

1 Impact of Employee Motivation on Employee Performance: With 2 Special Reference to Faculty Lecturers of SLITHM

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6

7 **Abstract**

8 Employee motivation can be recognized as one of the most important managerial practices
9 where most of the organizations are looked at. Many researchers found that, there's a direct
10 impact of conducting employee motivational programs on the performance of the employees
11 and finally, the performance of the organization. In order to satisfy the external customers,
12 the organizations need to satisfy the internal customers first because, with a proper
13 satisfaction of the internal customers the satisfactory level of the expected outcome of the
14 employee will be able to deliver to the target consumer. The study was based on the evidences
15 that showed an issue of employee de-moralized behavior due to various factors which are
16 mainly originated from the administration system of the institute. According to the
17 preliminary study which was conducted by the researcher, it was identified that, the
18 opportunities to promote for the higher level is very low and also they are not satisfied with
19 the financial and the non-financial incentives received from the institute.

20

21 ***Index terms***— motivation, intrinsic, extrinsic, employee performance, empowerment, employee recognition.

22 **1 Introduction**

23 The Sri Lanka Institute of Tourism & Hotel Management (SLITHM) is the only Government approved premier
24 Institute in Sri Lanka with the purpose of providing professionally trained manpower for the tourism and
25 hospitality industry. SLITHM was established by the government in 1964 and it is currently managed by the
26 Ministry of Tourism Development and Christian Religious Affairs. Over the years SLITHM has fine-tuned its
27 programmes to meet the specific needs of Sri Lanka and Asia changing industry wide market needs and new
28 schemes of training are introduced frequently with opportunities to specialize in industry specific areas. The
29 scheme allows students to be more flexible in the choice of training and provides multiple entries-exit points. It
30 also recognizes prior learning, which benefits those who have gained hands on experience in the industry and who
31 wish acquire further knowledge through a sound professional qualification.

32 The institute is fully committed to enhance the manpower standard of Sri Lanka up to the global standards in
33 order to gain the maximum opportunities from the expanding tourism sector in Sri Lanka. Hence, the lecturers
34 of the institute should focus more on providing a strong, updated and effective professional training to fulfill the
35 rapid increasing requirements of both local and international hotels and tourism industries. But at present, there
36 can be seen a lot of discrepancies inside SLITHM and the performance of the lecturers is not in a satisfactory
37 level. Motivation is one of the major causes affect to the performance. Motivation is something that moves the
38 person to action and continues him the cause of action already initiated.

39 Motivation has the role to develop and intensify the desire of every member of the organization to work
40 effectively and efficiently in his position. Even though money occupies a major place in the mix of motivators,
41 money alone cannot motivate employee. Performance is an evaluation of the results of a person's behavior. It
42 involves determining how well or poorly a person has accomplished a task or done a job. Motivation is only
43 one factor among many that contributes to an employee's job performance. All thing being equal, one would

7 RESEARCH METHODOLOGY

44 expect a highly motivated teacher or an officer would deliver high-quality teaching or service than those poorly
45 motivated teacher or officer. All things however, are not always equal because so many factors affect performance
46 -factors such as personality, the difficulty of the task, availability of resources and working conditions. To attain
47 high levels of performance as an employee and manager, you must be sure that you and your employees have
48 the ability, motivation and the resources to meet objectives. When performance is not at the standard level or
49 above, you must determine which performance factor needs to be improved and improve it ??Lussier, 2005).
50 Therefore, this research basically shows how the employee motivation affects the employee performance with
51 special reference to Sri Lanka Institute of Tourism and Hospitality Management.

52 2 II. Research Problem and Justification

53 As the only one premier institute for tourism and hospitality training approved by the government, SLITHM
54 should be an outstanding and unique institute by providing an unmatched service to the students. The researcher
55 observed that there is a big issue with the interaction of lecturers with students. According to the observations
56 of the director of the institute, there is a big issue with retaining the lecturers at the institute before or after
57 the lectures. Because of this situation, the interaction of the lecturers and students are low and also lecturers'
58 contribution to the institute is less. This situation is not good for SLITHM since the lecturers should contribute
59 their maximum not only for the lectures but lecture related activities of the institute too such as syllabus
60 revision, participating in meetings, organizing conferences and other programs etc. when investigating this
61 situation in deep, the researcher could understand that one of the major reasons for this can be lack of employee
62 motivation. Therefore, the research problem can be constructed as "The impact of employee motivation on
63 employee performance: with special reference to Sri Lanka Institute of Tourism and Hospitality Management".

64 3 III.

