for Lodges and communities to solve their troubles and issues. The employees who are intrinsically motivated are keenly employees themselves to attain their objectives, goals and aims without taking into account the rewards. These types of employee are more careful about the completion of the task by taking exception of the quality of the job. The employee whom are motivated intrinsically are very energetic, self-directed, competing, and find themselves enjoying in their studies as compared to employee who are motivated extrinsically whom are putting less efforts and find themselves constrained to learn and want to get maximum admiration or rewards(Coon & Mitterer, 2010).

Condry and chambers (1997) had found that, when student faced the multifaceted cerebral project, the students with intrinsically motivated use more coherent data collecting and decision making tactics than those employee who are extrinsically motivated. The projects or the tasks which are challenging are more preferred by employees who are intrinsically motivated. Hence we can say that students whom are intrinsically motivated perform well in academic activities and employee can achieve better and higher things. Intrinsic motivation refers to doing something because the task itself is interesting or enjoyable (Deci and Ryan, 2000).

To further that explanation, intrinsic motivation is based on the need for competence and self determination (Deci and Ryan, 1985). Although intrinsic motivation is not a primary drive, it energizes behavior and is vital to human function (Deci and Ryan, 1985). In past research, intrinsic motivation has been tested using the "free choice" measure where participants in the study are asked to perform a task, then later given "free choice time." Deci (1971) then measured how much time was spent returning to complete the task when no outside reward was offered.

In Deci study, he found that those with only intrinsic motivation worked on the task longer in their "free choice" time than those that had also been given extrinsic motivation. In a job setting, an intrinsically motivated job would be described as a job that is enjoyed for the job itself (Deci and Ryan, 2000). Therefore, the first factor used in the current study to describe an intrinsically motivated job opportunity is if the person enjoyed the job they are asked to accept. One important study relating to intrinsic and extrinsic motivation is the study "Effects of Externally Mediated Rewards on Intrinsic Motivation" by (Edward and Deci, 1971) who is a pioneer in intrinsic and extrinsic motivation. The hypothesis of this research was that if someone was engaged

in an activity for intrinsic reasons and was then offered external rewards such as money, then the intrinsic motivation would decrease.

2.2.2. Extrinsic motivation

"Extrinsic motivation is defined as our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature. (Brown, 2007) Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation. "Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation." (Karageorghis & Terry, 1969) While offering rewards can increase motivation in some cases, researchers have also found that this is not always the case. In fact, offering excessive rewards can actually lead to a decrease in intrinsic motivation.

2.3. Distinction between Motivation and Commitment

Motivation is very important for employees and management at the same time, for teachers' motivation is essential for individuals' activities, to address and realize their behavior, for management, motivation has direct positive effects on performance and helps management to achieve organizational goals and objectives by more efficient ways (Maria, 2012). Therefore, motivation represents a positive interdependence between employees' needs and objectives and the management's. Motivation is the driving force within individuals that drive them physiologically and psychologically to pursue one or more goals to fulfill their needs or expectations (Maria, 2012).

Moreover, (Luthans and Summer, 1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behavior and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Whereas organizational commitment is the belief in and acceptance of the organization's goals and values, the willingness to exert considerable effort on behalf of the organization, and the desire to remain in the organization. Managers and management researchers have a long believe that organizational goals are unattainable without the enduring commitment of members of the organizations.

Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Brown, 2007). Motivators may be intrinsic or extrinsic. An example of an intrinsic motivator is the self-fulfillment of a worker as a result of performing a task well. An example of an extrinsic motivator is the award of monetary bonus for extra effort by a worker. In this regard, motivational theories briefly reviewed with an emphasis given for Maslow's and Herzberg's theories, since motivation is a basis for employee commitment to their organization.

2.4. Theories of Motivation

According Stephen Robbins and Coulter (2010), there are five early motivation theories: Maslow's hierarchy of needs, Herzberg's two-factor theory, Alderfer, the ERG theory and McClelland's three needs theory. Although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing managers still use them. And the contemporary theories include goal setting theory, reinforcement theory, job design theory, expectancy theory,

and high-involvement work practices. But of these theories of motivation, based on the purpose of this study, only Maslow's hierarchy of needs, Herzberg's two factor theory, Reinforcement theory and Expectancy theory are discussed.

2.4.1. David McClelland's Achievement Theory

McClelland (1955, 1984, and 1987) did extensive research about the needs for power, affiliation and achievement. Let us now take a closer look at each of these needs.

2.4.1.1. The need for power

This need for power is characterized by a desire to have impact, to be influential and to have control over one's environment. Individuals high in the need for power enjoy being in charge, strive for influence over others, prefer to be placed into competitive and status-oriented situations and tend to be more concerned with prestige and gaining influence over others than with effective performance (McClelland, 1987).

2.4.1.2. The need for affiliation

The need for affiliation has to do with the desire to form strong interpersonal ties and to get close (on a psychological basis) to other people. It thus is a need for human companionship, and to be liked and accepted by others. They strive for friendship, prefer cooperative situations rather than competitive ones and desire relationships involving a high degree of mutual understanding (McClelland, 1987).

2.4.1.3. The need for achievement

The need for achievement has to do with the desire to reach goals or to accomplish tasks more effectively than in the past. A person with a high need for achievement sets him or herself goals which are neither too easy (because then there is very little challenge involved) or too difficult (because then there is little chance that he or she will reach the goal). At the same time these goals should constitute a challenge to the person, so that he or she needs to make use of his or her abilities. Such a person also

wants immediate and concrete feedback on his or her performance. A person with a high need for achievement tends to be preoccupied with his or her work, even when away from the work situation. The last principal characteristic of a person with a high need for achievement is the tendency for such a person to take personal responsibility for getting things done (McClelland, 1987).

2.5. Herzberg's Two Factor Theory

In 1959 Herzberg and his co-workers had performed an in depth analysis of sources of satisfaction and dissatisfaction among 200 engineers and accountants in the Pittsburgh area. A conventional approach to the problem would call for the experimenter to measure over-all job satisfaction on a scale, and then relate these scores to various factors making up or surrounding the individuals' jobs. Herzberg chose a somewhat different "semi structured" interview approach, in which he and his co-workers asked a few general questions and then pursued items as they saw fit, without attempting to force the responses into any preconceived scalar format (Herzberg, 1959).

The Herzberg (1959) research examined the relationship between motivation and productivity among 200 engineers and accountants. The result of the research was Herzberg's motivation-hygiene theory of motivation, which suggests that certain factors motivator factors lead to job satisfaction, whereas others hygiene factors prevent dissatisfaction but cannot engender satisfaction. Motivator factors are factors that are intrinsic to the job, such as the content of the work itself and the availability of opportunities for responsibility, advancement and recognition for achievement (Santrock *et al.,* 2009).

Hygiene factors are extrinsic to the job and relate to the environment in which the job is performed. Such factors include the organization's policy and administration, working conditions, salary, supervision and interpersonal relations. Herzberg argued

that the extrinsic aspects of work (the hygiene factors) could not provide a source of motivation for employees but could, if bad, provide a source of dissatisfaction and thus demoralize employees. Hygiene factors should be seen as the prerequisite to allow the motivating factors to influence employee's motivation (Filak, 2008).

In a situation where there were good hygiene factors, the employee would be in a state of no dissatisfaction. The motivator factors, which Herzberg (1959) described as "complex factors leading to this sense of personal growth and self-actualization", would then reflect employee motivation hence increase job satisfaction and productivity. As a consequence, in order to motivate workers towards higher productivity, while it is important to ensure that the hygiene factors are correct, and the manager must manipulate the motivators by attending to job-content issues for example job-enrichment (Sisk, 2009).

From the criticism of Herzberg and from the work of Gold Thorpe, it has been noted that no one theory, be it human relations or scientific management, is likely to apply universally. Different socio-economic groups appear to attach different meanings to, or have different orientations towards work. Different groups of individuals may have different attitudes and opinions towards the same. At the same time as well meaning human relations policies on the part of management may appeal to certain groups of workers, they may create feelings of unwelcome paternalism and claustrophobia in others (Latham, 2007).

 A model of worker motivation should therefore be able to differentiate between different types of worker and treat the wants, expectations and attitudes towards work as "culturally determined variables, not psychological constants" Irons *et al*. (2008). With regard to TVET, the UNESCO and ILO (2002) in their recommendation stated that quality TVET helps to develop the individual's knowledge of science and

technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. National TVET systems therefore need to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labor markets, while competing in the global economy (UNESCO I, 2002).

Allen and Killman (2001) analyzed that the reward system should be aligned to motivate employee performance that is consistent with the firm's strategy, attract and retain people with the knowledge, skills and abilities required to realize the firm's strategic goal and create a supportive culture and structure. (Lepper, 2005) satisfied that incentive practices of business are mostly analyzed under the classification of intrinsic and extrinsic rewards. Intrinsic rewards are those that exist in the job itself. Examples are achievement, variety, challenge, autonomy, responsibility and personal and professional growth. They also include status, recognition, and praise from superiors, co-workers personal satisfaction and feelings of self-esteem.

If the first incident recalled concerned a satisfying experience, the respondent was then asked to relate one which had led to dissatisfaction. If the first incident had been dissatisfying he was asked to recall a satisfying one. All of the incidents (a number of the interviewees came up with three or four during the course of the interview) were discussed and the respondents were asked to rate how strongly their feelings toward their jobs had been affected by each one. The various ideas which appeared in the transcripts of the interviews were then subjected to a post hoc classification, from which 14 factors emerged: Recognition, Achievement Possibility of growth, Advancement, Salary, Interpersonal relations, Supervision-technical, Responsibility, Company policy and administration, Working conditions, Work itself, Factors in personal life, Status and Job security (Herzberg, 1959).

These factors were used as the basis of several analyses of the responses, the most important of which, for the development of Herzberg's theory, concerned the relative frequency with which they appeared in incidents leading to satisfaction and in those leading to dissatisfaction. Achievement, recognition, the work itself, responsibility, opportunity for growth, and advancement all things intrinsic to the job itself -were mentioned in a large proportion of the satisfying incidents, but in only a few of the dissatisfying ones (Herzberg, 1959).

According to Herzberg (1967) as quoted in Ukaegbu (2000), intrinsic elements of the job are related to the actual content of work, such as recognition, achievement and responsibility. These were referred to as 'motivational' factors and are significant elements in job satisfaction. By contrast, Herzberg described extrinsic factors as elements associated with the work environment, such as working conditions, salary, class size, staff assessment and supervisory practices, and benefits. These were referred to as 'Extrinsic' or 'hygiene' factors which are related to job dissatisfaction.

Herzberg concluded that satisfaction and dissatisfaction are not on the same continuum. As a result, he argued that motivational factors can cause satisfaction or no satisfaction, while hygiene factors cause dissatisfaction when absent, and no dissatisfaction when present. Such theories are, of course, somewhat tenuously founded in Maslow's theory of a hierarchy of needs as applied to work situations, with lower order needs requiring satisfaction before higher-level needs emerge and determine motivation (Herzberg, 1967).

They will only lead to workers to experience no job dissatisfaction. The factors include: Salary: adequate wages, salaries and fringe benefits, Job security company grievance procedures and seniority privileges. Working conditions adequate heat, light,

ventilation, and hours of work. Status privilege, job titles, and other symbols of rank and position. Company policies the policy of the organization and the fairness in administering those policies. Quality of technical supervision whether or not the teachers is able to receive answers for job related questions (Herzberg, 1959).

