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ASSESSMENT OF BEHAVIORAL MOTIVATION AS A TOOL FOR INCREASING PRODUCTIVITY (CASE STUDY OF NIGERIAN ARMY COLLEGE OF ENVIRONMENTAL SCIENCE AND TECHNOLOGY MAKURDI)

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Abstract

Productivity is a critical factor in organizational success, and behavioral motivation plays a significant role in driving individual productivity. This study assesses the impact of behavioral motivation on productivity and explores its potential as a tool for increasing productivity. The research work will be guided by three research objectives, three research questions and three research hypotheses. Survey research design will be adopted for the study. The study had a total population of 245 respondents. The research uses the entire population as sample of the study. The instrument used for gathering data for the study was a structured questionnaire. The instrument was validated by three experts. The reliability of the instrument was established using test-retest approach. Cronbach Alpha statistical tool was used to determine the reliability index of 0.83. A total of 245 copies of the instrument were administered to the respondents, however, 242 copies were returned filled. This brings the percentage return rate to 98.78%. Mean and standard deviation statistical tools were employed to analyze the three research questions. While t-test statistical tool was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a relationship between behavioral motivation and productivity among workers, motivation, interest, rewards and welfare of workers are some of the factors that predict workers productivity in an organization and demography of workers is a moderating factor to workers productivity. It was therefore, recommended that organizations prioritize the

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development of behavioral motivation strategies to enhance employee productivity, develop a motivational culture that foster a work environment that encourages and supports employee motivation, autonomy, and self-efficacy and provide opportunities for growth and development by offer training, mentorship, and opportunities for career advancement to enhance employee motivation and productivity. The findings of this study contribute to the existing literature on motivation and productivity, providing insights for practitioners, policymakers, and researchers.

Keywords: Behavior, Motivation, Reinforcement, Productivity and Organization

1.1 Introduction

The quest for increased productivity has become a perennial concern for organizations, policymakers, and individuals. In today's fast-paced and competitive world, achieving high levels of productivity is crucial for sustaining economic growth, improving living standards, and enhancing overall well-being. Behavioral motivation has emerged as a vital factor in influencing productivity. Motivation is a complex and multifaceted construct that encompasses various psychological, social, and environmental factors that drive human behavior. Behavioral motivation, in particular, refers to the internal and external factors that stimulate individuals to exert effort, persist in the face of challenges, and achieve their goals.

Numerous studies have demonstrated the significance of behavioral motivation in predicting productivity outcomes. For instance, research has shown that motivated employees tend to exhibit higher levels of job satisfaction, engagement, and performance. Moreover, motivated individuals are more likely to adopt positive work habits, such as punctuality, attendance, and adherence to deadlines. Despite the established link between behavioral motivation and productivity, there is a need for further research in this area. Specifically, there is a lack of studies that comprehensively assess the role of behavioral motivation in predicting productivity outcomes in various contexts.

In Nigeria, the issue of low productivity has been a persistent challenge. The country's productivity growth has been sluggish, and the manufacturing sector, in particular, has struggled to compete with other emerging markets. To address this challenge, it is essential to investigate the factors that influence productivity, including behavioral motivation.

This study aims to contribute to the existing literature by assessing the relationship between behavioral motivation and productivity in the Nigerian context. Specifically, the study seeks to investigate the extent to which behavioral motivation predicts productivity outcomes among employees in various sectors. By exploring the role of behavioral motivation in predicting productivity, this study hopes to provide insights that can inform policy interventions, organizational practices, and individual strategies aimed at enhancing productivity in Nigeria.

Behavioral motivation plays a crucial role in employee job performance. Administrators most frequently fulfill their organizational goals through the work of employees. Therefore, Administrators need to have largely effective and productive staff members. Job performance itself is a function of four variables ability, understanding of the task, environment, and motivation (Schraw, 2006). Consequently, in order to perform well, workers need to have the knowledge and tools that are needed for the job as well as the will to do what's is expected from them. Motivation can be generally equated with action and the understanding of motivation unfolds to be a key to the success of any public or private sector.

For that reason, motivation has long been a central content for scholars and practitioners. An abundance of theories and approaches were developed in order to explain the nature of employee motivation (Wellingham, 2007). Although numerous factors contribute to productivity, job performance is viewed to be the most influential one. This research work therefore, looked into the assessment of behavioral motivation as a tool for increasing productivity in Nigeria. Behavior motivation entails increasing prospect of positive behavior and reducing likelihood of inappropriate behavior. Motivation is a programme of planned change and improved performance. Since individual employee has highly developed faculty, their capacity to learn is unlimited. However, the extent to which management can get desired behavior from their employees depends on how well they can modify or shape their behavior. This is closely followed by what is referred to as "reinforcement principles".