65 4 Objectives of the Study a) General Objective

66 To determine the impact of Motivation on Employee Performance in SLITHM.

67 5 b) Specific Objectives

68 1. To identify the significance of the extrinsic motivational factors on employee performance in SLITHM. 2.
69 To identify the significance of the intrinsic motivational factors on employee performance in SLITHM. 3. To
70 determine the methods by which the motivation can be improved in order to improve the employee performance
71 of SLITHM. 4. To recognize the activities that can be implemented for the employee performance of the academic
72 staff of Sri Lanka.

73 6 c) Hypotheses of the study

74 H1: Salary significantly impacts on employee performance of SLITHM.
75 H2: Incentives significantly impacts on employee performance of SLITHM.
76 H3: Festival Advance significantly impacts on employee performance of SLITHM.
77 H4: Employee recognition factors significantly impact on employee performance of SLITHM H5: Empowerment
78 factors significantly impact on employee performance of SLITHM H6: Career development factors significantly
79 impact on employee performance of SLITHM IV.

80 7 Research Methodology

81 The Sri Lanka Institute of Tourism & Hotel Management (SLITHM) is the only Government approved premier
82 Institute in Sri Lanka with the purpose of providing professionally trained manpower for the tourism and
83 hospitality industry. SLITHM was established by the government in 1964 and it is currently managed by the
84 Ministry of Tourism Development and Christian Religious Affairs. The institute is fully committed to enhance
85 the manpower standard of Sri Lanka up to the global standards in order to gain the maximum opportunities
86 from the expanding tourism sector in Sri Lanka. Hence, the institute is providing a strong, updated and effective
87 professional training to fulfill the rapid increasing requirements of both local and international hotels and tourism
88 industries.

89 In the beginning, the institute focused on training only the students who worked in top management and
90 middle level management positions providing the manpower training for the various departments in the hospitality
91 industry. Over the years SLITHM has fine-tuned its programmes to meet the specific needs of Sri Lanka and Asia
92 changing industry wide market needs and new schemes of training are introduced frequently with opportunities
93 to specialize in industry specific areas. The scheme allows students to be more flexible in the choice of training
94 and provides multiple entries -exit points. Although SLITHM is the premier institute in tourism industry of Sri
95 Lanka, there are some noticeable discrepancies especially in academic sector positions. Further, since there is no
96 human resources management department, a well structured, stable and maintained curriculum is not available.
97 As a result of all these problems, the lectures are behind the standard level. Therefore, the researcher assumes
98 that there is a problem of motivation behind the lack of employees' performance. Therefore, the results taken

99 by this research will help SLITHM to strategically manage the institute and achieve the success. Therefore, the
100 research site can be taken as SLITHM.

101 V.

102 **8 Sample Plan**

103 The sample plan consists with population, sampling method and data analysis.

104 **9 a) Population**

105 Smith & Albaum(2010) defines population as the group of people where the researcher is interested in conducting
106 the research and this may be a set of individuals, households or businesses. Since this research is about the
107 motivation and performance of the employees, fifty five (55) the lecturers of all the braches in Sri Lanka can be
108 considered as the population.

109 **10 b) Sampling Method**

110 A Sample of fifteen (15) lecturers was calculated under the convenience sampling method which is a type of non
111 probability sampling method. In convenience sampling method, the sample is extracted by considering the ease
112 and convenience than from random sampling. This is often used in pilot studies, short term projects which have
113 time constraints to conduct the research (Greener, 2008). Hotel Reception, Housekeeping, Food & Beverage
114 and Professional cookery sections were taken into consideration as they are the core departments to compile &
115 function a hotel. In selecting the sample, following criteria were considered. He /she should be a permanent
116 lecturer He /she should have at least one year experience in SLITHM.

117 **11 c) Data analyzing methods**

118 Data gathered through the structured questionnaire was entered in to SPSS 21.0 software (the statistical package
119 for the social sciences) computer based programme and researcher used reliability analysis, factor analysis and
120 mainly the multiple regression analysis.

121 **12 d) Literature Review**

122 Employee motivation depends on a constrain that pushes individuals to make a specific employment decision,
123 stay at the employment, and put in effort (Simons and Enz, 1995). Motivational need scholars determine
124 that a need can advance from physiological or mental insufficiencies that stimulate conduct ??Ramlall, 2004).
125 According to Ramlall (2004) Employee motivation require theories are characterized by as "internal factors that
126 energize behavior." Another meaning of Employee motivation is characterize d by Robbins (1993) (as refered to
127 in Ramlall, 2004) as: "the ability to apply high levels of exertion toward hierarchical objectives, molded by the
128 exertion's ability to fulfill some person require." Therefore to draw in the act of rousing Employees, employers
129 must comprehend the unsatisfied needs of the Employee gatherings. Unsatisfied necessities can be characterized
130 as "pressure that empowers drives inside the individual," ??Ramlall, 2004). In this setting this kind of pressure
131 presents an objective for the specialist on the grounds that the laborer does "seek" conduct to fulfill the insufficient
132 need, in this way decreasing the saw strain (Ramlall, 2004).