Quality of interpersonal relationships among peers, supervisors, and subordinates social opportunities as well as the development of comfortable are operating relationships. Motivational intrinsic factors are the primary causes of job satisfaction. They are intrinsic to the job because they relate directly to the real nature job content of the work people perform. When an employer fails to provide these factors in sufficient quality to employees, they will experience no job satisfaction. When they are provided in sufficient quality, they affect and provide job satisfaction and high performance. People require different kinds and degree of motivation factors. What will be stimulating to one may not be to another. To individuals who desire them, motivation factors with the right amount of quality act as stimuli for psychological and personal growth (Herzberg, 1975).

Achievement opportunity for accomplishment and for contributing something of value when presented with a challenge. Recognition Acknowledgment that contributions have been worth the effort and that the effort has been noted and appreciated Responsibility actuation of new duties and responsibilities, either through the expansion of work or by delegation. Advancement opportunity to improve one's organizational position as a result of job performance. The work itself opportunity for self expression, personal satisfaction, and challenge. Possibility of growth opportunity to increase knowledge and develop through job experience. Herzberg theory's implication for managers is that, they can use it to focus their efforts on insuring the presence of and

quality in hygiene and motivation factors as a foundation on which to build motivation (Herzberg, 1959).

2.5.1. Alderfers ERG Theory of Motivation

Developed by Alderfer, the ERG theory closely related to Maslow's hierarchy of need. Alderfer (1972) hypothesizes that individual motivation in organizations can be understood in terms of existence (E), relatedness (R) and growth (G) needs.

2.5.1.1. Existence needs

Armstrong (1991) asserted that existence needs are roughly comparable to the physiological and safety needs of Maslow's theory. It is concerned with the requirement that people have for material and energy exchange and the need to reach and maintain a homeostatic equilibrium with regard to certain material substances. According to Schultz (1982) organizations can satisfy these needs through salary, fringe benefits, a safe working environment and some measure of job security. It related to tangible goals such as being able to buy food and pay for shelter.

2.5.1.2. Relatedness needs

Armstrong (1991) concluded that it is concerned with the interactions and social contracts with other people, which satisfy the need for belonging, which satisfy the need for belonging acknowledgment. Acceptance, confirmation, understanding and influence are elements of the relatedness process. Schultz (1982) stated that employers can meet this need in the workplace through support, respect and recognition.

2.5.1.3. Growth needs

Schultz (1982) showed that focus on the self and include the need for personal growth and development. It is the counterpart to the esteem and self-actualization needs of Maslow. This needs only be satisfied if people are given opportunities to use their

capabilities to the full. In terms of this motivation theory, a job can provide satisfaction if it involves challenge, autonomy and creativity.

2.6. Process theories of motivation

Process theories of motivation try to explain how behavior change occurs and individuals act in different ways. In other words, they focus on how the workers needs influence their own behavior. Process theories originate from early cognitive theories which state that behavior is the result of conscious decision making process. The most famous process theories are expectancy theory, reinforcement theory and goal setting theory.

2.6.1. The need hierarchy theory of Maslow

As the most known theorist of motivationMaslow postulates that people are motivated to satisfy needs and that these needs can be arranged in a hierarchy of importance. According to Maslow, people constantly desire better circumstances: they always want what they do not yet have. Maslow attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs and sustains human behaviors. Maslow hierarchy of needs is a theory of personality that identifies five basic needs categories:

2.6.1.1. Physiological needs

According to Beardwell and Claydon (2007) are basic human needs that are vital for survival. Examples of these needs are food, water, air and comfort .The organization provides a financial reward by paying a salary and this ways to satisfy employees' physiological needs.

2.6.1.2. Safety needs

A desire for security and stability, examples of these needs include desire for steady employment, health insurance and safe neighborhoods (Beardwell and Claydon, 2007).

2.6.1.3. Social needs

The desire for affiliation, they reflect the person's desire for love, affection and belonging. These needs can be fulfilled by the organization through parties, celebrations and sport teams. The managers can help to satisfy employees' social needs by showing direct care and concern for employees (Beardwell and Claydon, 2007).

2.6.1.4. Esteem needs

Include the need for things that reflect on personal worth, self-respect and social recognition. Individuals need to attain a good reputation in a group or strive to increase their status in the eyes of others are driven by these needs. The organization can help to satisfy employees esteem needs by showing workers that their work is appreciated and recognized (Beardwell and Claydon, 2007).

2.6.1.5. Self-actualization needs

Are the individuals' desire for self-fulfillment and the realization of doing what he or she has potential of doing? Assigning tasks that challenge employees' minds and encouraging their aptitude and training are example on how the organization can help fulfill self actualization needs (Beardwell and Claydon, 2007).

2.6.2. Expectancy theory

Spector (2003) proposed that essentially, the theory explains how reward lead to behavior, through focusing on internal cognitive states that lead to motivation. In other words, people are motivated to action if they believe those behaviors will lead to the outcomes they want. Barton (2002) suggested that it has also been criticized for failing

to take adequate account of people's cognitive limitations. Consequently, there has been mixed levels of support for the theory's usefulness in the work place. According to Hadebe (2001) the theory has limited use, and is more valid for prediction of behavior where effort-performance-reward linkages may be clearly perceived by the individual.

2.6.3. Reinforcement theory

Baron *et al.* (2002) concluded that reinforcement theory, which assume that people's behavior is determined by its perceived positive or negative consequences, are based on law of effect idea, which was first postulated by Thorndike (1911) and Hulls drive theory elaborated on this idea and suggested that effort was the mathematical product of drive, multiplied by habit, and that habit was derived from behavior reinforcement. Spector (2003) analyzed that the consequences of behavior may be tangible, such as money, or intangible such as praise. In this regard, reinforcement theory is highly influential in firmly establishing the ideas relating to incentive and reward system that are applied in most organizations today. Schultz (1998) emphasized that as such, it provided the basis for the notion that incentive should be contingent with individual units of productivity.

2.6.4. Goal setting theory

The goal setting theory of Locke and Latham (2004) assumes that human behavior is governed by goals and ambitions, which lead to the assumption that an employee with higher goals will do better than an employee with lower goals. This theory states that there is a positive relationship between goal precision, difficulty and performance. Hence, if an employee's knows precisely what he or she is expected to do, that individual will do better than someone whose goals are vague.

Beardwell and Claydon (2007) point out that adequate and timely feedback plays an essential role in the goal setting theory since it has the following effect on the employees: 1. Increase feelings of achievement. 2. Increase the sense of personal responsibility for the work. 3. Reduce uncertainty. 4. Refine performance. Tosi (1994) posits that the goal setting theory has been criticized because it does not take into consideration two important factors, individual differences and goal complexity. Individual priorities and goals that differ in specificity and difficulty, as well as some personality differences, such as self-esteem, might affect goal acceptance and willingness to achieve goals.

2.6.5. Comparison of Mallow's and Herzberg's theories

Herzberg (1959) as quoted in divides Maslow's hierarchy into lower-level and higher-level needs according to hygiene extrinsic factors and motivators intrinsic factors respectively. Table.1. provides a comparison of Maslow's and Herzberg's view of needs. The hygiene factors are similar to Maslow's physiological, safety and affiliation needs. The motivation factors are similar to his esteem and self actualization needs.

Table 1. Motivational model developed after Maslow (1954) and Herzberg (1959)

Motivational Factors	Priority of human needs	Examples of motivational factors
Job Enrichment/long-term factors	Level-5 Self Actualization Needs	Achievement in work challenging job

Hygiene/short-term factors	Level-4 Esteem Needs	High position/ status advancement Recognition
	Level-3 Belongingness Needs	Affection team members Professional Affiliations
	Level-2 Safety Needs	Job Security Safe working Environment
	Level-1 Physiological Needs	Salary housing

Source: (Steve and Conrad, 2003)

2.6.6. Researches made on employee to test Herzberg's theory

Hill (1986) adopted Herzberg's two-factor theory and assessed the utility of the theory for explaining faculty job satisfaction. In noting that research into higher education that has used the Herzberg approach has supported the two-factor theory, if Herzberg's theory is applied to academics, satisfaction should come from the 'professional' model that is, ministering to clients and working fairly autonomously in their respective disciplines. The principal sources of satisfaction should therefore be those things intrinsic to the work -teaching, scholarly achievements and creativity, and the nature of the work.

Principal contributors to dissatisfaction would be expected to be things extrinsic to the actual work: salary, fringe benefits, administrative features and colleague associations. Hill's study provided support for the two-factor theory and he suggested that the model could be successfully applied to academic staff in higher education institutions. He concluded that job satisfaction employee and college is related to intrinsic factors (in particular, ministering to students and the work itself), and dissatisfaction is related to extrinsic factors, and arises from factors external to the job (Hill, 1986).

More recently, while some researchers continue to examine, test and advance models of job satisfaction, other studies have used variants of Herzberg's approach to explore and describe patterns of job satisfaction, and motivators for staying or leaving employment in various academic settings. For instance, Flowers and Hughes (1973) developed the notion of the relationship between job satisfaction and environmental factors, particularly in accounting for reasons that employee stay in their jobs.

2.7. Organizational Commitment and Types of Commitment

Employee commitment is based on an affective attachment to the work organization. Employee commitment can become a vehicle by which individuals manifest loyalty to and identification with the organization. Committed employees identify with and feel loyal toward the organization; they share the values of the organization and have a personal sense of importance about the agency's mission. Organizational commitment as defined by Porter (1982) has three major components: a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership. Committed employees have a stronger sense of belonging to the organization and a greater desire to remain organizational members; they are willing to make extra efforts for the organization; and, in most work situations, they put the organization's interests before their personal concerns. There has been, of course, an extensive stream of academic research providing evidence that committed employees are less likely to leave the organization and more likely to make extra efforts on its behalf than other, less committed employees (O'Reilly and Chatman, 1986).

2.7.1. Types of commitment

According to Meyer and Allen's (1991) there are three "mind sets" this can characterize an employee's commitment to the organization.

2.7.1. 1. Affective commitment

Affective commitment is defined as the employee's emotional attachment to the organizations. As a result, he or she strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she wants to. Affective commitment or how much an employee actually likes or feels part of an organization has a tremendous effect on employee and organizational performance. High levels of affective commitment in employees will not only affect continuance commitment, but also encourages the employee to try to bring others into the talent pool of the organization (Meyer and Allen's, 1991).

An employee with high levels of affective commitment acts as a brand ambassador of the organization. On the other hand, an employee with high continuance commitment due to lack of alternatives, but poor affective commitment may harm the organization by criticizing it in his/her social circles. Affective commitment of an employee is directly proportional to positive work experience. So, management policies and strategies that make proper strength and weakness assessments of employees and create situations and workflows where the maximum number of employees individually experience positive work experiences, help to build a successful organization (Meyer and Allen's, 1991).

The great emphasis placed by recruiting managers upon person organization-fit is also to ensure a high level of affective commitment in employees. Affective commitment is higher when the gap between individual values and organizational values is minimal. However, the congruence between individual values and organizational values in employees can also be built and enhanced by strategies and programs to enhance

employee understanding and recognition of organizational values (Meyer and Allen's, 1991).

2.7.1.2. Continuance commitment

The individual commits to the organization because he/she perceives high costs of losing organizational membership, including economic losses such as pension accruals and social costs friendship ties with co-workers that would have to be given up. The employee remains a member of the organization because he/she "has to". Continuance commitment relates to how much employees feel the need to stay at their organization. In employees that are continuance committed, the underlying reason for their commitment lies in their need to stay with the organization. Possible reasons for needing to stay with organizations vary, but the main reasons relate to a lack of work alternatives, and remuneration.

A good example of continuance commitment is when employees feel the need to stay with their organization because their salary and fringe benefits won't improve if they move to another organization. Such examples can become an issue for organizations as employees that are continuance committed may become dissatisfied and disengaged with their work and yet, are unwilling to leave the organization Meyer and Allen's (1991).