Reinforcement principle is an external explanation of behavior. It is anything that increases the strength of response and tends to induce repetitions of behaviour that preceded the reinforcement. Therefore, reinforcement is environmental influence that follows a response and has the capacity to shape behavior. Behavior is shaped by systematically buttressing each successive step that moves individual to the desired state. Lewis, (2021), opined that, it's a programme of planned change and improve performance developed, which involves the operation of three- phase processes, which include; Unfreezing- reducing those forces which maintain behavior in its present form recognition of the need for change and improvement to occur. Development of new attitudes or behaviour and the implementation of the change. Stabilizing change at new level and reinforcement through supporting mechanisms, for example policies, structure or norms. French etal, (2023) list eight specific components of a planned change effort related to the above process which has: initial problem identification, obtaining data, problem diagnosis, action planning, implication, followed-up and stabilization, assessment of consequences and learning from the process. The identification could be explained to mean that, an employee or individuals' attitude is based on the belief that behavior is generally predictable.

1.2 Statement of the Problems

Despite the importance of productivity in driving economic growth and development, many organizations in Nigeria continue to grapple with low productivity levels. One of the key factors contributing to this challenge is the lack of understanding of the role of behavioral motivation in driving productivity. Specifically, there is a need to investigate the extent to which behavioral motivation influences productivity outcomes among employees in various sectors. In every organization, managers or administrators get desired behaviour from employees by modifying or shaping their attitudes towards appraising the overall performance of the entire organizational goals. Nigerian Army College of Environmental Science and Technology is an academic institution saddle with the responsibility of producing qualify Technicians and Technologist that can compete favorable in the ever-changing technological revolution in the world. The study intends to assess behavioral motivation as a vehicle to increasing productivity of workers.

1.3 Aim and Objectives of the Study

The aim of this study is to assess the role of behavioral motivation as a tool for increasing productivity of workers in Nigerian Army College of Environmental Science and Technology Makurdi. Specifically, the study will be guided by the following Objectives:

1. To examine the relationship between behavioral motivation and productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi.

2. To identify the specific behavioral motivation factors that predict productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi.

3. To investigate the moderating effect of demographic factors on the relationship between behavioral motivation and productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi.

1.4 Research Question

The following research questions were developed to guide the study:
1. What is the relationship between behavioral motivation and productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi?

2. What are the specific behavioral motivation factors that predict productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi?

3. What are the moderating effect of demographic factors on the relationship between behavioral motivation and productivity among workers in Nigerian Army College of Environmental Science and Technology Makurdi?

1.5 Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

$H0_1$: There is no significant relationship between behavioral motivation and productivity among employees in Nigeria.

$H0_2$: Behavioral motivation is not a significant predictor of productivity among employees in Nigeria, controlling for demographic factors.

$H0_3$: Demographic factors do not moderate the relationship between behavioral motivation and productivity among employees in Nigeria.

1.6 Significance of the Study

Output of this study will add to the existing knowledge that could be used by the management in formulating polices that could ensure more behavioral motivation for increasing productivity in the study area. Polices makers could therefore find the study relevant for designing polices in line with the challenges of ensuring improved living condition for behavioral motivation for increasing productivity in the study the areas. The finding will add to existing literature on the issue of behavioral motivation for increasing productivity. The significance of this research work cannot be over-emphasized as it is intended to serve as reference materials in conducting further research work. Also, it will provide a framework for which management and administrators will know the kind of reinforcement principles to adopt while dealing with their staff. More so, what constitute behavior modifications will be highlighted and make known to management for achieving a purposeful organizational objective rather than adopting individual behavior which might be towards personal interest.

LITERATURE REVIEW

2.1 Theoretical Framework

The concept of behavioral motivation is all about shaping individuals' attitudes, perception and expectation towards the prospects of achieving organizational objectives. Since individual employees in an organization have highly developed mentality or skills their

capacity to learn is unlimited. However, the extent to which management can get the desired behavior from their employees depends on how well they can modify or shape their behavior.