133 **13 e) Maslow's Theory**

134 As indicated by Maslow (1943) human needs can be masterminded in a progressive way with lower level needs
135 being an essential of higher request needs. The base level comprises of physiological needs, i.e.: sustenance what's
136 more, haven. After an individual has finished satisfaction of the physiological needs, the following level advances
137 to needs comprising of: safety and security needs. Requirements for adoration, affection, and belongingness
138 exist in the level above wellbeing and security, and starts to begin higher level needs as the two base levels were
139 physical necessities. This next level above social needs comprises of conscience and regard needs. After these
140 requirements are met the last level comprises of the requirement for self-actualization, to be totally created as
141 a man. Previous studies founded by Steers and Porter (as refered to by Ramlall, 2004) expressed that chiefs
142 have the obligation to make legitimate atmosphere with the goal that Employees may create to their maximum
143 capacity. This requirement for self-completion could possibly be accomplished in a "solid" workplace (Schrage,
144 2000). Notwithstanding, Maslow states that in spite of the fact that the working environment may offer chances
145 to become self-realized, numerous people don't (Schrage, 2000). Employee motivation requires theories suggest
146 that people have an inherent need to, "develop or advance on individual levels," (Tesone, 2005). There is a preface
147 that Employees that are more joyful will be more productive. In a similar thought there is verbal confrontation
148 that cheerful Employees are most certainly not beneficial (Saari and Judge, 2004).

149 **14 g) McClelland's Theory**

150 McClelland's (1961) in a content titled "The Achieving Society," takes note of that Freud spearheaded the
151 idea that one need may satisfy different intentions. McClelland characterized needs into three classes: 1.) the

152 requirement for accomplishment, 2.) the requirement for organization, and 3.) the requirement for power.
153 ??McClelland, 1961) The accomplishment need is portrayed as a yearning for accomplishment, consolidated with
154 different impacts for example, social endorsement, and capacity. The connection need is portrayed as a worry
155 for building up, keeping up, or reestablishing positive connections. Individuals with affiliation necessities are
156 looking for endorsement ??McClelland, 1961). The requirement for power is depicted as a superior individual
157 that can control or impact a subordinate. McClelland states that these needs can impact their administration
158 style. High connection individuals have a tendency to not perform well as supervisors in view of their need to
159 keep up positive social connections. People with high power needs and low organization have a tendency to be
160 fruitful pioneers, while individuals with high accomplishment needs have a tendency to perform well as business
161 visionaries ??McClelland, 1961; ??amlall, 2004.) Ross (1992) chosen to investigate McClelland's require theory
162 into four measurements comprising of achievement, affiliation, dominance and autonomy. Ross examined these
163 needs utilizing a test approved by Steers and Braunstein (as refered to by Ross, 1992) measuring these four
164 measurements in the work environment called the Manifest Needs Questionnaire. Potential Employees of the
165 neighborliness business which were understudies in their last year of secondary school in Australia were reviewed.
166 The concentrate presumed that these understudies felt that the four needs of: accomplishment, alliance, strength
167 and selfsufficiency were essential and ought to be perceived in running a tourism organization (Ross, 1992)