2.7.1.3. Normative commitment

The individual commits to and remains with an organization because of feelings of obligation. For instance, the organization may have invested resources in training an employee who then feels an obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization

processes, that one should be loyal to one's organization. The employee stays with the organization because he/she ought to.

Meyer and Allen, (1991) assert that these components of commitment are not mutually exclusive: an employee can simultaneously be committed to the organization in an affective, normative, and continuance sense, at varying levels of intensity. Normative commitment relates to how much employees feel they should stay at their organization. Employees that are normative committed generally feel that they should stay at their organizations.

Normative committed employees feel that leaving their organization would have disastrous consequences, and feel a sense of responsibility about the possibility of leaving. Reasons for such responsibility vary, but are often concerned with employees feeling that in leaving the organization they would create a void in knowledge/skills, which would subsequently increase the pressure on their colleagues. Such feelings can and do negatively influence the performance of employees working in organizations (Meyer and Allen's, 1991).

2.8. Impact of Organizational Commitment on Turnover and Performance

Meyer *et al*. (1989) explain that organizational commitment has been stimulated largely by its demonstrated negative relation to turnover: Committed employees have been found to be less likely to leave an organization than those who are uncommitted. Because turnover can be costly to organizations, commitment is generally assumed to be a desirable quality that should be fostered in employees. Moreover, according to Meyer *et al.* (1989) organizational commitment correlates positively with individual and group level of performance and they concluded that, employees who are committed to the organization tend to perform at a higher level than those who are not. Claim that higher levels of performance and productivity result when employees are

committed to the organization, take pride in organizational membership, and believe in its goals and values.

2.8.1. Impact of motivational factors on organizational commitment

A theoretical framework which was developed to show the impact of motivators such as the intrinsic factors and extrinsic factors on organizational commitment. According to the researches revised earlier organizational commitment intern has an impact on turn over and productivity. The strongest motivator, according to Maslow, is self-actualization, that is, the desire to maximize one's potential, fulfill oneself and use one's abilities to the fullest. Maslow was quick to suggest, however, that unless lower level needs such as the physiological, security and esteem needs are satisfied, self-actualization will not occupy a prominent place in a person's list of needs (Herzberg, 1959).

Herzberg likewise found that when people are satisfied with their jobs, they are concerned about the environment in which they work, namely organizational policies and administration, supervision, working conditions, interpersonal relations, wages, status and job security. Upon satisfaction of these hygiene or maintenance factors, Herzberg contends, that workers can then be motivated by the content of work, such as opportunities for achievement, challenging work, increased responsibility, growth and development, and recognition of accomplishments. Put somewhat differently, if hygiene factors and lower order needs are not fairly satisfied, people will tend not to be interested in the challenges of a more responsible job (Herzberg, 1959).

Figure 1. Theoretical framework

2.8.2. Theoretical Framework

Intrinsic factors of work

- Opportunity of achievement

- Challenging of work

- Increased responsibility

Extrinsic factors of work

- Salaries

- Promotion

- Job security

- Fringe benefits

- Opportunity for training

Satisfaction with comfortable & support of work

Organizational commitment

- a strong desire to remain a member of a particular organization

- a willingness to exert high levels of efforts on behalf of the organization

- A define certainty in & acceptability of the value & goals of the organizations

Measures (Ukeagbu, 2000)

- If the employees feel they have a bright future with the organizations & so would remain in the organizations

- If they think that their current job is only a temporary employment

- Low turnover

- Higher performance

Motivators	Satisfactions	Organizational commitment

Source: Summary of Review Literature

3. RESEARCH DESIGN AND METHODOLOGY

This part of the thesis deals with the research design, description of the study area, sources of data, population, sample size, and sampling techniques, data collection instruments, data collection procedures, methods of data analysis and ethical considerations.

3.1. Research Design

The researcher used descriptive survey research design to conduct this research. Descriptive survey research designs are those studies which are concerned with describing the characteristics of a particular individual, or of a group. In descriptive studies, the researcher must be able to define clearly, what he wants to measure and must find adequate methods for measuring it along with a clear cut definition of 'population' he wants to study.

Descriptive survey research design refers to the use of frequency, percentages, and means, in the process of describing types, roles and activities to be done to alleviate the problemunder the study. Both quantitative and qualitative methods of data analyses were used to identify the existing motivational factors within the college. Therefore, analyzing quantitative data, and narrating interview were guided by this research design.

3.2. Description of the Study Area
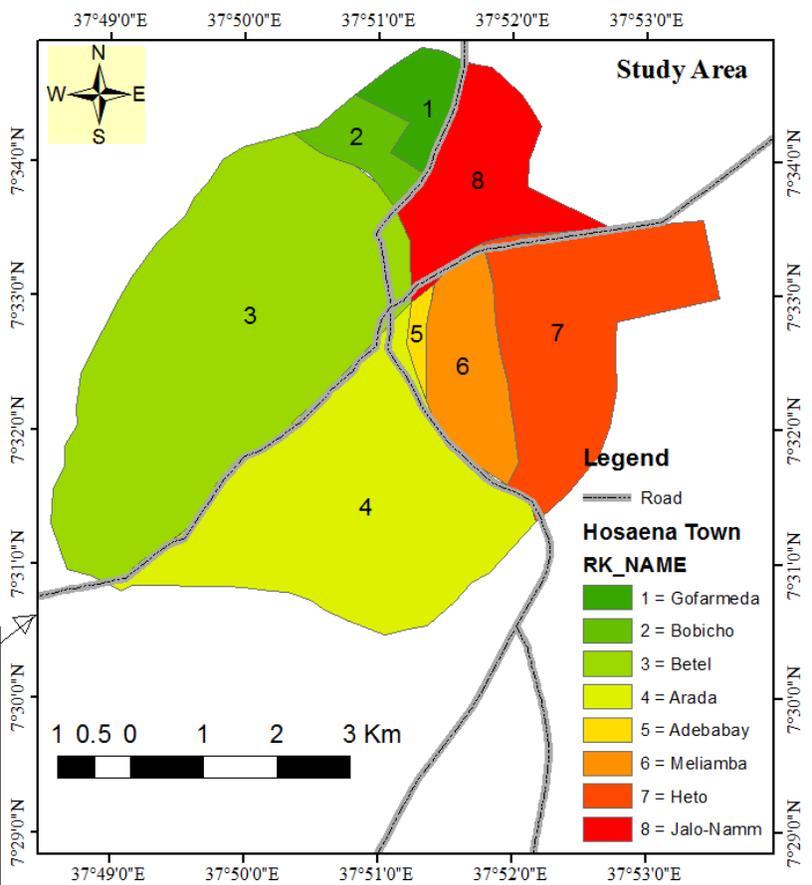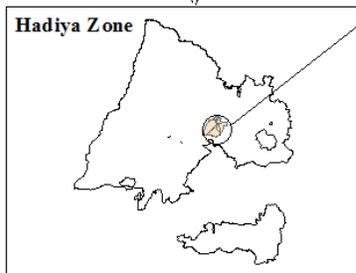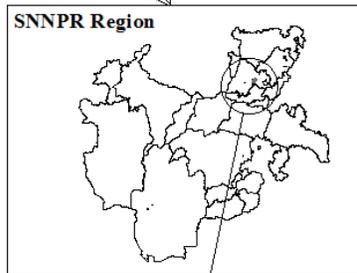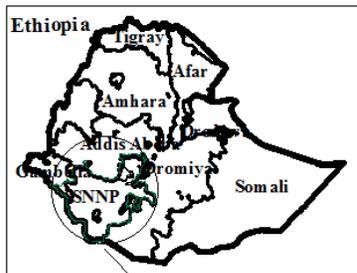
Local Map of the Study Area

Figure 2. Map of the Study Area

Hosaena (also spelled Hosa'ina or Hosa'ina; an older name is Wachamo) is a town in southern Ethiopia, and administrative center of the Hadiya Zone. It is located in the Southern Nations, Nationalities, and Peoples Region (SNNPR). Hosanna town is located on the South West of Addis Ababa, 232 km away via Alemgena-Butajira route, 280 km via Wolkite route, and 305 Km. via Ziway. Hosanna is also located 168 km away via Halaba-Angeca and 203 km via Halaba-Durame from Hawassa, the capital of SNNPR. Astronomically, the location of Hosanna is 7^0 31' 00"- 7^0 34' 30" North latitude and 37^0 49' 30" -37^0 53' 00" East longitude. The elevation within the town ranges from 2,400m near Hosanna Hospital (currently known as Queen Eleni Mohammed Memorial Hospital) and 2,200m at Teklehaimanot Church above sea level. Therefore, average elevation of the town is 2,300m altitude above sea level. As projected by Census statistical agency branch office of Hosanna, the total population of the town is 161,690 out of this total population about 51% are female and the remaining 49 % are males (Census Statistical Agency, 2014).

3.3. Source of Data

To collect data for this study, the researcher used both primary and secondary sources of data.

3.3.1. Primary sources

Primary data was gathered from five department employees and two college deans through questionnaires and interviews.

3.3.2. Secondary sources

Secondary data was collected from recorded and written files. In addition, the other relevant data was gathered and used as indicating information in the college deans under consideration.

3.4. Population, Sample Size and Sampling Techniques

The selection of sampling size and target population, availability and stratified sampling methods were used. The target population of the study was the total population of the college; two college deans were selected through availability sampling techniques.

The researcher included all employees in this study. The total sample sizes were 187 employees and college deans. The first stage stratified Sampling technique was implemented. When employing this technique; the researcher divided his population in strata on the basis of some characteristics and from each of these smaller homogeneous groups (strata) draws at random a predetermined number of units. Researcher should choose that characteristic or criterion which seems to be more relevant in his research work and availability sampling.

Then stratified random sampling technique was employed because firstly, there were different subdivisions in the targeted population which are important to be considered. Secondly, there were also variations in population sizes of different strata in this case department of the populations which were not equal in size. Finally, the researcher used stratified random sampling technique to employee based on their departments and taken employee from the department to provide equal chance to employee. In order to interviewee the college deans the researcher took availability sampling because the number of college deans few in number. This was done in order to provide chance to employee and college deans. Then, a stratified random sampling technique was used to select 187 employees, and 2 dean of the college. Sizes of the samples from the different

strata are kept relative to the sizes of the strata. The sample size was determined by using the Slovin's formula (Yamane, 1967). Mathematically, Sample size (n): N_i=287 total population polytechnic employees e= sampling error (0.05) at confidence level of 95%, n_i=total sample size.

$$n_i = \frac{N}{1 + N(e)2}$$

Table 2. Population, Sample Size and Sampling Techniques

N<u>o</u>	Participants	Population	Sample size	Sampling Techniques
1	College dean	1	1	Availability sampling
2	College Vice deans	1	1	Availability sampling
3	Department heads	5	5	Availability sampling
4	Unit leaders	3	3	Availability

				Sampling
6	Registers	7	7	Availability Sampling
7	Selectors	8	8	Availability Sampling
8	Librarians	6	6	Availability Sampling
9	Administrative staff and trainers	256	131	Stratified Sampling
	Total	**287**	**187**	

3.5. Data Collection Instruments

The present study employed both quantitative and qualitative data collection techniques. That means questionnaires were used to collect quantitative data and interview was used to collect qualitative data. The quantitative data were used to gather through recorded files of concerned employee and other relevant recorded files to get the impact of motivational factors on workers organizational commitment in Hosanna Polytechnic College in Hosanna Town. In addition, Qualitative data was collected through interviews.

