

Study On Herzberg Intrinsic Factors Of Motivation

Sumaira Kanwal And Muhammad Musarrat Nawaz

University of Sargodha, Women Campus Faisalabad

Abstract

This study investigates the intrinsic factors of motivation that are essential and important for employees in educational sector. These factors consist of recognition, achievement motivation, work itself, responsibility, promotion and growth. Highly motivated employees make a huge contribution in long term survival of the organization. This study is based upon the Herzberg intrinsic factors of motivation i.e. motivators. Descriptive research is used in this study. Population of this study consists of the teachers of Public and Private sector universities in Lahore. Multistage sampling technique is used for drawing sample from population. Questionnaire is used as a data collection instrument. 425 Questionnaires were distributed among teachers in different departments of PU, GCU, UVAS and UOL out of which 303 were returned. Descriptive statistics i.e. frequency and percentage is used for data analysis. The findings suggested that employees are highly motivated with all intrinsic factors i.e. achievement, recognition, advancement/growth but less motivated with the promotion policies of the organizations. Organizations should properly formulate the promotion policies to make the employees motivated and productive for the organization.

Keywords: Intrinsic, Motivation, Achievement, Recognition, Promotion, Work itself, Growth

Introduction:

In this changing environment of present era, when the competition is very fast among the organizations whether public or private, business or service, profit or non profit, are striving continuously to lead competition and major determinant of success of organizations is the performance of employees.

Managers in the organizations strive to motivate the employees to get the higher level of performance. It means getting them to work hard, lower absenteeism and to make positive contributions to the organization. In the most organizational settings, motivation is the most difficult task to manage (Griffin & Moorhead, 2011).

Success of an organization depends upon the managerial ability to motivate its employees. Highly motivated employees make a huge contribution in long term survival of the organization. Employees who are less motivated may be a burden on organization.

Highly efficient and motivated employees are very crucial for the survival and sustainability of organization. The success of an organization depends a lot on the performance of its employees because they are the asset of organization (Watt, 2007).

2. Herzberg Factors of Motivation and Employee Performance:

Motivating the employees of an organization is the most fundamental task and thousands of studies have been conducted on this topic. Many studies have been conducted to investigate that employees are motivated with the intrinsic factors, some researchers conducted a research on the extrinsic factors, these studies were conducted in other sectors like banking, industrial, medical sector etc. This research was conducted on the intrinsic factors in the educational sector to find out the motivation level of teachers in public and private sector universities.

Fredrick Herzberg was an American psychologist and a behavioral scientist, who developed this theory with his associates in 1959. It is also known as Motivation-Hygiene Theory, Satisfier-Dissatisfier Theory and also known as Two Factor Theory of motivation. This theory was formulated to know the perception of people about the job, to find out the answer of this question: What people want from the job? For this purpose Fredrick Herzberg and his associates conducted the survey of 200 engineers and accountants of Pittsburgh industry. They were to tell about the situations when they felt satisfied and the situations when they felt dissatisfied about their job. Then the

views were classified determinants of Job Satisfaction and Job Dissatisfaction (Sapru, 2006). According to this theory needs are divided into two basic elements:

- Motivators → Achievement, recognition, work itself, responsibility, promotion, growth.
- Hygiene → Supervision, pay, work environment, company policies, interpersonal relationships - peers, supervisors (Tosi, Mero, & Rizzo, 2000)
- Motivators are the intrinsic factors of job. Their presence brings satisfaction and cause to motivate the employees such as achievement, recognition, content of work itself, opportunities for promotion and growth. However Hygiene factors are the factors that are extrinsic to job and do not bring satisfaction if they are present but if they are not satisfactory, cause dissatisfaction (Elding, 2005)

3. Definition and importance of Herzberg Intrinsic Factors of Motivation:

i. Achievement:

Achievement is an integrated pattern of behaviors, beliefs and cognitions to attain that specific objective. It is cognitive process that stimulates a person to achieve that specific goal. It is personal inspiration to fulfill his dreams (Wentzel & Wigfield, 2009).