168 15 h) Herzberg's Two Factor Theory

169 Herzberg started investigate on variables that influence work motivation in the mid 1950's ??Ramlall, 2004).
170 Herzberg (1959) built up his two element theory gotten from work of Mayo and Coch and French (as refered to
171 by Herzberg, 1959). Mayo (as refered to by ??erzberg, 1959) found that connections between workers and
172 their supervisors had a greater amount of an impact on laborer yield than any sort of control of natural
173 conditions. Mayo additionally found that casual affiliations of a gathering of men can impact efficiency levels
174 (as refered to in Herzberg, 1959) While developing these elements Herzberg (1959) found that a few elements
175 were "fulfilling" and others were "disappointing." These variables moved toward becoming vital to the theory
176 and wound up plainly known as "motivations" that bring work fulfillment and "Hygiene" calculates that brought
177 work dissatisfaction ??Herzberg, 1959). Work motivations had a tendency to be natural for the matter of
178 the employment. These motivations comprised of: accomplishment, acknowledgment, the employment itself,
179 responsibility, work progression, and development ??Ramlall, 2004). ??960) in disdain for Theory X and Theory
180 Y. Theory X is a the traditional management theory depicted by three assumes as: that people hate work and
181 will keep away from it when they can, because of the confidence in introduce one, "people must be forced,
182 controlled, coordinated, undermined with discipline to get them to given sufficient exertion something to do,"
183 and people have a feeling to being coordinated, keep away from obligation, have little aspiration, and craving
184 security, ??McGregor, 1960; ??obic and Davis, 2003). Theory X accept that all specialists are sluggish and
185 require negative support to accomplish comes about ??Weaver, 1988). Theory Y contains six presumptions: the
186 normal human does not contempt work and will exhaust physical and mental vitality in work as actually as play
187 or rest, people will practice discretion and self-bearings to the goals that they are submitted so outside control and
188 risk of discipline is not by any means the only approach to bring exertion toward the organizational objectives,
189 the sense of duty regarding goals is a component of the prizes related with their accomplishment, the normal
190 human learns under legitimate conditions to acknowledge and look for duty, the ability to exercise a high level of
191 creative ability, inventiveness, and innovativeness in the arrangement of hierarchical issues is generally, not barely
192 dispersed in the specialist populace and under the states of present day modern life, the scholarly possibilities
193 of the individual are just halfway used, ??McGregor, 1960; ??obic and Davis, 2003). Theory Y expect that in
194 light of the fact that specialists are there that they want to perform and this employments encouraging feedback
195 ??Weaver, 1988).

196 16 VI.

197 17 Intrinsic Motivation

198 Intrinsic motivation can be identified as the doing of an act for its intrinsic satisfaction instead of for some
199 distinguishable outcome. Whenever intrinsically inspired a man is moved to represent the fun or test involved
200 rather than in light of outside goads, weights, or rewards. The marvel of inborn motivation was first recognized
201 inside test investigations of creature conduct, where it was found that numerous life forms participate in
202 exploratory, energetic, and interest driven practices even without fortification or reward ??White, 1959). These
203 unconstrained practices, in spite of the fact that unmistakably presenting versatile advantages on the life form,
204 show up not to be accomplished for any such instrumental reason, but instead for the positive encounters related
205 with practicing and developing ones capacities. In people, intrinsic motivation is not by any means the only type
206 of motivation, or even of volitional movement, however it is an inescapable and essential one. From birth ahead,
207 people, in their most beneficial states, are dynamic, curious, inquisitive, furthermore, lively animals, showing an
208 omnipresent availability to learn and investigate, furthermore, they don't require incidental impetuses to do as
209 such. This intrinsic motivational inclination is a basic component in subjective, social, and physical improvement
210 since it is through following up on one's inalienable advantages that one develops in learning and aptitudes. The
211 slants to appreciate curiosity, to effectively acclimatize, and to imaginatively apply our aptitudes is not restricted

212 to youth, in any case, is a critical component of human instinct that influences performance, steadiness, what's
213 more, prosperity over life's ages (Ryan and LaGuardia, in press).

214 Intrinsic motivation has been operationally characterized in different ways, in spite of the fact that there have
215 been two measures that have been regularly

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218 SLITHM

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221 A utilized. Essential trial explore (e.g., Deci, 1971) has laid fundamentally on a behavioral measure of inborn
222 motivation called the "free decision" measure. In analyses utilizing this measure members are presented to an
223 assignment under fluctuating conditions (e.g., getting a reward or not). Taking after this period, the experimenter
224 tells members they won't be made a request to work with the objective errand any further, and they are then
225 taken off alone in the trial stay with the target assignment and different exercises. They in this manner have
226 a period of "free decision" about whether to come back to the movement, and it is expected that, if there is
227 no extrinsic motivation to do the undertaking (e.g., no reward and no endorsement), then the additional time
228 they go through with the objective errand, the all the more intrinsically propelled they are for that undertaking.
229 This measure has been the pillar through which the progression of intrinsic motivation have been tentatively
230 examined.

231 Although intrinsic motivation is unmistakably an essential kind of motivation, the vast majority of the exercises
232 individuals do are not, entirely, intrinsically persuaded. This is particularly the case after early adolescence, as
233 the opportunity to be naturally persuaded turns out to be progressively abridged by social requests what's more,
234 parts that oblige people to accept accountability for non-intrinsically intriguing errands. In schools, for instance,
235 it creates the impression that inborn motivation winds up plainly weaker with each propelling evaluation.