3.5.1. Questionnaire

The researcher used Likert Scale in this study because the topic is particularly behavioral in. To keep the consistency of the answers, the researcher used some other means like putting a question that needs further explanation. In conducting the survey the researcher used the structured questionnaire because as Kothari (2004) indicated, open and close ended structured questionnaires are simple to administer and relatively inexpensive to analyze as the questions are presented in the same wording and order to

respondents. In developing the questionnaire, the researcher used different prior studies and information gathered from focal points and the case studies.

Moreover, a pilot test was conducted on HPC, on non selected population as a sample of the study. This test includes twenty respondents (ten employee and ten trainers). On a five point scale, (5) strongly agree, (4) agree, (3) indifferent (2) disagree, and (1) strongly disagree, organizational commitment index was constructed to examine the degree of workers satisfaction with the intrinsic factors of work and extrinsic factors of work. The organizational commitment component of the index was designed to measure workers' intension to stay with the organization or leave it. The following variables which were adapted from Ukeagbu (2000) were used to measure the satisfaction of employees with the work factors and to measure their commitment level.

Therefore, the clarity of the items to the respondents and the adequacy of time to respond the items were evaluated. The items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5(strongly agree). Cronbach's Alpha of the scale will 0.70(α=0.70). It is a measure of internal consistency, that is, how closely related a set of items are as a group. In other words, Cronbach's Alpha is not a statistical test - it is a coefficient of reliability (or consistency) of the data for this study. The objective of the survey was to verify and validate the information gathered through questionnaire and intended to gather numerical information on facts and opinions.

3.5.2. Pilot Test

The reliability of the questionnaires is pilot tested by Cranach's alpha measurement in SPSS.

Table 3: Pilot Test

Type of Questionnaires	Cranach's Alpha

Intrinsic factors of motivation	0.898
Extrinsic factors of motivation	0.872
Organizational commitment	0.819

3.5.3. Interview Guide

According to, Ritchie and Lewis (2003) indicated, in-depth interview is important because it brings people face to face and helps the interviewer get direct answer and the researcher was asked questions that need further elaboration by the interviewee. The researcher was used for each interviewer 12-16 minutes and used different questions for college deans in the study area. In addition to used tape recorder and note taking. At the end of the interview guide follow-up questions were raised for further explanation and in order to bring out the participants complete knowledge and experience related to the research topic. To ensure effective communication between the interview and the respondent, the interview was conducted in English, for analysis.

3.5.4. Document review

The third data gathering tools were document review. The researcher focused on analysis of document which deals with employee and college dean. These documents were being from recorded files in the office and other recorded document.

3.6. Data Collection Procedures

Based on the basic research questions, questionnaire and interview were designed to collect the data. The following variables which were adapted from Ukeagbu (2000) were used to measure the satisfaction of employees with the work factors and to measure their commitment level. Before distribution, rapport was established and clarification of the objectives of the study was made. They were told that provision of responses for questionnaire does not harm them or provide them to benefit. Moreover, they were determining that their response was kept confidential. Adequate time was

given to the subjects to consider on the implication of the item and provide accurate information. Regarding questionnaires distribution 187 questionnaires were administered to the subjects at Hosanna Polytechnic College employees in the study area.

The administration of the questionnaires was done with the help of enumerators in different days. Moreover, appropriate time was selected and the situation was arranged so as to keep away from quick response and make close supervision while completing the questionnaire. With regard to questionnaires 187 copies of questionnaire were distributed and 176 questionnaires were filled and returned. After completing the process of questionnaire, interview was also conducted with Hosanna Polytechnic College employees, who have more than two years, experience as employees. All interviews audio taped for copy and each interview was terminated when the data started to repeat itself. At the end of each interview, the researcher complete sure that the recorded interviews were audible.

The researcher took a letter of permission from Haramaya University, Education and Behavioral Sciences College to the president of Hosanna Polytechnic College. After meeting the concerned informants, the researcher explained the overall purpose of the study and when the researcher got permission he started his work.

3.7. Methods of Data Analysis

The collected data was edited to omit as well as correct technical errors in the study. Research particularly, about human being, often combines the examination of both quantitative and qualitative data (Nicholas, 2011). Quantitative data provides precise summaries and comparison while the qualitative data provided general explanations, meanings and relative new ideas. Taking all these into account, multiple approaches

have been implemented, which combined both quantitative and qualitative methods were employed in the study.

On a five point scale, (5) strongly agree, (4) agree, (3) indifferent (2) disagree, and (1) strongly disagree, organizational commitment index was constructed to examine the degree of workers satisfaction with the intrinsic factors of work and extrinsic factors of work. The organizational commitment component of the index was designed to measure workers' intension to stay with the company or leave it. The following variables which were adapted from Ukeagbu (2000) were used to measure the satisfaction of employees with the work factors and to measure their commitment level. Intrinsic Factors of work, the degree of workers satisfaction with: Opportunity of achievement, Challenging work, increased responsibility and Growth and development. Extrinsic Factors of work, the degree of worker dissatisfaction with: Salaries, Promotion, Job security, Fringe benefits, Opportunity for training, Post employment security and the extent to which workers feel management cares for their welfare.

In addition, the collected the questionnaires were coded and analyzed through the Statistical Package for Social Science (SPSS) software version 20 and data gathered through questionnaires that were analyzed quantitatively, by using descriptive statistics mean, weighted mean standard deviation and one way Analysis of Variance (ANOVA). The response of interview interpreted and narrated by words. Finally, the result obtained have been summarized, concluded and recommended depending on the data analyzed.

3.8. Ethical Consideration

The researcher established a strong rapport with motivational factors during the data gathering session. Hence, human research must be conducted with ethical approval. In order to make the study ethical, the researcher has ensured the field work as well as the

right up phase of the research. Prior to interview the respondents have been clearly informed about the objective, planned activity and benefits associated with their participation. Hence, with regard to confidentiality, maximum effort has been made to protect the privacy of the respondents. In addition, the thesis has been conducted accordance with Haramaya University rules, policies and codes of research ethics.

4. RESULTS AND DISCUSSIONS

This part of thesis deals with the results and discussions of the collected data through questionnaires, interviews and document reviews from the selected respondent the employees of Hosanna polytechnic College in Hosanna Town, SNNPR.

4.1. Demographic Background of the Study Participants

The demographic characteristics of the sample respondents were included sex, age, educational level and work experience organization. Hence, to analyze the demographic characteristics of the respondents, descriptive statistics such as frequency, percentage and table were applied.

Table 4. Demographic Background of the Respondents Sex and Age

No	Variables	Items			
1	Sex	Levels	Population	Frequency	Percentage %
			Male	115	65
			Female	61	35
			Total	**176**	**100**
2	Age	20-25 years	Male	13	7
			Female	10	6
			Total	**23**	**13**
		25-30 years	Male	41	23
			Female	13	8
			Total	**54**	**31**
		30-35years	Male	39	22
			Female	18	10
			Total	**57**	**32**
		35-40 years	Male	22	13
			Female	20	11
			Total	**42**	**24**
	Total			**176**	**100**
No	Variables		Items		
1	**Educational level**	**Levels**	**Population**	**Frequency**	**Percentage %**
		Certificate	Male	7	4

	Female	2	1
	Total	**9**	**5**
Diploma	Male	26	15
	Female	8	5
	Total	**34**	**20**
Degree	Male	90	51
	Female	23	13
	Total	**113**	**64**
Masters	Male	18	10
	Female	2	1
	Total	**20**	**11**
Total		**176**	**100**

Source: *survey Data, 2018.*

From the table 4, it was indicated that 115 (65%) were male and 61 (35%) of them female respondents out of 176.This indicates that there was big difference male between the frequency female. The table 3 shows out of 176 respondents 23 (13%) were the respondents who were at the category of 20 to 25 age, 54 (31%) were at the age of 25 to 30, 57 (32%) were presented at the age of 30 to 35, and 42 (24%) were at the age of 35 to 40. From this finding, the large numbers of respondents in term of age were at the age 30 to 35 years were 57 (32%).

Educational level was one the demographic backgrounds of the respondents in the table 5, that shows 9 (5%) and 34(20%) of them certificate and diploma werefor both males and their females respondents respectively, and 113 (64%) and 20 (11%) of them degree and masters were found in basic education level for both male and female respectively. Therefore, this finding was clearly indicated that the majority of respondents in this study were found in degree holder's basic education level.

4.2. Factors that Leading to Intrinsic Motivational Factors

In the table 6, the major common variables were summarized that affecting the employee to be unstable, leading to intrinsic and extrinsic factors the hosanna polytechnic college employees. Hence, to analyze the descriptive statistics andone way analysis of variance (ANOVA) were used to look for mean differences in reasons for intrinsic and extrinsic factors due to the demographic characteristics of the respondents were applied.

Table 6. Factors that leading to intrinsic in Hosanna polytechnic college (N=176, P<0.05)

Variables	Descriptive Statistics					Summary of one way ANOVA				
	Sex	N	M	SD	SV	SS	DF	MS	F	Sign
It provides me with opportunity for achievement	Male	115	2.81	0.52	Between Groups	8.331	3	2.778	5.198	0.002
	Female	61	1.89	0.25	Within Groups	53.429	172	0.533		
	Total	176	4.70	0.77	Total	61.760	175			
I am contributing to the society	Male	115	2.73	0.79	Between Groups	10.584	3	3.528	3.295	0.024
	Female	61	1.83	0.27	Within Groups	107.070	172	1.071		
	Total	176	4.56	1.06	Total	117.654	175			
It is a challenging work	Male	115	0.72	0.23	Between Groups	1.058	3	.353	1.735	0.165
	Female	61	0.41	0.22	Within Groups	20.317	172	.203		
	Total	176	1.13	0.45	Total	21.375	175			

					SS	DF	MS	F	S
I am satisfied with the type of job I perform since	Male	115	2.62	0.84	Between Groups	15.881	3	5.294	3.902	0.011
	Female	61	1.73	0.37	Within Groups	135.657	172	1.357		
	Total	176	4.35	1.21	Total	151.538	175			
Opportunity for personal growth and Development	Male	115	0.76	0.27	Between Groups	1.722	3	.574	2.411	0.072
	Female	61	0.42	0.22	Within Groups	23.807	172	.238		
	Total	176	1.18	0.49	Total	25.529	175			

Note: SD= Standard Deviation, SS= Sum of Squares, DF=Difference, SV=Source of Variation, MS=Mean Squares, F=Frequency, S=Measure of Statistical Significance

The data summarized in the table 6 clearly reveals that the calculated mean score and

s   t   a   n   d   a   r   d

deviation of the respondents of each respectively were 4.70 and 0.774. Most of the employees were satisfied with opportunity for achievement. Moreover, the mean of the distribution of responses was found to be 4.7, which was close to Agree, indicating that frequency of responses concentrated around agreement on satisfaction with opportunity for achievement. Therefore, it can be concluded that employees are satisfied with opportunity for achievement that their job provides. Furthermore, the obtained standard deviations from were 0.774. This showed us that there was no so much consistency existing among intrinsic factors contributing the satisfaction level of workers' organizational commitment in the study area.

From one way ANOVA Analysis, in table 7 for lower socioeconomic status the computed mean F ratio at $\alpha = 0.05$, $F (3, 172) = 5.347$ which was greater than the critical region at $\alpha = 0.05$, $F (3, 172) = 2.7$, Therefore, it can be concluded that there

was statistically a significant mean difference between male and female in intrinsic motivational factor of workers' who have faced lower organizational commitment in the study, F (3, 172) = 5.347, p < 0.05, one tailed.