According to Seel (2012), Achievement motivation can be defined as striving for attainment of specific goals within specified time period along with required knowledge and skills. According to Phye (1997) Achievement is the cognitive behavior of a person or stimulus that motivates him to accomplish specific tasks or to meet specific standards efficiently. It is personal inspiration to get success in a specific objective.

Achievement is a behavioral factor that causes to create extrinsic motivation in an individual. It is rare because it effects from “rewards and punishments”. A person tries to meet the goal to get reward or to avoid penalty. It enhances person’s proficiency to meet the tasks (Santrock, 2009). “Achievement-oriented” style has proved very successful in many organizations. Manager sets goals for employees and employees work to meet the high expectations of their supervisors. It increases their level of motivation. “Management by objective” is very useful in this regard (Bowerman & Van Wart, 2011).

It is observed that “Achievement” is very important factor of motivation. In every sphere of life either it is academic, social, economic or organizational behavior of employees at work place, achievement plays very important role in increasing competencies and skills among individuals. It creates a sense of achieving targets and goals hence increases proficiency and the person put his efforts and feels satisfaction after meeting targeted goals.

ii. Recognition:

According to Younggren and Sikanas (2000) “Recognition is the Positive Reinforcement” A person try to replicate the behavior when he gets positive response. It means positive consequences of one’s action persuade him to demonstrate that action. These positive consequences may be in shape of rewards, praise, incentives etc. According to Hodgetts and Hegar (2011), Recognition can be defined as to give value to employee performance due to reinforcement of the desired results. Recognition can be in form of monetary or non-monetary incentives. It may also be in shape of providing positive environment at workplace or increasing obligations that may be motivational in long term as well as increase company output.

“With right recognition, you will find employees more willing to tackle problems on their own instead of bringing them to you to solve. With right recognition employees will show more concern about quality and reputation. Morale will go up. Absenteeism will go down” (Ventrice, 2009). It seems that employee recognition make the employees more motivated. They show more concern with the organization and show better performance that causes to enhance company turnover.

According to Grossbauer (2001) “Recognition programs allow an employee to be in the limelight and enjoy recognition of peers as well as supervisors” Recognition programs work as an very effective tool for motivating the employees. Immediate praise will motivate them to show better performance. It creates an encouraging work environment and ultimately leads towards overall success of organization.

iii. Work itself (Job):

“Job can be defined as a collection or aggregation of tasks, duties and responsibilities which as a whole is regarded as a whole is regarded as a regular assignment to individual employees,

meaning thereby that when the total work is to be done is divided and grouped into packages, we call it a job” (Goel, 2008)

According to Schippmann (1999), “Job context variables are a broad mix of job characteristics that help define the work place e.g. job security, collegiality, opportunities for development, work environment, work stress. These variables indirectly impact work activities performed and ultimately the competencies that are required in a particular job or family of jobs in the organization.”

Employees with higher job satisfaction are usually more involved in their jobs and more frequently display organizational citizenship behavior. Employees who work in such a job context that fulfill their needs like comfortable job environment, nature of work, fair compensation, supportive working environment, proper training, opportunities for promotion and growth, challenging work environment, Fair and equitable treatment of managers with employees considers a lot for job satisfaction of employees. Employees who are more satisfied with their job show high involvement and loyalty to their work and they are highly motivated that ultimately leads to organization’s success (Sullivan, 2009)

iv. **Job Responsibility:**

Job Responsibility involves the description of duties and tasks that employee is required to perform at work place. These are the “key features” of the job which includes duties of the job that must be performed for gaining reward or compensation (DuBrin, 2011).

According to Scott A. Snell (2012), Job Responsibility refers to variety of different activities with the duty of completion tasks as a whole or some identifiable part with the accountability of results. It is obligation imposed on employee with authority and autonomy that he can use for the completion of tasks for which he is accountable.