Frederick Herzberg studied how a work environment would affect the work environment by causing satisfaction or dissatisfaction. His idea was that if people were satisfied at work, they would be motivated to work. He interviewed employees about their feelings at work and then published his findings in his book called "The motivation to work". His theory is also called the motivation- hygiene theory because he considered the factors that satisfied employees to be motivators and those factors that were dissatisfying to be hygiene factors. Hygiene factors being present does not avoid job dissatisfaction, but if you take them away you will find that they can de motivate an employee (Werner, 2006). Examples might be the loss of a regularly expected pay rise or some decrease in how you perceive your work environment. Herzberg identified the top six factors leading to dissatisfaction and the top six factors leading to satisfaction in the work place (Vandenabeele, 2007).

Ololube, (2004) explored the same point of view that increased motivation of lecturers' leads to an increase in productivity that gives boost to the educational systems; hence the function of educations motivational methods cannot be underemphasized. Different theories of motivation like Maslow's hierarchy of need theory, Herzberg's motivation hygiene theory and Adam's Equity theory are been stated in literature (Schraw,2006). These theories provide fundamental basis of motivation that help describing the motivation of employees in a systematic way and in understanding the contemporary theories of motivation like goal setting theory, reinforcement theory and expectancy theory etc. Maslow's (1943) need-based theory of motivation is the most commonly known theory of motivation according to which there are five fundamental needs of a person i.e., physiological, security, affiliation, esteem, and self-actualization. On the contrary, Herzberg (1959) has described motivators as internal motivating factors which always stimulate the employee's motivation to put his best efforts. These motivators for lecturers include recognition from departmental head, empowerment, students' achievement or career advancements (Willingham, 2007). As lecturers play the mentoring role for their students, their primary motivation is associated with students learning achievement. The more students will grow and learn the more satisfaction of task achievement and job involvement would be increased among these mentors. Furthermore viewing the previous literature on lecturers motivation, different authors have explored various issues of motivation for lecturers in higher education institutions which can be valuable contribution in enhancing lecturer's job satisfaction and involvement in particular and for organizational growth as whole (Steers, 1987). As Adams et al (1989) highlighted in their study that student achievement can be a factor of motivation for lecturers, i.e., if students are hardworking, talented and high achievers, lecturers will be more motivated as a strong relationship between teacher satisfaction and student achievement not only will raise lecturer's job satisfaction but also will prompt him to put his best. Clarke et al (1995) have also found same relationship between student lecturers' relationship and have asserted that students can be more satisfying aspect for teachers than an administrative support. However, Bohlender, et al (2001) stressed compensation as one of the important considerations in human resource management. They emphasized that it is a tangible reward to the employees for the services; therefore, compensation must be in accordance to the need fulfillment of employees. Along with compensation Fuhrman (2006) pointed out that job descriptions are important factors in motivating or de motivating employees. As unclear job description, stressful working environment, irrelevant administrative assignment can create overburden upon lecturers and lead them to job dissatisfaction. Similarly, as Davidson (2007) concluded in his research that high workload, large number of students in classes and burden of non-teaching activities are the problems in creating a good job design for teachers in

higher education institutions. On the other hand, Ofoeqbu (2004) established that a lecturer needs different resources like technology (computers, projectors, multimedia and internet etc) and facilities (pens and financial aids etc) for effective classroom management and institution's improvement. Institution's support in providing class aids and academic resources can prove to be effectual motivators for lecturers in order to have their extreme efforts. Hughes (1991) in his research found professional growth as fundamental motivators for lecturers. He further described that teacher's professional learning is a component of their career development that gives them effectiveness and satisfaction in teaching. (Hughes, 1991). Likewise, Lynn (2002) supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance. Wright (1985) asserted that satisfaction of lecturers is closely related to recognition. He further explains that lecturers get motivation from the recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws. This open feedback and appreciation not only compel lecturers to perform better but also allows the organization to grow in a collective manner (Werner,2006).

As Memmott et al (2002) stressed that organizations must provide feedback to its employees in order to create open communication in the organizational set up. Martinez (2006) makes the same point describing that the lack of feedback leads to increased frustration in lecturers and this disturbance impacts negatively on lecturers' performance. Similarly, Armstrong (2006) is of the opinion that training is one of the most important activities that can be used as a motivational program for employees' development. Training programs are one of those different input factors that give motivation to teachers for their performance enhancement. (Woodward, 1992). Hall et al (1997) examined in his research that autonomy is the most imperative factor of lecturer's motivation. They further added that teachers when given due authority or autonomy while designing their courses, class management and scheming evaluation mechanism, feel more confident and self-initiators as compare to those who are always instructed for the said tasks. The same as Praver et al (2008) found that teacher's empowerment is having academic freedom, i.e. planning lessons, formatting syllabus and selecting text books to recommend their students by their own and not by the department. Moreover, Short et al (1994) found that lecturer's empowerment is a process in which lecturers develop the capability to grow and to resolve their problems. They explained that decision making, professional growth, status, self-efficacy, autonomy and impact are the six dimensions of lecturers' empowerment. The above-mentioned factors are giving a quick glimpse of major contributors of lecturer's motivation. The major task of human resource management in universities or higher education institution is always centered to enhance the job satisfaction level, particularly of lecturer as they are building blocks of institution as well as society at large.