Low level of satisfactions employee in table 4 indicates that from one way ANOVA Analysis, the computed F-ratio α =0.05, F (3,172) = 3.287 which was greater than critical region at α =0.05, F (3,172) =2.7. Therefore, it can be concluded that there was statistical significant mean difference between satisfaction level of workers who have faced low level of satisfaction in the study area, F (3,172) 3.287, p<0.05, one tailed. In addition, in table 4 need of the satisfaction levels of employee on intrinsic factor of motivation towards employees indicates from one way ANOVA Analysis, the computed F-ratio α = 0.05, F (3,172) = 5.198 which was greater than the critical region at α =0.05, F (3,172)= 2.7. Therefore, it can be concluded that there was statistically a significant mean difference employees between male and female the satisfaction levels of employee on intrinsic factor of motivation towards employees in the study area, F (3,172) =5.198, p<0.05, one tailed.

In line levels of job satisfaction of employee on their intrinsic factors motivation, interview forwarded college dean explain that:

> *"There are different levels of organizational commitment which are related to the individual's development of the individual's organizational commitment: High level of organizational commitment, Moderate level of organizational commitment and Lower level of organizational commitment. High level of organizational commitment is characterized by a strong acceptance of the organization's values*

and willingness to exert efforts to remain with the organization high organizational commitment means identifying with one's employing organization. The will to stay suggests that the behavioral tendencies at this level relate closely with emotional dimension of commitment, where individuals stay because they want high level of organizational commitment. Moderate level of organizational commitment is characterized by a reasonable acceptance of organizational goals and values as well as the willingness to exert effort to remain in the organization. This level can be viewed as a reasonable or average commitment, which implies partial commitment. The willingness to stay is an attribution of a moral commitment associated with the normative dimension of commitment. The individuals stay in the organization because they should do so. Lower level of organizational commitment, is characterized by a lack of neither acceptance of organizational goals and values nor the willingness to exert effort to remain with the organization. The employee who operates on this level must be disappointed about the organization; such an employee may stay because he or she needs to stay as associated with the persistence dimension given an option they will leave the organization".

4.3. Factors that Leading to Extrinsic Factor of Motivation

The mean score was used to see the level of agreement of respondents on the extrinsic factor of work. Accordingly, If $M = 1.00$-1.50, it is strongly Disagree; if $M = 1.50$-2.50, it is Disagree; if $M = 2.50$-3.50, it is Indifferent if $M = 3.50$-4.50, it is Agree, and if $M = 4.50$-5.00, it is Strongly Agree. On the other hand, the standard deviations of the score used to measure how the respondents' response deviated from the mean score. (ANOVA) One way analysis of variances statistical analysis was used to see the differences of respondents of the hosanna polytechnic college employees.

Table.7. Factors that leading prominent motivational factors in Hosanna Polytechnic college (N=176, P<0.05).

Variables	Descriptive Statistics				SV	Summary of one way ANO		
	Sex	N	M	SD		SS	DF	MS
I am satisfied with the salary	Male	115	1.12	0.76	Between Groups	5.987	3	1.996
	Female	61	0.58	0.19	Within Groups	76.029	172	0.766
	Total	176	1.70	0.89	Total	82.615	175	
I am satisfied with the fringe benefits like medical expense, education fee coverage	Male	115	0.97	0.921	Between Groups	9.250	3	3.083
	Female	61	0.39	0.227	Within Groups	126.510	172	1.265
	Total	176	1.36	1.148	Total	268.765	175	
Promotion and salary increment are satisfactory	Male	115	2.97	0.512	Between Groups	2.734	3	0.911
	Female	61	1.23	0.169	Within Groups	45.103	172	0.451
	Total	176	4.20	0.681	Total	47.837	175	
I am satisfied with the job security	Male	115	0.98	1.02	Between Groups	24.730	3	8.240
	Female	61	0.27	0.115	Within Groups	108.029	172	1.080
	Total	176	1.25	1.135	Total	132.760	175	
I am satisfied with incentive system	Male	115	0.96	0.602	Between Groups	8.331	3	2.777
	Female	61	0.39	0.306	Within Groups	53.429	172	0.534
	Total	176	1.35	0.908	Total	61.760	175	
I am satisfied with the relationship with co-workers in the workplace	Male	115	1.46	0.621	Between Groups	17.653	3	5.884
	Female	61	0.99	0.383	Within Groups	86.261	172	0.863

| | Total | 176 | 2.45 | 1.004 | Total | 103.913 | 175 |

The data summarized in the table 7 clearly reveals that the calculated mean score and standard deviation of the respondents of each respectively were 1.25 and 1.135. Most of the employees were satisfied with job security. Moreover, the mean of the distribution of responses was found to be 1.35, which was c lose to strongly disagree, indicating that frequency of responses concentrated around agreement on dissatisfaction with salary. Therefore, it can be concluded that employees are dissatisfied with the amount of salary that their job provides. In addition, the obtained standard deviations from were 0.908. This showed us that there was no so much consistency existing among extrinsic factors contributing the satisfaction level of workers' organizational commitment in the study area. From one way ANOVA Analysis, in table 5 for lesser socioeconomic status the computed mean F ratio at α = 0.05, $F_{(3, 172)}$ = 5.347 which was greater than the critical region at α = 0.05, $F_{(3, 172)}$ =2.7, Therefore, it can be concluded that there was statistically a significant mean difference between extrinsic motivational factors workers' who have faced lower socioeconomic status of commitment in the study, $F_{(3, 172)}$ = 5.347, $p < 0.05$, one tailed.

Low level of satisfactions employee in table 6 indicates that from one way ANOVA Analysis, the computed F-ratio α =0.05, $F_{(3,172)}$ = 3.287 which was greater than critical region at α =0.05, $F_{(3,172)}$ =2.7. Therefore, it can be concluded that there was statistical significant mean difference between satisfaction level of workers who have faced low level of satisfaction in the study area, $F_{(3,172)}$ 3.287, $p<0.05$, one tailed. In

addition, in table 6 need of the satisfaction levels of employee on intrinsic factor of motivation towards employees indicates from one way ANOVA Analysis, the computed F-ratio $\alpha = 0.05$, $F_{(3,172)} = 5.198$ which was greater than the critical region at $\alpha = 0.05$, $F_{(3,172)} = 2.7$. Therefore, it can be concluded that there was statistically a significant mean difference employees between the satisfaction levels of employee on intrinsic factor of motivation towards employees in the study area, $F_{(3,172)} = 5.198$, $p < 0.05$, one tailed.

Determinants factors of motivation employee commitment in organization interview forwarded college dean explain that:

> *"Effects of organizational commitment organizational commitment can have either a negative effect on the organization, positive effect on the organization. Negative effect implies that the level of organizational commitment is low. Employees with a low level of organizational commitment tend to be unproductive and some become loafers at work lack of organizational commitment or loyalty is cited as an explanation of employee absenteeism, turnover, reduced effort expenditure, theft, job dissatisfaction and unwillingness to relocate. Organizational commitment is regarded to be the best predictor of employees' turnover, than the far more frequently used job satisfaction predictor employees who operate in a persistence commitment dimension are calculative of their stay, one would deduce that such employees may continuously stay away from work when they feel like, doing so. Negative effect on the organization, committed organizational members contribute positively to the organization which is not the case with less committed members. Organizations whose members have higher levels of commitment show higher performance and productivity and lower levels of absenteeism*

and turnover. This implies that employees with a high level of commitment tend to take greater efforts to perform and invest their resources in the organization. Organizational commitment can result in a stable and productive workforce. It enables employees to release their creativity and to contribute towards organizational development initiatives employees who are highly committed do not leave the organization because they are dissatisfied and tend to take challenging work activities. Committed members are normally achievement and innovative orientated with the ultimate aim of engaging in and improving performance positive effect of organizational commitment.

According to Herzberg, the variables for intrinsic factors are the primary causes of satisfaction; they are intrinsic to the job because they relate directly to the real nature of the work people perform. Regarding those factors employees of the college were satisfied. As trainer, they believed that, their job provided those with opportunity for accomplishment and contributing something of value presented with a challenge. This high feeling of challenge is because; they put in long time of effort on preparing themselves for the class lecture, handling outstanding, average and poor students properly, giving long time of lecture and updating themselves with new developments. They work on weekends and even prepare make up classes on public holidays.

Employees were also satisfied with a feeling of responsibility, this is because the respondents believed that they are positively influencing the life of others through their work, they are modeling and shaping students minds. Moreover, their job include reading of book, browsing internet looking for new developments, preparing hand outs and other aspects which contributed for their satisfaction with opportunity for personal growth and development. A higher proportion of the respondents expressed their dissatisfaction with most of the extrinsic factor of work. To put somewhat differently, nearly all of the workers were dissatisfied with job incentives such as, salary,

promotion, job security, fringe benefits, and opportunity for getting training outside the college. The open ended question exposed the college had a formal plan for in house or outside training of employees.

As a result, human resource development which is expected to improve the skills of the employee was lacking. A considerable proportion of employees expressed dislike for the incentive system of their college, which they regarded as unfortunate. Several respondents mentioned lack of promotion, lack of job security, reduced salary and reduced fringe benefits as aspects of their organization policies and practices which they most disliked. The colleges do not have medical expense coverage, no medical insurance, no coverage for education fees, no short or long term loan services and there are no others benefits. However, the college provides transportation services for employees. Additional the results from open ended question showed that the colleges do not have exact lines of mobility on which employees cloud be promoted.

As an alternative only irregular and subjective based on personal opinion of the managers' increases were awarded. There was also a lack of post employment security due to the absence of provident fund contribution and pension plan. Employees could commit many years of service to the college and leave with nothing otherwise with a very small amount of money. Additionally employees feeling of job insecurity arise since they have high degree of concern about the frequency and uncertainty with which employees were passionate. For the open ended questions most of the respondents express that managers lack managerial training particularly on human resource management. As regard whether employees rights which are predetermined on the labor law being respected, the respondents expressed their dissatisfaction on such item as, dismissal without become aware of, absence of annual go away, lack of individual incentives for work done after the regular working time, lack respect for human rights.

Ukaegbu (2000) suggested those activities which want to attract and retain the best and brilliant workers must develop personnel policies that respect individual rights.

4.4. Factors that leading to the impact of motivational variables

The mean score was used to see the level of agreement of respondents on the factors that leading to organizational commitment. Accordingly, If M = 1.00-1.50, it is strongly Disagree; if M = 1.50-2.50, it is Disagree; if M = 2.50-3.50, it is Indifferent if M= 3.50-4.50, it is Agree, and if M = 4.50-5.00, it is Strongly Agree. On the other hand, the standard deviations of the score used to measure how the respondents' response deviated from the mean score. (ANOVA) One way analysis of variances statistical analysis was used to see the differences of respondents of the hosanna polytechnic college employees.

Table 8. Determinants of motivational factors workers commitment (N=176, P<0.05).