The factor that causes to motivate the employees is job enrichment i.e. increase in responsibilities, tasks, authority. It causes to increase their knowledge, skills, experience, and decision making power. It is also motivating for employees who want to get opportunities of growth (Sullivan, 2009).

v. **Promotion:**

“Promotion means assignment to a post carrying more income, higher status and more responsibility to the employee. Promotion is a reward for loyalty and efficiency of employee. Sometimes promotion may carry with its higher status, more prestige and responsibility but not higher salary or income is called Dry Promotion. Similarly, sometimes promotion is given higher salary but not higher status and responsibility is called upgradation”(Khurana. A., 2009-10)

According to (Khurana. A., 2009-10), Promotion of employees is very important not only for the employees as well as for the organization. Promoting employees to higher position creates the sense of attachment with the organization. It boosts up the spirits and morale of employees. It also causes to reduce the cost of training and increases their capabilities and efficiency. In organization vacant posts are filled through promotion criteria based on seniority basis or merit basis and employees can get long term advantages.

vi. **Growth:**

According to Gilley and Maycunich (2000), Employee growth and developmental plans are the long term development strategies that are designed for growth and development of employees like career development opportunities, coaching and counseling of employees, training for improving skills etc. These plans have long term effects on the performance of employees.

Employee growth and development opportunities are very important for their development. It causes to enhance their knowledge, skills, competencies, mental abilities, proper understanding about their work through proper training. Training programs should be started for development of employees. It will enhance their skills and employees will motivate to work with greater compatibility and attention. Employee reward programs may also be started for their motivation based upon employee development and better performance (Gilley, 2001).

Impact of “Motivators” on employee performance:

[Dunbar \(2003\)](#), conducted an exploratory study to find out the impact of motivational factors on employee performance. The researcher conducted a research on the occupational and physical therapist managers and subordinates among four states of USA i.e. California, Michigan, Florida and New York. 300 questionnaires were mailed to

managers and subordinates by a covering letter explaining the purpose of sending these mails out of which only 57 were returned. Statistical techniques ANOVA and T-test were used for data analysis. The independent variables included recognition for work and opportunity for growth (motivators) and (hygiene factors) work environment, company policies and interpersonal relations. Results showed that these variables have statistically significant impact on performance of managers and subordinates of Allied Health Sciences.

Ekramul Hoque (1998) conducted a research to find out the relationship on achievement and employee performance. The research was conducted by collecting a random sample of 100 employees (52 officers and 48 non officers of which 72 were male and 28 were female) of different public sector commercial banks, operating in Khulna and Rajshahi divisions of the country. Data was obtained by distributing questionnaire among employees. The results revealed that achievement motivation had significant positive correlation with performance of the employees. It also indicates that male employees have higher achievement motivation than female employees.

[Qurashi \(2010\)](#) conducted a research to find out the relationship between recognition (rewards) and employee performance. The study based upon the data collected through questionnaire from one hundred and forty employees in the cement industry of Khyber Pakhtoonkhwa Province (KPK) of Pakistan. Rank correlation was used as a data analysis tool. Results showed that there is significant relationship between intrinsic and extrinsic rewards (i.e. used for employee recognition) and employee performance.

[Soon \(2005\)](#) conducted a research to find out relationship between work life practices and employee performance. Four stage multi-source data collection method was used to test the casual model i.e. by management, supervisors, employees, company records. Human resource metric calculations were used on Sakae Sushi's 2004 company records and cost data to examine the cost of employee behaviors and Work-Life practice. Results show that work-life climate has positive and direct relationship with the employee performance.

4. Methodology:

The purpose of this study is to find out the motivation level of employees in organizations with intrinsic factors of motivation. The research

is conducted by using the survey method through questionnaire to find out the motivation level of teachers in different public and private sector universities. The findings and conclusions of this study will depend upon the utilization of SPSS for data analysis and statistical data collection.