2.2 Concept of Behaviors in Achieving Organizational Goal

Organizations is preoccupied with the human resources. Human beings play a very vital role in the growth of the organizations individually as well as in the groups. Though history of management depicts that in the earlier times organizations used to consider non-human resources such as money, machinery, methods and material more important than human resources but, now this philosophy has been changed. Organizations have started realizing the importance of human resources (Pareek, 2014). Organizations also understand that it is only human resources which possess physical strength, administrative skills, decision making skills, executive skills and also organizing abilities. Such qualities must be optimally utilized and harnessed if organizational objectives are to be achieved. Therefore, OB has evolved as a

relevant field of study. The organizational behavior focuses on all aspects of human nature and deals with human emotions i.e., how to motivate employees to increase performance, productivity, satisfaction, loyalty, and employee engagement. Also, it provides the methods to resolve conflicts. OB provides a common platform to work with peace and cooperation for the employees from different backgrounds, education and perception. It also helps to manage the cultural diversity at work. An organization is an entity where various members work together to establish and achieve the common goals and objectives. Organizational behavior has been widely accepted as the area of study which is related with understanding, predicting and controlling human behavior in organizations (Moshal, 2015).

2.2.1 Fundamental Concepts of Organizational Behavior

Organizational behavior is based on fundamental concepts which involve the nature of people and nature of the organizations. The basic assumptions underlying the concept of OB as outlined by Nair, (2010) are given as below:

Individual differences: Every individual is different from another individual in terms of his/her intelligence, personality, physique etc. The concept of individual differences is evolved from the field of psychology. It is assumed that every individual differs from another individual from the very first day of his/her birth. But, unique experiences which the individual face during different stages of life make him/her even more different. The concept of individual differences has motivated management to treat employees differently and find broad ways of dealing with employees.

Good human relations: Organizational behavior has attempts to maintain interpersonal relationships between employers and employees. It provides directions regarding how to maintain good relation with employees and how to solve their problem.

Effective Organizational climate: OB stresses upon maintaining a good climate by developing sound interpersonal relations, hygienic working conditions, fair and adequate compensation, better and safe operation equipment, effective leadership, employee participation etc.

Motivation of Human Resources: Field of OB has motivated managers to motivate the employees by giving them various kinds of rewards and appreciate them on the basis of quality of work.

Perception: Perceptions of people differ when they see an object. In the similar way, in organizations, employees see and perceive work differently. This is primarily because of their different personalities, needs, demographics factors, past experiences and social surroundings.

Desire for involvement: Every employee is actively seeking opportunities so as to involve him/her in decision-making problems and to share what they know and to learn from the new experiences. Therefore, organizations should provide employees a chance to express their opinions, ideas and suggestions for decision-making problems. A meaningful involvement can bring mutual benefit to both parties.

A whole person: When an organization recruits a new employee, only skills and qualities of that employee is not hired but, his/her social background, like and dislikes, needs, motives, pride, motivations and prejudices are also hired. Organizations accept the employees along with their personal lives and attempt to create home away from home.

Caused behavior: Human beings are rational beings and therefore the behavior expressed by the employees in the organization is also caused and not random. Behavior of employees is always directed towards some goals or ends which suits their interest. The challenge for OB managers is to understand the cause behind a particular behavior of an employee and the ways to modify the behavior.

Human dignity: The concept of human dignity is driven by ethical philosophy rather than the scientific principles of management. The concept guides that every individual should be treated with dignity and respect. The concepts also suggest that human beings are of higher order than other factors of production and therefore any comparison between human beings and non-human factors of production is not fair. This philosophy rejects the old philosophy of considering human resources as an economic tool.

Organizations are social systems: Organizations are social systems and therefore their activities, policies and procedures are governed by the social as well as psychological laws. Like individuals, organizations also have social norms and status. Growth and performance of the organizations are influenced by the behavior of groups and individual drives of people working in it. In every organization, two types of social systems run in parallel: formal system and informal social system.