Variables	Descriptive Statistics					Summary of one way ANOVA				
	Sex	N	M	SD	SS	SS	DF	MS	F	Sign.
I prefer working in this college to any other organization	Male	115	3.62	1.03	Between Groups	7.033	3	2.344	4.833	0.003
	Female	61	0.443	0.291	Within Groups	48.506	172	0.485		
	Total	176	4.65	0.734	Total	55.538	175			
I feel that I have a bright future with the	Male	115	0.89	0.53	Between Groups	5.565	3	1.855	2.446	0.004

					SV	SS	DF	MS	F	S
college and so I will remain in the organization	Female	61	0.594	0.295	Within Groups	75.820	172	0.758		
	Total	176	1.42	0.889	Total	81.385	175			
I think that my current job is only a temporary employment	Male	115	2.47	0.454	Between Groups	16.291	3	5.097	6.028	0.001
	Female	61	1.89	0.531	Within Groups	84.546	172	0.845		
	Total	176	4.36	0.985	Total	99.837	175			
I would easily leave the college if I find a better job in their organization	Male	115	1.80	0.642	Between Groups	15.291	3	5.007	6.489	0.000
	Female	61	2.52	0.312	Within Groups	78.546	172	0.785		
	Total	176	4.32	0.954	Total	93.837	175			

Note: SD= Standard Deviation, SS= Sum of Squares, DF=Difference, MS=Mean Squares, F=frequency, SV= Source of Variation, S=Measure of Statistical Significance

The data summarized in the table 6 clearly reveals that the calculated mean score and standard deviation of the respondents of each respectively were 4.32 and 0.954. Most of the employees were satisfied with easily leave the college if I find a better job in their organization. Moreover, the mean of the distribution of responses was found to be 1.42, which was close to strongly disagree, indicating that frequency of responses concentrated around agreement on satisfaction with easily leave the college if I find a better job in their organization. Therefore, it can be concluded that employees are satisfied with the amount of easily leave the college if I find a better job in their organization that their job provides. In addition, the obtained standard deviations from were 0.889. This showed us that there was no so much consistency existing among extrinsic factors contributing the satisfaction level of workers' organizational commitment in the study area. From one

way ANOVA Analysis, in table 5 for lesser socioeconomic status the computed mean F ratio at $\alpha = 0.05$, $F(3, 172) = 5.347$ which was greater than the critical region at $\alpha = 0.05$, $F(3, 172) = 2.7$, Therefore, it can be concluded that there was statistically a significant mean difference between extrinsic motivational factors workers' who have faced lower socioeconomic status of commitment in the study, $F(3, 172) = 5.347$, $p < 0.05$, one tailed.

Near to the ground level of satisfactions employee in table 4 indicates that from one way ANOVA Analysis, the computed F-ratio $\alpha = 0.05$, $F(3,172) = 3.287$ which was greater than critical region at $\alpha = 0.05$, $F(3,172) = 2.7$. Therefore, it can be concluded that there was statistical significant mean difference between satisfaction level of workers who have faced low level of satisfaction in the study area, $F(3,172)$ 3.287, $p < 0.05$, one tailed. In addition, in table 7 need of the satisfaction levels of employee on intrinsic factor of motivation towards employees indicates from one way ANOVA Analysis, the computed F-ratio $\alpha = 0.05$, $F(3,172) = 5.198$ which was greater than the critical region at $\alpha = 0.05$, $F(3,172) = 2.7$. Therefore, it can be concluded that there was statistically a significant mean difference employees between the satisfaction levels of employee on intrinsic factor of motivation towards employees in the study area, $F(3,172) = 5.198$, $p < 0.05$, one tailed.

The employees stay working in your organizations interview forwarded college dean explains that:

> *'They don't feel they are learning, regardless of how much compensation someone earns an individual will be dissatisfied if he or she is not learning. Employees genuinely want their careers to involve with time and they also want to be challenged. Great organizations continually make bigger their employees. If they can't do that by the use of position changes new responsibilities or promotions, they should at least ensure all employees receive good training in new areas.*

They don't feel appreciated: people are no different you don't always need to show appreciation with more compensation or promotions. Sometimes verbal recognition or other acknowledgments work well. They think their boss is awful: lack of respect, politeness, or appreciation combined with no trust, granted autonomy or anything else that every human being that walks this planet wants is a way for a short-lived relationship is no better people don't need to be friends with their bosses but they do want to have a healthy working relationship and learn from their bosses. It should be no surprise that this is the leader in reasons why employees leave. Ability to work in a team, ability to make decisions and solve problems, ability to plan organizes and prioritizes work, ability to communicate verbally with people inside and outside an organization, ability to obtain and process information, technical knowledge related to the job. The most important thing you can do to collaborate is to get people to work with you on the same goals. You can't get along with people: It's one thing if the corporate culture just isn't right fit but if you are moving from job to job because you've fallen out with your co-workers or your boss. It might be time to do some concentrate searching. Think about it: the only common denominator in the equation is you. So instead of moving on every time you have a disagreement, think about what you might have done to exaggerate it. You are jumping for money alone: jumping from job to job for the sole purpose of monetary gain is a big mistake. If increasing your salary is your only incentive for job hopping, you will end up unsatisfied in the long term.

Organizational commitment is the degree to which an employee identifies with the goals of the organization and is willing to use effort to help it succeed (Kullberg & Berg 1987). It reflects the degree of effective and emotional attachment of an employee to the organization (Mueller, 1992).

Organizational commitment as defined by (Porter 1982) is a strong belief in and acceptance of the organization and a definite desire to maintain organizational membership. As it is described earlier the employees did not prefer to work for their co llege rather than in other organization they know. This shows that, they believe there are better working places for them rather than their current job. Moreover, respondents

expressed that they did not feel a bright future with college and they would not remain in the current job.

This implies that employees do not have emotional attachment to the organization. As a result, it can be concluded that they did not have strong desire to remain as a part of the college. Their stay in the college is until they get a job that fits their expectations.

A significant proportion does not appear fanatically committed to their work organizations. Majority of the respondents admitted that their stay in their present college was temporary and intended to leave if they found job in another place. The open ended questions exposed that, majority of the trainer would even leave employees profession and join to another organizations which pay more and provide better benefits, despite the fact that they are satisfied with the intrinsic content of the preparation job. According to them their preferences are NGOs and other international organizations.

The interviews conducted with the managers of the college exposed that their employees do not appear to know the goal and values of the college properly and do not appear to commit themselves towards achieving them. According the managers and majority of the employees are not appearing to be willing to exert additional effort to perform activities which are important for the development of the college. This was shows by loss of interest and willingness to be department head, in addition to being a trainer. Moreover, majority of the employees are not willing to organize workshops, seminars and conferences which supplement the teaching-learning process. The interview also exposed that employees do not appear to be giving their time to consult students properly.

Interview with the managers also exposed that worker turn over through recognition was frequent. Organizational commitment is an emotional attachment of employees

with their organizations, which influences the employee to stay, demands of the employees against working to another place. Organizational commitment is an important precondition for the development and consolidation of an experienced and practical work force that can contribute to survival, expansion and durability of an enterprise (Hilary C & D. Weaklin 1989). However, the study found out that majority of the employees of the college was not committed to their organization since they did appear to have emotional attachment with their college. In this regard the college are losing competent and experienced workforce which in turn have a negative impact on their growth and development. In addition to the cost of turn over the college earn to replace the employees.

Discussion

How the relationship among the work factors and employee commitment which indicate how important certain job factors were to the respondents. The more the employees are dissatisfied with extrinsic factors their intention to leave the college is higher. In other words, there positive relationships between the core extrinsic incentives such as no dissatisfaction with salary, promotion, job security, fringe benefits and tendency to remain in the organization. Furthermore, the more the workers viewed their stay in the organizations as temporary.

This shows that, the more the extrinsic incentives are provided the greater tendency for workers to view their stay in the organization as permanent. In addition, the awareness the management take care of employees welfare are obviously influential in making workers to feel like remaining in the organization and viewing their current job as permanent employment. Similar commitment can be made for other organizational commitment items, namely the willingness to go otherwise remain in the organization.

The two indicators of the structural unfairness should to be noted. The more the workers feel that their economic returns from the college are not equitable with the reserves of their labor with feeling that other organizations pay more, the less their commitment to the organizations. By difference, employees' satisfaction with intrinsic factors such as achievement, job challenge, responsibility and opportunity, for growth and development did not keep them committed that college. To show that table 8. Trainers keep on moving from that college to other college which they believe pay better, they work for more the one college at the same and even they leave their profession and organization with a better payment and fringe benefits.

Presently, the purchasing power of the average worker had greatly declined due to high inflation, scarcity of commodities a week currency and other reasons in the economy. During informal, the cost of basic necessities: food, housing, clothing, transportation and health care had increase rapidly relative to previews years. As low income earners, it may be expected that employees to place greater emphasis on extrinsic factors of work. Therefore, the degree of employee satisfaction with salaries, promotion, job security, fringe benefits, training, incentives, fairness and managers consideration for employees welfare are likely to have a stronger impact on employees commitment to organization.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main objective of the study was to the impact of motivational factors in workers' organizational Commitment. It was aimed to identifying whether those motivational factors that organizational commitment it examined the current motivational factors and Hosanna Polytechnic College in Hosanna Town. To achieve this purpose, descriptive survey method was employ as Best and Kahn (1999) confirmed for its relevancy.

To attain the intended objectives, this study was being focused on the impact of motivational factors in workers organizational commitment in Hosanna Polytechnic College: therefore, this research will attempt to give answer for the following research questions:

1. What were the levels of job satisfaction of employee on their intrinsic and extrinsic factors motivation of Hosanna Polytechnic College in Hosanna Town?

2. Which motivation factor was more predictor of employee commitment to their organization in Hosanna Polytechnic College in Hosanna Town?

3. To what extent did employee motivation affect on their work performance in Hosanna Polytechnic College in Hosanna Town?

The study was conducted by using questionnaire and interview as data gathering tools. 187 employees were selected availability and stratified sampling to fill the questionnaire. Two college deans were also used as topic of the study. Out of the total number of questionnaires distributed 187 employees, 176 (94%) properly filled and returned to the researcher. In order to find reasonable answer for the basic questions, a questionnaire which incorporated closed followed by few open ended question was developed. As a supplement to the data collected through questionnaire, related data were also gathered through interview. In addition, a pilot test was conducted on motivational factors that workers' organizational commitment in Hosanna Polytechnic College.

The obtained data were analyzed using descriptive methods involving percentage, frequency, one way analysis of variances (ANOVA), mean scores and narrative descriptions. After the quantitative data was collected, it was identified and analyzed through descriptive statistics and inferential statistics using the statistical package for social sciences (SPSS) 20 version. The data obtained through open ended

questionnaire and interviews were also analyzed qualitatively in narrative and descriptive form. The results obtained through all gathering tools were found the impact motivational factors that workers' organizational commitment hosanna polytechnic college hosanna town. The findings indicated that impacts motivational factors workers' organizational commitment the employees of the college were dissatisfied with the extrinsic factor of work. They expressed their dislike in many situation of their work such as the salary they get paid were considered very low, the fringe benefits were considered inadequate and unavailable the incentive system were considered poor based on the respondents responses.

5.2. Conclusions

Ethiopia needs trained and skilled man power to achieve its objective of alleviating poverty and creating a country with a middle income economy. As a result, they required to maintain well qualified and committed trainer who contribute for the success of the organizations, with this in mind, it is important to study the levels of employee commitment.The employees of the college were dissatisfied with the extrinsic factor of work. They expressed their dislike in many situation of their work such as the salary they get paid were considered very low, the fringe benefits were considered inadequate and unavailable the incentive system were considered poor.

Employees of the college were satisfied with extrinsic factors of the work such as, achievement, challenging of work, responsibility and growth and development. Employees of the college feel that their job is unsecured and there is insufficient or no post employment security available. Additionally, human resource development through in house training and outside training were also regarded as unsatisfactory. However, it was found out that there are strong and attractive co-worker relationships in the college. The management of the college did not care for their employee's welfare

rather the management focused on the achieving their objectives of securing high profit by saving for human resource cost. Employees of the college perceived that they get much lesser than the effort they are required to exert on performing their jobs.

Employees also perceived that they earn much lesser than other organizations pay for the same type of job. Therefore, there a structural unfairness, which is a belief by employees that a general disagreement exists between the amount of effort they commit to their work and incentives offered by the organization. The employees did not have a psychological attachment to the college that is they are not intensely interested with the goals and values of the college. They are not willing to exert much effort to perform additional activities that are important for the growth of the college and they did not have a strong feeling to continue as a member of the college. Hence, the employees of the college are not committed to their organizations. As show earlier the employees are satisfied with intrinsic variables whereas, they are dissatisfied with extrinsic variables. However, it was found out that there lacks organizational commitment from employees of the college. Employees of the college do not appear to know the goal and values of the college properly and do not appear to commit themselves towards achieving them. Moreover, majority of the employees are not appearing to be willing to exert additional efforts to perform activities which are important for the development and growth of college. It was also found out that there is a high level of employee's turnover in the college.