Descriptive research is conducted in this study. Study is conducted in a non-contrived setting. Cross sectional data is used in this study because the data collected through questionnaire just once over period of time in days.

Population of this study consists of the teachers of Public and Private sector universities in Lahore. University of the Punjab (PU), Government College University (GCU), University of Veterinary and animal sciences (UVAS) were taken from Public sector and University of Lahore from private sector for the purpose of data collection. Academic staff of Punjab University, Govt. College University, university of Veterinary and Animal Sciences and University of Lahore is 700, 600, 200 and 900 teachers respectively. 425 is considered an appropriate sample for 2000-3000 employees according to previous studies. Teachers are selected because impact of intrinsic factors of motivation on the performance of teachers considered very important.

Multistage sampling technique is used for drawing sample from population.

At first stage of sampling Public and private sector universities of Lahore were taken as sample by using simple random sampling technique.

At the second stage of sampling three universities were selected from public sector and one university was selected from private sector by taking the proportion. Universities were selected in ratio of 3 and 1 because there are 21 universities in public sector and 6 universities in private sector approved by Higher Education Commission, Pakistan.

Only 4 universities were selected due to time limitation and resource limitation constraint. Questionnaires were distributed randomly among teachers of these departments to collect the data.

5. Data Collection:

Survey method is used for the purpose of data collection from educational institutions. For the purpose of data collection questionnaire prepared by Maryam Shahzadi (2011) was used for recognition, promotion, compensation package, workplace environment and advancement/ growth and personally administered questionnaire were used for variables achievement and supervision. 425 Questionnaires were distributed among

teachers in different departments of PU, GCU, UVAS and UOL out of which 303 were returned. Questionnaire is used as a data collection instrument. Questionnaire is used to cope with the constraints of limited time and budget (Cooper and Schindler, 2003). Questionnaire was devised on the basis of literature review Shahzadi (2011). Findings of literature review were converted in the form of questions. A five point **Likert rating scale** was developed, validated and used to find out the motivation level of employees with the scores ranges from strongly disagree =1 to strongly agree = 5. 9 statements were finalized for the questions. The instrument consisted of 4 variables Achievement, recognition, promotion and growth. Self administered questionnaire was used for achievement, while questionnaire developed by Shahzadi (2011) was used for remaining three variables. This questionnaire covers the following dimensions.

a) Achievement:

1. Challenges motivate me to perform with enthusiasm.
2. Sense of achievement brings consistency and proficiency in my performance.

b) Recognition:

3. My supervisor is happy with my work.
4. I receive positive comments on job well done.
5. I have received financial incentives on my performance.
6. My contributions are valued by my organization.

c) Promotion:

7. I am satisfied with the promotion policy of my organization.

d) Advancement/Growth:

8. My organization provides me the opportunity for advancement.
9. My organization provides me the opportunities to develop the new skills.

6. ANALYSIS AND INTERPRETATION OF DATA

Descriptive Statistics:

Demographical analysis:

University Name

Particulars	Frequency	Percent
University of the Punjab Lahore.	155	51.2
Govt. College University	38	12.5

Lahore. University of Lahore.	41	13.5
University of Veterinary and Animal Sciences Lhr.	69	22.5
Total	303	100.0

Table:

6.01

Table 6.01 shows the number of universities selected and among the sample selected of 425 teachers, 51.2 % respondents belong to the University of the Punjab, 12.5% from GCU Lhr, 13.5% from University of Lahore (UOL) and 22.5% from University of Veterinary and animal sciences.

Designation

Particulars	Frequency	Percent
Lecturer	155	51.2
Assistant Professor	38	12.5
Associate Professor	41	13.5
Professor	69	22.5
Research Associate	14	4.6
Teaching Assistant	7	2.3
Chair Person/Dean	3	1.0
Total	303	100.0

Table: 6.02

Table 6.02 shows designation of teachers that is categorized as Lecturers, Assistant Professors, Associate Professors, Professor, Research Associate, Teaching Assistant and Chairperson/Dean. Table shows that 55.8% belong to Lecturers, 26.7% belong to Assistant Professors, 5.3% belong to Associate Professors, 4.3% belong to Professors, 4.6% belong to Research Associate and only 1% belongs to Chairperson/Dean. It means majority of respondents were Lecturers in Universities.