Mutuality of interest: This is represented by the fact that organizations need people and people needs organizations. Both benefit each other in or another way. People find organizations as a platform where they can find the channels to grow and reach their life and career goals. In the same way, organizations need people to achieve the organizational goals.

Organizational behavior is a field of study which helps in understanding human behavior in an organizational context and also the interconnection between human behavior and growth of the organization. Organizational behavior is the study of individuals, groups and organizational systems. Organizational behavior examines how human beings behave and interact with each other in the organizations. OB is considered as an art of applied science which deals with the emotions, feelings, believes, perceptions, intellectuality and mentality of people working in an organization. Key elements of OB are people, structure, technology and environment. In this module four approaches of OB viz. human resources approach, productivity approach, contingency approach and system approach have been discussed.

2.2.2 Key Elements of Organizational Behavior

Organization is a group of people who work together to achieve a common goal by using their skills (managerial, task management and interpersonal skills) and resources (physical resource as well as human resource). The term organization does not mean only by structure, design and shape, it also includes the group of individuals which works independently to achieve organizational objectives effectively. To study deeply the concept of organization, it is necessary to understand the following key elements.

People: Individuals working in an organization form the social system which is internal to the organization. Social system of the organization is comprised of individuals and groups (large groups as well as small groups). Individuals are the building blocks of the organizations and play a vital role in achieving the goals and objectives of the organization. Therefore, it is very important to understand, predict and control the behavior of individuals working in the organizations.

Structure and design of organization: Structure of an organization defines workflow and the relationship between people in the organization, interconnection of authority and

responsibility and division of work in an organization. It does not matter what kind of organization an individual working for, if there is free flow of information, effective communication system (verbal as well as written), authorities are well defined and given to responsible persons who can direct it in proper manner, objectives can be achieved in an effective and convenient way. Hence, it is necessary that people on higher levels should be open minded while dealing with their subordinates.

Work environment: Every organization operates with in an external environment which has a strong bearing on the decision making and growth of the organizations. External environment is a blend of number of variables which mutually influence each other and the business as a whole. Work environment can be further divided into two categories viz. internal environment and external environment. Both the environments play vital role in the business processes.

2.3 Content and Process Theories of Motivation as Tools of Increasing Productivity

Learning is the process of acquiring knowledge or skills. An organization in a changing environment depends on employees conditional learning, so managers or administrators must appreciate and rely on the individual styles with which people learn. In general, people learn through some combination of experience, practice and study. David Kolb base learning style on the four kinds of learning abilities, the ability to learn from concrete experience, reflective observation, actual conceptualization and active experimentation. It will be important to indicate in this chapter which of the learning process that will bring about increases productivity in an organization. So, learning a favorable behavior that will create team work, harmony, strong motivation and challenging innovations as well as high productivity should be encouraged among staff or workers in an organization. There are three learning process, which we can acquire patterns of behavior in an organization.

2.3.1 Social Learning

Social learning is the process by which people learn through observation and direct experience. Social learning is a behavior theory which draws heavily from the principles of classical and conditioning. Much of what we have learnt comes from our observation of role models such as parents, teachers, lecturers, peer groups, bosses, heroes, etc. The influence of model is central to social learning perspective through various or modeling and self-selective behavior, it entails the application of conditioning techniques to reduce or eliminate in appropriate behavior of teach new ones.

2.3.2 Operant Conditioning

By definition, operant condition is the process by which a response becomes more or less likely to occur, depending on its consequences. Operant conditioning is also referred to as instrumental conditioning. It places emphasis on the consequences of behavior. In this situation a behavior can be modify based on the consequences awaiting the contradiction of the rules governing an organization. Based on the consequences inherent in the organization, employees may refrain from such unfavorable behavior that does favor them.

2.3.3 Classical Conditioning

This is a process by which a previously neutral stimulus acquires the capacity to elicit a response through association with a stimulus that naturally elicits similar response. That is the process by which a neutral stimulus becomes a conditioned behavior is classical conditioning. The early theory of learning was propounded by the great Russian physiologist

- Ivan Pavlov (1849-1936), when he was studying salivation process in dogs as part of a research programme on digestion. In this research work, our concern will be much on classical conditioning as a technique for learning. Learning occurs when some neutral stimulus was regularly paired with an unconditioned stimulus until it produces a conditioned response.