5.3. Recommendations

It is clear that managers of that college want their organizations to develop and grow. One of the ways to achieve that is to create conditions in which employees see a bright future in their workplace. This will make them to develop sense of willingness to the college. Based on the findings the following recommendation which necessary for the improved of the working conditions of college are forwarded:

- The college should also in the long term goal of employees in form of training. In addition to improvement on extrinsic conditions, human resource development through training should be built in to the organizational plan of the college. Employees training should, whether within or outside the college should not be provided as an end by itself. Training should lead to improvements in the life chances of employees through appropriate financial compensation this will make them to remain in the enterprise to use the new skills. Training programmes that deal with specific skills, training on new developments will help to attach the worker to the organization. In this regard, the employees skill will be improved which confine benefits the college and it will help to remove of reduce employees feeling that the organization does not have a consideration for their welfare.

- Furthermore, manager should also take managerial training especially on the human resource aspects which neutralize the chance managerial behaviors and enable them to care for employee's welfare and provide a more secured working place.

- It is better if the management of HPC should clearly state well-articulated incentives policy by involving some employees in the process of developing it.

- Employees in HPC are not satisfied or motivated much more in extrinsic or financial incentive and management should focus on these incentives to motivate employees and retain them.

- Human resource management in HPC has to consider strongly the consequence of not motivated employee seriously and should take drastic measure before it is too late because it means tasks are not well done.

- Since this study for incentive and motivation is for the first time in HPC further more researches should be encouraged to investigate or study if some other factors affect the motivation level of employees in HPC.

- Managers should not ignore the idea of incentives and their theories but study them and apply them accordingly to motivate and retain employees in the organization.

- Similar government organization may use this research paper as a guide to assess and study their employees' level of satisfaction or motivation.

- Employees should properly know the goal and values of the college and strive to achieve them. Moreover, they should engage themselves in activities which are important for the development and growth of the college. They should participate in departmental activities including be in a department head. They should spend extra time in their college to consult and follow up employees. In addition, they should prepare and organize workshops, seminars and conferences increase knowledge method.

6. REFERENCES

Adelabu, 2005. *Teacher Motivation and Incentives in Nigeria*, Nigeria.

Adeyinka, Tella, C.O., Ayeni, & S.O., Popoola 2007. Work motivation, job satisfaction and organizational commitment of library personnel in academic and research libra ries in Oyo state, Nigeria. *Library Philosophy and Practice (e-journal);14.*

Alderfer C.P. 1972. *Existence, Relatedness, and Growth.* New York, NY: The Free Press.

Allen, R.S. & Killman, R.H. 2001. The role of the reward system for a total quality manage m ent based strategy. *Journal of Organizational Change Management* 14(2),110-127.

Amabile,T.M., Hill, K. G., Hennessey, B. A.and Tighe, E. M. 1994. The Work Preference Inventory: Assessing intrinsic and extrinsic motivationalorientations. *Journal of Personality and Social Psychology, 66: 950 –967.*

Amabile, T. M. 1993. Social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45: 997-1013.

Arriaga, X. B., & Agnew, C. R. 2001. Being committed: Affective, cognitive, and conative components of relationship commitment. *Personality and Social Psychology Bullet in,* 27, 1190-1203.

Armstrong,M.and Murlis Helen.2004.Management: Hand book-for Remuneration Strategy and Practice, 5th ed., London: Kogan Page limited.

Arrmstrong, M. 1991. *A handbook of Personnel Management (4th edition).*London: Kogan Page ltd.

Armstrong, M. 2009. *Handbook of Performance Management,* (4th ed), London: kogan New York, The Free Press.

AusAID, E. 2012. Current Issues in Education: Skills Development and Technical andVo-cational Education. Education Thematic Group in AusAIDS Education Resource Facility.http://www.ausaiderf.com.au/.

Ayub, N. 2010. Effect of intrinsic and extrinsic motivation on Academic Performance
    Pakistan Business Review, 363-372.

Ballout,H.I.2002. *Human Resources Management from a Strategic Perspective.*
    Beirut: Arab Renaissance.

Bénabou, R. & Tirole, J. 2003. Intrinsic and extrinsic motivation. *Review of Economic studi*
    es,   *70(3),* 489-520.

Barton ,G,M.2002. *Recognition at work Reward Management: Hand book for*
    Remuneration Strategy and Practice, 5th ed., London:Scottsdale:World   at work.
    Journal of Personality and Social Psychology, 363-372.

Beardwell and Claydon, 2007. *Human Resource management,* (5th edition). Great
    Brain, Person Education Limited.

Beer, M., Spector, B., Lawrence, P.R., Mills, D.Q.,and Walton, R.E. (eds.)   1 9 8 5 .
    Human Resource Management. General Manager's Perspective, New York.

Berhan Ayenew 2007. The impact of intrinsic and extrinsic factors of towards organizationa
    l commitment in Private Colleges A Case Study of two selected private colleges
    in Addis Ababa.

Board, L.M. 2007. Coaching a stock holder on performance improvement option. A S T D
    International conference Atlanta, GA, USA.

Bhattacharya, S., Mukherjee, P. 2009 Rewards as a Key to Employee Engagement:
    A Comparative Study on I.T. Professionals. *ASBM Journal of Management, II.*

Boxwall and Purcell, J. 2003.Understanding the people and performance link:Unlocking
    the Black Box. London: Chartered institute of personnel and development.

Brickley, J. A., Smith, C. W., Zimmerman, J. L., Willett, J. 2002. Designing Organizations
    to Create Value. McGraw-Hill Companies, New York Bruzelius, L-H.

Brown, L. V. 2007. *Psychology of motivation.* New York: Nova Publishers.

Chiu, R.K., Luk, V.W.M. and Tang, T.L. 2002. Retaining and Motivating Employees: Compensation Preferences in Hong Kong and China. *Personnel Review, 31*, pp. 402–31.

Cook, M. 1991. *10-Minute Guide to Motivating People.* New York, Alpha Book Publishers.

Cole, G.A., 2000. *Management Theory and Practice*, London: Lens Educational Aldine Place.

Condry, J., and J. Chambers. 1997. Intrinsic Motivation and the Process of Learning. Hillsdale, New Jersey: *Lawrence Erlbaum Associates,* Inc. 61-84.

Coon, D. & Mitterer, J. O. 2010. *Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps.* Belmont, CA: Wadsworth.

Corpus, J. H., Mc Clintic-Gilbert, M. S., & Hayenga, A. 2009. Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. Contemporary Educational Psychology, 3   4, 154-166.

Census Statistical Agency, 2014. Summary and statistical agency report of population and housing census: Addis Ababa, Ethiopia.

Clark, R. E. and F. Estes, 2002. Turning Research into Results: A *guide to Selecting the Right   Performance solutions,* Atlanta GA: CEP Press.

Cummings, K 1970. Essentials of Organizational Development and Change. Mason, Ohio: Cengage Learning. *Journal of Social Psychology,* 141(5), 541-563.

Deci, E. L. 1971. Effects of Externally Mediated Rewards on Intrinsic Motivation. *Journal of Personality and Social Psychology*, 18, No. 1, Retrieved February 2, 2009, from http://scholar.google.com.

Deci, E. L., & Ryan, R. M. 1985. *Intrinsic Motivation and Self-determination in Human Behavior.* New York: Plenium.

Deci, E. L. & Ryan, R. M. 2000. The "What" and "Why" of Goal Pursuits: Human Needs and the Self Determination of Behavior. *Psychological Inquiry* 11   (4) 227, 268.

Deci, E. L. Koestner, R.& Ryan, R. M. 1999. A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin,* 125(6), 627–668.

Deci, Edward & Ryan, Richard M. 2008. Facilitating optimal motivation and psychological wellbeing across life's domains. Canadian Psychology/Psychologies' canadienne, 49(1), pp. 14-23.

Dev, P.C. 1997. Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education*,18(1),12-19.

Elliot, A., & Zahn, I. 2008. Motivation. In: N. Salkind (Ed.), *Encyclopedia of educational psychology.* (pp. 687-693). Thousand Oaks, CA: SAGE Publications, Inc.

Faris, S. 2011. The impact of motivation policies in organizational loyalty in public institutions. *Damascus University Journal for Economic and Legal Sciences,* 27(1).

Filak & Sheldon, 2003. Teachers Motivation as a critical factor in positioning education in national Scale preference. *Nigerian Journal of Teacher Education and Teaching 2,* (3): 208-211.

Flowers, V.S., & Hughes, C.L. 1973. Why employees stay. *Harvard Business Review,* 1(4), 49-60.

Frederick, Herzberg 1975. How do you motivate employees: Fifteen concepts of managerial successes Harvard Business Review, 16-17.

Fulk, B., & Montgomery Grymes, D. J. 1994. Strategies to improve student motivation.

Goulet, L, R. and Frank, M, L. 2002. Organizational commitment across three sectors: Public, Non-profit and profit. Public Personal Management 31 (2), 201-210.

Greenberg, J. 1999. *Managing Behavior in Organizational.* Prentice Hall, New Jersey: 2nd Edition, USA.

Hadebe, T, P. 2001. Relationship between motivation and job satisfaction of employees at Vista information services. M,A, thesis, Rand Afrikaans University, Johannesburg.

Herzberg, F. I., Masuner, B., & Snyderman, B. B. 1959. The Motivation to Work. New York: Wiley.

Herzberg, F., Mausner, B., Peterson, R., & Capwell, D. 1957. *Job attitudes: Review of research and opinion.* Pittsburg: Psychological Service of Pittsburg.

Herzberg, F. 1976. The Managerial Choice. Homewood: Dow ones-Irwin.

Herzberg, F. 1987. One more time: How do you motivate employees. *Harvard Business Review,* 65(5), 109-120.

Hertel, F. 2003. Motivation in the Workplace Organizational behavior Organizational commitment and psychological attachment. Munich: Grin Verlag.

Hill, M.D. 1986. A theoretical analysis of faculty job satisfaction/dissatisfaction. *Educational Research Quarterly, 10, 36*.

Hoppock R. 1935. Job Satisfaction Organizational commitment and psychological attachment: The effects of compliance, identification, and attachment on pro-   s o c i a l behavior. New York: Harper Brothers.

Kahn,J.V. and Best, J.W.,1999. Research in Education (7th edition). New Delhi: Prentice-Hall of India private limited.

Kamalian, A. R., Yaghoubi, N. M., & Moloudi, J., 2010 Survey of Relationship between Organizational Justice and Empowerment (A Case Study). *European Journal of Economics, Finance and Administrative Sciences*, 24, 165-171.

Karageorghis, C. I. & Terry, P. C. 1969. *Inside Sport Psychology.* Champaign, IL: Human Kinetics.

Kiviniemi, M. Snyder, A. M. Omoto 2002. Too many good things? The effect of multiple motivations on stress. *Personality and Social Psychology Belletin*. 28: 732-743.

Kothari, C.R. 2004. Research Methodology: Methods and Techniques. New Delhi: New Age, International Publishers.

Kreitner, R. & Kincki, A. 1998. *Organizational Behavior (4 edition).* London: Irwin.

Kullberg, .A, I. berg 1987. Work and industry structure markets and possesses. New York, John Wiley and sons.

Kumar, R. 1999. *Research methodology: A step by step guide for beginners.* London: Sage.