Gender

Particulars	Frequency	Percent
Male	192	63.4
Female	111	36.6
Total	303	100.0

Table 6.03

Table 6.03 shows that 63.4% of the respondents were Male and 36.6% were Female. So, major respondents of our study were Male.

Type of Organization

Particulars	Frequency	Percent
Public	259	85.5
Private	44	14.5
Total	303	100.0

Table 6.04

Table 6.04 shows that among the sample selected of 425 teachers 85.5% of respondents belong to public selector universities and 14.5% belong to Private Sector University. A large percentage of respondents in this study belong to public sector universities.

Nature of Job

Particulars	Frequency	Percent
Permanent	200	66.0
Contract	103	34.0
Total	303	100.0

Table: 6.05

Table 6.05 represents the nature of job that is classified as Permanent and Contract based. Among the sample selected of 425 respondents 66% of respondents belong to permanent job and 34% carry contract based job.

Marital Status

Particulars	Frequency	Percent
Single	121	39.9
Married	182	60.1
Total	303	100.0

Table: 6.06

Table 6.06 shows the marital status that is categorized as single and Married. 39.9% of respondents were single and 60.1% were married. Majority of respondents were married.

Age

Particulars	Frequency	Percent
Less than 25	21	6.9
25-40	214	70.6
Above 40	68	22.4
Total	303	100.0

Table: 6.07

Demographical analysis shows that among the sample selected of 425 respondents 6.9% of them fell in the category of less than 25 years, 70.6% fell in the category of 25 to 40 years and 22.4% fell in the category of above than 40 years. Majority of respondents belong to the second category 25-40 years.

Qualification

Particulars	Frequency	Percent
Single	11	3.6
Married	57	18.8
M.Phil	141	46.5
PhD	94	31.0
Total	303	100.0

Table: 6.08

Table 6.08 shows qualification of respondents who were classified as Bachelors, Masters, M.Phil and Ph.D. 3.6% respondents belong to Bachelors, 18.8% were masters, 46.5% were M.Phil and 31% were Ph.D. It means majority of respondents were M.Phil

Total Job Experience

Particulars	Frequency	Percent
Less than 2 years	52	17.2
2-5 years	101	33.3
6-10 years	51	16.8
11 years Or more.	99	32.7
Total	303	100.0

Table: 6.09

Table 6.09 shows that 17.2% respondents have job experience less than 2 years, 33.3% respondents have 2-5 years job experience, 16.8% have 6-10 years and 32.7% respondents have the job experience of more than 11 years. It shows that majority of respondents have 2-5 years total job experience.

Frequencies:

Q1: Challenges motivate me to perform with enthusiasm.

Particulars	Frequency	Percent
Strongly Disagree	8	2.6
Disagree	4	1.3

Neutral	20	6.6
Agree	142	46.9
Strongly Agree	149	42.6
Total	303	100.0

Table: 6.11

Table 6.11 shows that 89.5% respondents agreed that challenges motivate them to perform with enthusiasm. 4% were disagreed while 6.5% showed indifferent opinion in this regard.

Q2: Sense of achievement brings consistency and proficiency in my performance.

Particulars	Frequency	Percent
Strongly Disagree	5	1.7
Disagree	7	2.3
Neutral	17	5.6
Agree	98	32.3
Strongly Agree	176	58.1
Total	303	100.0

Table: 6.12

Table 6.12 shows that 90.4% respondents agreed that sense of achievement brings consistency and proficiency in their performance while 4% disagreed sense of achievement does not causes to enhance their performance and 5.6% showed indifferent opinion.

Q3: My supervisor (Principal/Dean) is happy with my work.