KOLB'S LEARNING CYCLE (learning styles based on learning abilities)

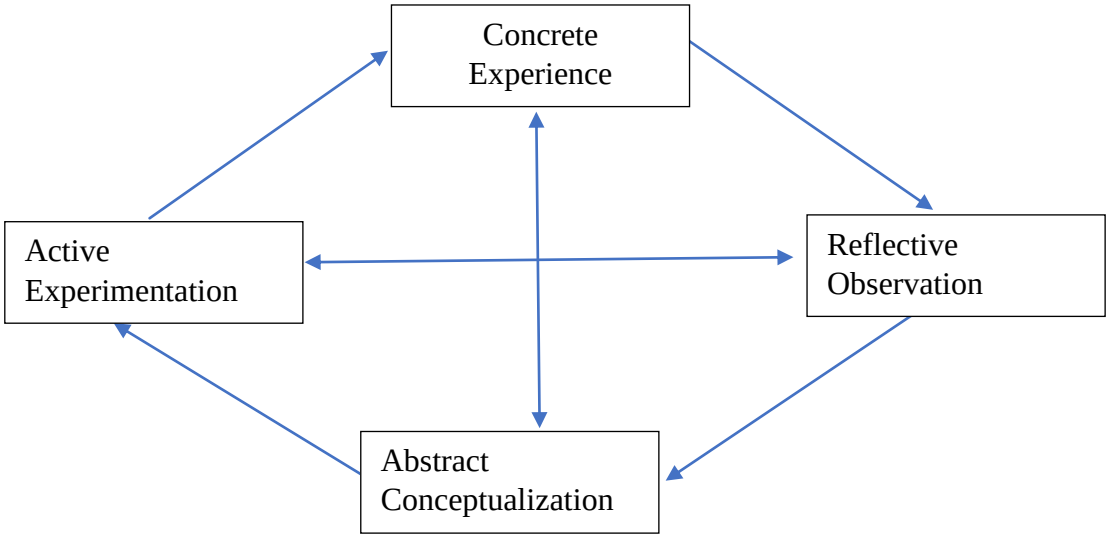

Fig 1: KOLB'SLEARNINGCYCLE (learning styles based on learning abilities)

2.4 Understanding of Human Behaviors and the style of Managerial Behaviors

Motivation is powerful determined of our behavior when they are not satisfied in this research work, emphasis will not be much led on discussing the above theories, but the emphasis will dwell on how modification, really modifies an employee's behaviors towards achieving the predetermined objectives of the organization. An employee who is adequately motivated can have a change of perception, expectation and above all attitudes towards working restlessly for the organization. Motivation without contention influences and modifies one's behavior to work in live with the employee's task related functions.

2.6 Summary of Literature Reviewed.

Organizational behavior is a field of study which helps in understanding human behavior in an organizational context and also the interconnection between human behavior and growth of the organization. Organizational behavior is the study of individuals, groups and organizational systems. Organizational behavior examines how human beings behave and interact with each other in the organizations. OB is considered as an art of applied science which deals with the emotions, feelings, believes, perceptions, intellectuality and mentality of people working in an organization. Key elements of OB are people, structure, technology and environment. In this module four approaches of OB viz. human resources approach, productivity approach, contingency approach and system approach have been discussed.

3.1 Methodology

A descriptive survey research design was adopted for the study. Survey research design is quantitative research in which researchers administer a survey instrument to a sample or to the entire population of people or subject to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Therefore, descriptive survey

research design was used for this study because the researcher administered a structured questionnaire to the sample of the study to describe the opinions of the population.The study area is Nigerian Army College of Environmental Science and Technology (NACEST) Makurdi, Benue State. An educational institution situated in Makurdi metropolis (North bank Makurdi). Benue State is located in the North-Central geopolitical zone of Nigeria bordering Nasarawa state to the north, Taraba state to the east, cross River state to the south, Enugu state to the southwest and Kogi state to the west with a coordinate of latitude: 7^0 15'N – 8^0 10N and longitude 7^0 45'E – 9^0 30'E. The population for this study comprises of 183 academic and non-academic staff of the college the population was therefore, finite. A population is a group of individuals, subjects or organizations who have the same characteristic from which data can be collected and analyzed (Creswell, 2012). A Finite Population is also known as a countable population in which the population can be counted.