LaBelle, J.E. 2005.The paradox of safety hopes & rewards. *Professional Safety*,50,2,12:37-42.

Latham, G.P. 2007. *Work Motivation: History, Theory, Research, and Practice.*Thousand Oaks, CA: Sage.

Latham, G. P., & Locke, E. A. 2007. New developments in and directions for goal-setting research. *European Psychologist*, 12(4), 290-300.

Lepper,M.R.Greene, D. & Nisbett, R. E.1973. Undermining intrinsic interest with extrinsic rewards:Atest of the "over justification"hypothesis.*Journal of Personality and Social Psychology*, 28, 129– 137.

Lewis G.B. & Frank, S.A. 2002, who wants to work for the government, *Public Administration,* 62(4), 395-404.

Lepper, M. R., Corpus, J. H., & Iyengar, S. S. 2005. Intrinsic and extrinsic motivational Orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology,* 97, 184-196.

Lepper, M. R. 1988. Motivational Considerations in the Study of Instruction. Cognition and Instruction, 5(4), 289-309.

Locke, E. A. & Latham, G. P. 2004. What Should We Do About Motivation Theory? Six Recommendations for the Twenty First Century. *Academy of Management Review,* 29, 388-403.

Luthans, 1998. *Organizational Behavior. 8th edition.* Boston : Irwin MC Graw-Hill.

Luthans, and S. M. Summers 2005. The impacts of high performance work on industry level outcomes. *Journal of Managerial Issues.* 17 (3): 327-345.

Luthans, F., Avolio, B. J., Walumbwa, F. O., and Li, W. 2005. The psychological capital of Chinese workers: Exploring the relationship with performance. *Management and Organization Review*, 1, 247-269.

Mahaney, R.C. & Lederer, A.L 2006. The effect of Intrinsic and extrinsic rewards for developers and systems project success, *Project Management Journal*, 37(4), 42-54.

Maria, D. 2012. Connection between Job Motivation, Job Satisfaction and Work Performance in Romanian Trade Enterprises. *Economics and Applied Informatics,* 3: 45-50.

Merriam, S.B. 1998. *Case study research in education*. San Francisco, CA: Jossey-Bass.

Maslow, A. 1954. Motivation and Personality. New York, NY: Harper. NorthwesternMutual Financial Network. *Millennium Generation Studies Brochure*.

Mathis, R. L. & Jackson, J. H. 2011. *Human Resource Management.* (13th, ed.) Mason: South- Western Cengage Learning.

Maugner & Synderman, 2008. A study of factors affecting job satisfaction (Evidence from Pakistan). *Interdisciplinary journal of contemporary research in business*. Vol 4, No 6.

McClelland, D. 1955. *Studies in Motivation.* New York: Appleton-Century-Crofts.

McClelland, D. 1984. *Motives, Personality, and Society.* New York: Praeger.

McClelland, D. 1987. *Human Motivation. Cambridge:* Cambridge University Press.

McGregor, D. 1960. The Human Side of Enterprise. New York: McGraw-Hill.

Meyer, J.P. and Allen, N.J. 1997 *Commitment in the Workplace: Theory, Research, and Application.* California: Sage Publications.

Milne, P. 2007. Motivation, incentives and organizational culture. *Journal of Knowledge Management,* Vol. 11, pp. 28-38.

Mifflin, 1995. *Management and Organization,* New York: South-Western Publishing Co.

Nicholas, W. 2011. Research methods the basics. Published in the USA and Canada by Routledge, New York.

Nwuju and Uzoaru, 2010.Teachers incentive system: A focus on Abia State secondary schools Trends in Educational Studies. *Journal of the Institute of Education. University of Port Harcourt,* 5 (1&2). 194-207.

ILO, 2002. A skilled workforce for strong, sustainable and balanced growth: A G20 training strategy. Geneva, Switzerland: International Labor Office.

Opashl, R. L. & Dunnette, M. D. 1966. The role of financial compensation in industrial motivation. *Psychological Bulletin*, 66, 94-118.

O'Reilly, C. A, & Chatman, J. 1986. Organizational commitment and psychological attachment: The effects of compliance, identification and attachment on pro social behavior. *Journal of Applied Psychology*, 71, 492-499.

Porter, 1982. The effect of Intrinsic and extrinsic rewards for developers and systems project success, *Project Management Journal*, 37(4), 42-54.

Pinder, 2005. Work motivation In Organizational Behavior, New Jersey: Person Prentice hall.

Ran, B. 2009. Motivation. In C. Wankel (Ed.), Encyclopedia of business in today's.*Researc h in Personality,* 42(4), 1109-1115.

Rahman, M.H. 2013. Employees motivation in public and private sector commercial banks in Bangladesh: A study on need based approach. *Global Disclosure of Economics and Business,* 2(2):98-91.

Re'em, Y. 2011. The effect of Intrinsic and extrinsic rewards for developers and systems project success. *hertie school of governance review(60).*

Ritchie, Jane and Jane Lewis. 2003. *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: Sage Publication.

Robbins, S. P, Judge, T.A, Campbell, T. 2010. *Organizational Behavior*, Pearson Education Limited.

Robbins, S. P. and Coulter Mary. 2010. Management (11th ed.), New Jersey: Prentice Hall.

Ryan, R. & Deci, E. L. 2000. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology,* 25: 54-67.

Santrock, J. 2009. *Educational Psychology*(4th ed.). New York, NY: McGrawhill.

Sarkar, 2000. *Organizational Behavior*. Boston: Richard D. Irwin Inc.

Schultz, D. 1982. Psychology and Industry today intrinsic and extrinsic motivations:*Classic Definitions and New Directions.* New York: Macmillan Publishing Co, Inc.

Schultz, D. and Schultz, S.E 1998, Psychology and work today: An introduction to Industrial and Organizational Psychology (7th edition). New Jersey: Prentice Hall.

Sisk, D. 2009. *Achievement motivation.* In B. Kerr (Ed.), Encyclopedia of giftedness,creativity, and talent. (pp. 13-16). Thousand Oaks, CA: SAGE Publications,   Inc.

Spector, P, E. 2003. *Industrial and Organizational Psychology.Research and practice (3rdedition).* New York: John Wiley and Sons, Inc.

Stephen, P., Robbins & Mary ,Coulter 2006. *Management*. New Delhi, Prentice Hall of India   Private Limited.

Steve Y. W. Lam and Conrad H. W. Tang, 2003 Motivation of Survey Employees in Construction   Projects, *Journal of Geospatial Engineering,* Vol. 5, No.1, pp.61.

Thorndike, E, L. 1911. *Animal Intelligence experimental studies,* New York: Macmillian.

Tosi, H, L. Rizzo J, R. and Carroll S, J. 1994. Managing Organizational behavior, 3rd edition, USA: Pitman Publishing Inc.620 p.

Ubom, I. U. and M. T. Joshua, 2004. Needs satisfaction variables as predictors of job satisfaction variables as predictors of Job satisfaction of employees: Implication for Guidance and Counseling. *Education Research Journal*. Vol. 4 No. 3.

Ukaegbu, 2000. Working condition and employees commitment in indigenous private Manufacturing firms in Nigeria. *The Journal of Modern Africa Studies*, 38 (2), 295-324.

UNESCO, I. 2002. Technical and Vocational Education and Training for the Twenty FirstCentury:UNESCOandILORecommendations.UNESCO7,place de Fontenoy, 7535 2 Paris 07 SP (France),http://www.unesco.org/education.

Vroom,V.H. 1964. Work and motivation intrinsic and extrinsic motivations: Classic definitions and new Directions. New York: John Wiley.

Weiss, H.M. 2002. Job Satisfaction and Employees Motivation. *Annual Review of Psychology* 23(4):123-135.

World Bank Sector Study 2003. Higher Education Development for Ethiopia: Pursuing the Vision; Document of the World Bank.

Yamane, T. 1967. *Statics, an introductory analysis, 2nd Ed*. Harper and Row. New York.

7. APPENDIX A

APPENDIX B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

This questionnaires is for a thesis conducted on the Impact of motivational factors in workers organizational Commitment in Hosanna Polytechnic College in Hosanna Town in Hadiya Zone, Southern Ethiopia.

Dear Employee:

You are kindly requested to respond to the statement of the following questionnaire. The statements are related to motivation. Your responses are great importance as this survey forms important part of a study.

Your answers will be treated confidentially and only be used for the purpose of this research. Thank you for your time.

Part one: Biographical Information

1. Gender: Male [   ]   Female [   ]

2. Age: A) 20- 25   B) 25-30   C) 30-35   D) 35-40

3. Educational background: A) certificate B) diploma C)BA/BSC Degree D) MA/MSC
   E) PhD

   Other, please specify--

4. How long have been working in Hosanna polytechnic College? A) less than 3 years
   B)3-5 years C) 5-10 years D) 10-15 years E)15-20 years F) greater than 20 years

Questionnaire to be filled out by employees of Hosanna Polytechnic College
Directions for filling out the Questionnaire

a. In parts where written responses are required, please provide your written response
   briefly in the blank space provided.

b. Where the questions require ranking (form strongly agree to strongly disagree) please
   rank the choices by putting a tick mark (√).

c. To help the researcher treat your responses confidentially and objectively, please do not
   write your name on the questionnaires.

Questions relevant to the study

Please put a tick mark (√) in front of the following items indicating the level of your agreement
or disagreement regarding the following intrinsic content of work in your college. **Strongly
agree = 5 Agree =   4 Indifferent= 3   Disagree = 2 strongly disagree = 1**

Appendix Table 1. Intrinsic content of work

	Item	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	I am satisfied with the type of work I perform since it provides me with opportunity for achievement					
2	The job provides me with strong feeling of responsibility since I am contributing to the society					
3	I am satisfied with the type of job perform since it is a challenging work					
4	I am satisfied with the type of job I perform since, I am modeling and shaping students mind					
5	The type of work I perform provides me with opportunity for personal growth and development					

Please put a tick mark (√) in front of the following items indicating the level of your agreement or disagreement regarding the following Extrinsic content of work in your college. Strongly agree = 5 Agree = 4 Indifferent= 3 Disagree = 2 strongly disagree = 1

Appendix table 2. Extrinsic content of work

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

#	Statement					
1	I am satisfied with the salary					
2	I am satisfied with the fringe benefits like medical expense, education fee coverage					
3	Promotion and salary increment are satisfactory					
4	I am satisfied with the job security					
5	The management of the college cares for employees welfare					
6	I am satisfied with incentive system					
7	There is the opportunity for outside training					
8	There is opportunity for in-house training					
9	I am satisfied with post employment security(in the form of pension or provident fund)					
10	I am satisfied with the relationship with co-workers in the workplace					

Please put a tick mark (√) in front of the following items indicating the level of your agreement or disagreement regarding your commitment to your college Commitment to your college.

Strongly agree = 5 Agree = 4 Indifferent= 3 Disagree = 2 strongly disagree = 1

Appendix table 3. Commitment

		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	I prefer working in this college to any other organization					
2	I feel that I have a bright future with the college and so I will remain in the organizations					
3	I think that my current job is only a temporary employment					
4	I would easily leave the college if I find a better job in other organizations					

APPENDIX C
HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

Interview prepared for the Hosanna polytechnic College deans.

Purpose: This is prepared for managers of the college to find out the commitment level of their employees and the factors that affect employee's commitment for their organization. The result of this interview were be used to supplement the data gathered from the questionnaire in the analysis.

1. Do you think employees are willingness to exert high levels of efforts on behalf of the organization?

2. Do you think your employees have a strong desire to be a member of your college?

3. Do the employees stay working in your organization for long period of time?

4. Do you know the reason why employees leave your college?