Particulars	Frequency	Percent
Strongly Disagree	6	2.0
Disagree	9	3.0
Neutral	62	20.5
Agree	141	46.5
Strongly Agree	85	28.1
Total	303	100.0

Table: 6.13

A table 6.13 shows that 74.6% respondents agreed that supervisor of their institution is happy with their work while 20.5% show indifferent opinion and 5% disagreed.

Q4: I receive positive comments on job well done.

Particulars	Frequency	Percent
-------------	-----------	---------

Strongly Disagree	9	3.0
Disagree	25	8.3
Neutral	49	16.2
Agree	154	50.8
Strongly Agree	66	21.8
Total	303	100.0

Table:

6.14

Table 6.14 shows that 72.6% respondents agreed that they receive positive comments on job well done while 11.3% respondents disagreed and 16.2% showed indifferent opinion in this regard.

Q5: I have received financial incentives on my performance.

Particulars	Frequency	Percent
Strongly Disagree	50	16.5
Disagree	63	20.8
Neutral	74	24.4
Agree	74	24.4
Strongly Agree	42	13.9
Total	303	100.0

Table: 6.15

Table 6.15 shows that 37.3% respondents disagreed that they receive financial incentives on their performance while 38.3% agreed and they receive financial incentives from their organization and 24.4% showed indifferent opinion.

Q6: My contributions are valued by my organization.

Particulars	Frequency	Percent
Strongly Disagree	9	3.0
Disagree	44	14.5
Neutral	85	28.1
Agree	113	37.3
Strongly Agree	52	17.2
Total	303	100.0

Table: 6.16

Table 6.16 shows that 17.5% respondents disagreed that their contributions are valued by their organization while 54.5% agreed from this statement and 28.1% showed indifferent opinion.

Q7: I am satisfied with the promotion policy of my organization.

Particulars	Frequency	Percent
Strongly Disagree	38	12.5
Disagree	69	22.8
Neutral	100	33.0
Agree	60	19.8
Strongly Agree	36	11.9
Total	303	100.0

Table: 6.17

Table 6.17 shows that 35.5% respondents are dissatisfied from the promotion policy of their institution and 31.7% agreed and satisfied from the promotion policy while 33% showed indifferent opinion.

Q8: My organization provides me the opportunity for advancement.

Particulars	Frequency	Percent
Strongly Disagree	24	7.9
Disagree	48	15.8
Neutral	65	21.5
Agree	109	36.0
Strongly Agree	57	18.8
Total	303	100.0

Table: 6.18

Table 6.18 shows the responses about the advancement opportunities by organizations. It shows that 54.8% agreed that their organization provides advancement opportunities while 23.7% respondents disagreed and 36% were indifferent.

Q9: My organization provides me the opportunities to develop the new skills.

Particulars	Frequency	Percent
Strongly Disagree	25	8.3
Disagree	35	11.6
Neutral	66	21.8
Agree	107	35.3
Strongly Agree	70	23.1
Total	303	100.0

Table: 6.19

Table 6.19 shows that 58.4% respondents agreed that organization provides opportunities for development and growth while 19.9% dissatisfied from the promotion and development

opportunities of organization and 21.8% showed indifferent opinion.

Descriptive Analysis:

Particulars	N	Mean	Std. Deviation
Achievement	303	4.3416	.75005
Recognition	303	3.5635	.74020
Promotion	303	2.9571	1.18551
Growth	303	3.4769	1.12665
Total	303		

Table: 6.20

With respect to the dimensions of motivation as they have been assessed by the "Employee Motivation and Performance" questionnaire Table 6.20 indicates the mean values of intrinsic factors. The mean value of Achievement i.e. 4.34 indicates that employees are highly motivated with the achievement motivation and it brings consistency and proficiency in their performance. The mean value of recognition i.e. 3.56 indicates that employees are highly satisfied and motivated with recognition of their services by organization. Teachers are more motivated by advancement and growth opportunities provided in organization as shown by mean value i.e. 3.47. All the variables as appeared in above table shows employee motivation and satisfaction accept Promotion. Mean value of promotion indicates that promotion policies of universities are unsatisfactory hence the teachers are demotivated.