4.0 RESULTS AND DISCUSSIONS

Table 1: Relationship Between Behavioral Motivation and Productivity Among Workers

S/NO	ITEMS	SD	MEAN	DECISION
1	I am motivated to perform my job tasks	0.54	2.35	Disagreed
2	I feel a sense of personal satisfaction when I complete my job tasks.	1.53	3.42	Agreed
3	I am motivated to perform my job tasks because I want to achieve recognition and rewards.	1.19	3.72	Agreed
4	I feel pressured by my supervisor or colleagues to perform my job tasks.	1.31	3.65	Agreed
5	I am motivated to perform my job tasks because I want to contribute to the organization's goals.	1.73	2.83	Agreed
6	complete my job tasks efficiently and effectively	1.51	2.49	Disagreed
7	I meet or exceed my job performance targets.	1.35	2.64	Agreed
8	I am able to manage my workload and prioritize tasks effectively.	1.32	3.10	Agreed
9	I experience frequent distractions or interruptions that affect my productivity.	1.43	3.34	Agreed
10	I am satisfied with my overall job performance.	1.33	4.18	Agreed

Table 1 shows the result of research question one on the relationship between behavioral motivation and productivity among workers. The result shows that item 1 and 6 were disagreed with a mean score of 2.35 and 2.49 respectively while other items were agreed with a mean score ranging from2.64 to 4.18. This shows that there is a relationship between behavioral motivation and productivity among workers. Therefore, implied that productivity depends on motivation and reward.

Table 2: Specific Behavioral Motivation Factors that Predict Productivity Among Workers

S/NO	ITEMS	SD	MEAN	DECISION
11	I enjoy my work because it allows me to be creative.	1.51	2.44	Disagreed
12	I feel a sense of personal satisfaction when I complete a challenging task.	1.29	2.53	Agreed
13	I am motivated to work because I want to learn new skills.	1.29	2.66	Agreed
14	I find my work interesting and engaging.	1.43	3.02	Agreed
15	I feel a sense of accomplishment when I receive positive feedback from my supervisor or colleagues.	1.28	3.82	Agreed
16	I am motivated to work because I want to earn a higher salary.	1.27	4.13	Agreed
17	I am motivated to work because I want to receive bonuses or rewards.	1.26	4.08	Agreed
18	I am motivated to work because I want to advance in my career.	1.56	2.82	Agreed
19	I am motivated to work because I want to receive recognition or awards.	1.31	3.85	Agreed
20	I am motivated to work because I want to improve my job security.	1.46	3.58	Agreed
21	I am motivated to work because I want to be part of a team.	0.95	3.98	Agreed
22	I am motivated to work because I want to help my colleagues.	1.53	3.40	Agreed
23	I am motivated to work because I want to contribute to the organization's goals.	1.03	4.32	Agreed
24	I am motivated to work because I want to receive feedback and support from my supervisor or colleagues.	1.42	3.51	Agreed
25	I am motivated to work because I want to build positive relationships with my colleagues.	1.35	2.97	Agreed
26	I am motivated because I complete my tasks efficiently and effectively.	1.34	2.41	Disagreed
27	I meet or exceed my productivity targets.	1.48	3.22	Agreed
28	I am able to manage my workload and prioritize tasks effectively.	1.55	2.59	Agreed
29	I experience frequent distractions or interruptions that affect my productivity.	1.63	3.32	Agreed
30	I am satisfied with my overall productivity.	1.34	4.05	Agreed
31	Motivation by promotion, rewards and job security modifies attitudes and increase high productivity in an organization	1.42	3.90	Agreed

Table 2 reveal the specific behavioral motivation factors that predict productivity among workers in which all items were agreed with a mean score ranging from 2.53 to 4.32 while two items 11 and 26 were disagreed with a mean score of 2.44 and 2.41 respectively. This is an indication that all items mentioned in table 2 are specific behavioral motivation factors that predict productivity among workers with the exception of items 11 and 26.

Table 3: Moderating Effect of Demographic Factors on the Relationship Between Behavioral Motivation and Productivity Among Workers

S/NO	ITEMS	SD	MEAN	DECISION
32	Age 20-25 are well behaved in an organization	1.28	4.03	Agreed
33	Age 31 - 35 are well behaved in an organization	0.86	4.31	Agreed
34	Age 36 - 40 are well behaved in an organization	1.13	3.87	Agreed
35	Age 41 - 45 are well behaved in an organization	1.36	3.91	Agreed
36	Age 46 - 50 are well behaved in an organization	1.07	3.85	Agreed
37	Age 51 and above are well behaved in an organization	1.49	3.16	Agreed
38	Male gender are more productive in an organization	1.61	2.72	Agreed
39	Female gender are more productive in an organization	1.51	3.07	Agreed
40	Married workers are more productive in an organization	1.60	2.74	Agreed
41	Educated workers are more productivity in an organization	1.57	2.74	Agreed
42	Working experience make workers to be more productive in an organization	1.28	1.88	Disagreed

Table 3 shows the response of the moderating effect of demographic factors on the relationship between behavioral motivation and productivity among workers in which all the items were agreed with the exception of item 42 which were disagreed with a mean score of 1.88

Hypothesis Testing

$H0_1$: There is no significant relationship between behavioral motivation and productivity among employees in Nigeria.

Table 4: t-test results comparing relationship between behavioral motivation and productivity

Groups	N	$\bar{X}$	SD	T	Df	P	Decision
Managers	53	3.24	1.51	4.00	184	0.87	Accepted
Workers	130	3.21	1.47				

From table 4 showed above the mean opinion of Managers and that of Workers on the relationship between behavioral motivation and productivity in the study area. The following mean and standard deviation expresses the opinion of the two groups: Managers (X = 3.24, SD = 0.1.51) and workers (X = 3.21, SD = 1.47), df = 184, and P-value = 0.87, this value is greater than the alpha value of 0.05 level of significant.

From the result as interpreted in table 1, it inferred that the null hypothesis $H0_1$after careful analysis and its testing found out that the null hypothesis $H0_1$was accepted. This implied that the null hypothesis was not rejected.

$H0_2$: Behavioral motivation is not a significant predictor of productivity among employees in Nigeria, controlling for demographic factors.

Table 5: t-test results comparing predictor of productivity among employees

Groups	N	X	SD	Df	P	Decision
Managers	53	2.77	1.39	154	0.97	Accepted
Workers	130	2.49	1.11			

Table 5 showed the mean opinion of Managers and that of Workers on the predictor of productivity among employees in the study area. The following mean and standard deviation expresses the opinion of the two groups: Managers (X = 2.77, SD = 1.39) and Workers (X = 2.49, SD = 1.11), df = 154, and P-value = 0.97, this value is greater than the alpha value of 0.05 level of significant.

From the result as interpreted from table 2, it inferred that the null hypothesis $H0_2$after careful analysis and its testing found out that the null hypothesis $H0_2$was accepted.

$H0_3$: Demographic factors do not moderate the relationship between behavioral motivation and productivity among employees in Nigeria.

Table 6: t-test results comparing Demographic factors do not moderate the relationship between behavioral motivation and productivity

Groups	N	X	SD	Df	P	Decision
Managers	53	3.32	1.52	181	0.41	Rejected
Workers	130	3.49	1.47			

Table 6 showed the mean opinion of Managers and that of Workers on the areas of demographic factors do not moderate the relationship between behavioral motivation and productivity in the study area. The following mean and standard deviation expresses the opinion of the two groups: Managers (X = 3.32, SD = 1.52) and Workers (X = 3.49, SD = 1.47), df = 181, and P-value = 0.41, this value is less than the alpha value of 0.05 level of significant.

From the result as interpreted from table 3, it inferred that the null hypothesis $H0_3$after careful analysis and its testing found out that the null hypothesis $H0_3$was rejected.

5.1 Summary of Findings

i. There is a relationship between behavioral motivation and productivity among workers. This is in line with Nair, (2010) who opined that behavior and productivity are inseparable when itcome to measure achievement or success

ii. Motivation, interest, rewards and welfare of workers are some of the factors that predict workers productivity in an organization. This conformed with Raymond&Zuckerman, (2022) that mention various factors that yield to workers productivity and efficiency in an organization.

iii. Demography of workers is a moderating factor to workers productivity.

5.2 Conclusion

Behavioral motivation plays a crucial role in employee job performance. Administrators most frequently fulfill their organizational goals through the work of employees. Therefore, Administrators need to have largely effective and productive staff members. Job performance itself is a function of four variables ability, understanding of the task, environment, and motivation (Schraw, 2006). Consequently, in order to perform well, workers need to have the knowledge and tools that are needed for the job as well as the will to do what's is expected from them. Motivation can be generally equated with action and the understanding of motivation unfolds to be a key to the success of any public or private sector.

5.3 Recommendations

Base on the findings of this research work, the following recommendations were made:

1. Develop a Motivational Culture that foster a work environment that encourages and supports employee motivation, autonomy, and self-efficacy.

2. Provide Opportunities for Growth and Development by offer training, mentorship, and opportunities for career advancement to enhance employee motivation and productivity.

3. Implement a recognition and reward system that acknowledges and rewards employees for their achievements and contributions.

4. Conduct Regular Feedback and Coaching: Provide regular feedback and coaching to employees to help them identify areas for improvement and develop strategies for increasing productivity.

5. Encourage employees to maintain a healthy work-life balance by providing flexible work arrangements, employee wellness programs, and other support services.

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