Conclusion:

Employee motivation is very important for creating a productive and effective work force. The study was conducted to investigate the intrinsic factors of motivation that cause employee motivation in organization and in result improve the performance of employees. For this purpose teachers of public and private sector universities were selected by using sample multistage sampling technique. It was descriptive research so intrinsic factors were taken and then their results were compared to find out the level of motivation of employees in educational sector. It was observed that employees are highly motivated with intrinsic factors i.e. achievement, recognition, advancement/growth but less motivated with the promotion policies of the organizations. Humans are the most important and critical asset of any organization. So organizations should properly formulate the promotion policies to make the employees motivated and productive for the organization.

Bibliography:

- Bowerman, K. D., & Van Wart, M. (2011). *The Business of Leadership: An Introduction*: ME Sharpe Inc.
- Dunbar, B. S. (2003). Perceived Motivational Factors Among Allied Health Managers and Subordinates. *The Internet Journal of Allied Health Sciences and Practices*, 1(1).
- Ekramul Hoque, M., and Ali, H.M. (1998). Achievement Motivation and Performance of Public Sector Commercial Bank Employees in Elding, D. J. (2005). *Modelling employee motivation and performance*. University of Birmingham.
- Gilley, J. W., & Maycunich, A. (2000). *Beyond the learning organization: Creating a culture of continuous growth and development through state-of-the-art human resource practices*: Basic Books.
- Goel, D. (2008). *Performance Appraisal And Compensation Management: A Modern Approach* (Eastern Economy Edition ed.). PHI Learning Private Ltd, New Delhi: Asoke K. Ghosh.
- Griffin, R. W., & Moorhead, G. (2011). *Organizational behavior: Managing people and organizations*: South-Western Pub.
- Grossbauer, S. (2001). *Managing Foodservice Operations: A Systems Approach for Healthcare and Institutions*: Kendall Hunt.
- Hodgetts, R. M., & Hegar, K. W. (2011). *Modern human relations at work*: South-Western Pub.
- Khurana. A., K. P. a. S. L. H. (2009-10). *Human Resource Management*. V.K. (India) Enterprises, New Delhi: Rahul Jain.
- Phye, G. D. (1997). *Handbook of classroom assessment: Learning, achievement, and adjustment*: Academic Pr.
- Qurashi, I. M., Zaman, K., and Shah, A. I. (2010). Relationship between Rewards and Employee's Performance in the Cement Industry in Pakistan. *Journal of International Academic Research*, 10(2).
- Sapru, R. (2006). *Administrative Theories and Management Thought*: PHI Learning Pvt. Ltd.
- Schippmann, J. S. (1999). *Strategic job modeling: Working at the core of integrated human resources*: Lawrence Erlbaum.
- Seel, N. M. (2012). *Encyclopedia of the Sciences of Learning* (Springer reference ed.). New York Dordrecht Heidelberg, London.
- Shahzadi, M. (2011). *Comparative Study of Employees Motivation: A Case Study of Public and Private Sector Banks in Pakistan* M.com (1-1/2), Punjab University.
- Sullivan, L. E. (2009). *The SAGE glossary of the social and behavioral sciences*: Sage Publications, Inc.
- Tosi, H. L., Mero, N. P., & Rizzo, J. R. (2000). *Managing organizational behavior*: Wiley-Blackwell.
- Ventrice, C. (2009). *Make Their Day!: Employee Recognition That Works: Proven Ways to Boost Morale, Productivity, and Profits*: Berrett-Koehler Publishers.
- Watt, A. H. (2007). *The impact of managerial virtuality on employee performance*: ProQuest.
- Wentzel, K. R., & Wigfield, A. (2009). *Handbook of motivation at school*: Taylor & Francis.