236 **20 VII.**

237 **21 Extrinsic Motivation**

238 Extrinsic motivation is a fabricate that relates at whatever point a development is done remembering the
239 true objective to accomplish some unmistakable outcome. Outward motivation distinguished distinctively in
240 connection to intrinsic motivation, which suggests doing a development basically for the take pleasure in the
241 activity itself, rather than its instrumental regard. Regardless, not in the slightest degree like a couple perspectives
242 that view extraneously pushed lead as invariantly non self-sufficient, SDT recommends that outward motivation
243 can move uncommonly in the amount it is independent. For example, an understudy who completes his work
244 just in light of the fact that he fears parental endorsements for not doing it is extraneously influenced in light
245 of the way that he is making the vital strides all together to fulfill the separable aftereffect of keeping up a
246 key separation from endorsements. Likewise, an understudy who takes the necessary steps since she actually
247 trusts it is significant for her picked vocation is likewise outwardly roused on the grounds that she too is doing
248 it for its instrumental esteem instead of on the grounds that she thinks that its fascinating. Both cases include
249 instrumentalities, yet the last case involves individual underwriting what's more, a sentiment decision, while the
250 previous includes insignificant consistence with an outer control. Both speak to purposeful conduct, however
251 the two sorts of extrinsic motivation change in their relative self-sufficiency. Given that huge numbers of the
252 instructive exercises endorsed in schools are most certainly not intended to be naturally fascinating, a focal
253 question concerns how to rouse understudies to esteem and self-direct such exercises, and without outside weight,
254 to do them all alone. This issue is portrayed inside SDT as far as cultivating the disguise and incorporation of
255 qualities what's more, behavioral directions ??Deci and Ryan, 1985). Disguise is the procedure of taking in an
256 esteem or direction, and joining is the procedure by which people all the more completely change the direction into
257 their own particular so that it will exude from their feeling of self. Considered as a continuum, the idea of disguise
258 portrays how one's motivation for conduct can go from a motivation or unwillingness, to inactive consistence,
259 to dynamic individual duty. With expanding disguise (and its related feeling of individual responsibility) come
260 more noteworthy diligence, more positive self-perceptions, furthermore, better nature of engagement.

261 **22 P Value Status and description**

262 H1: There is a significant relationship between Salary and the employee performance of SLITHM.

263 .

264 **23 .128**

265 Although the variable is not significant, still there is a weak uphill positive relationship in between the salary
266 and the employee performance H2: There is a significant relationship between Incentives and the employee
267 performance of SLITHM.

25 RECOMMENDATIONS

268 .764 ** .001
269 Variable is significant, and there is a strong uphill positive linear relationship in between the incentives and
270 the employee performance.
271 H3: There's significant relationship between Employee Recognition and the employee performance of SLITHM
272 .938 ** .000
273 Variable is significant, P=0.000 and there is a very strong uphill positive linear relationship in between the
274 employee recognition and the employee performance H4: There's significant relationship between Empowerment
275 and the employee performance of SLITHM.
276 .916 ** .000
277 Variable is significant, P=0.000 and there is a very strong uphill positive linear relationship in between the
278 Employee Empowerment and the employee performance H5: There's significant relationship between Career
279 Development and the employee performance of SLITHM.
280 .139
281 .000
282 Variable is insignificant, P=0.622 and there is a very low uphill positive linear relationship in between the
283 Career Development and the employee performance.
284 IX.

24 Conclusion

285 From the study findings and base on the objectives of the study, it can be concluded that incentives as intrinsic
286 motivational factors and employee recognition and empowerment as extrinsic factors were the main sources of
287 motivation for them. On employees' satisfactions, it can also be concluded that, as much as salary, festival bonus
288 and career development lead to their satisfaction, the kind of employee recognition, empowerment of employees,
289 and incentives are factors for major dissatisfaction. Finally, it can be concluded that the performance factors
290 combines with favorable motivational factors have effects on performance and vice versa. Therefore, there is a
291 relationship between motivation and performance, and motivation does have effect on employee's performance.
293 X.

25 Recommendations

294 1. The study has also revealed that the motivation level is low in the area of incentives. SLITHM appears to be
295 paying lower incentives. It is therefore recommended that SLITHM (management) should consider as a matter of
296 urgency, the need to make upward adjustment in incentives which will go a long way to increase the motivation
297 level of the lecturers. 2. The study reveals that there is a positive relationship between employee recognition and
298 employee performance. By providing more opportunities for the employees to showcase their talents and shine,
299 both the employee and the institute can enjoy the benefits. For this, it is important to ensure that the programs
300 utilize appropriate rewards for relevant achievements. The institute should commence some programs in order to
301 improve morale by making workers feel more appreciated, reward quantifiable achievements, give lecturers rewards
303 that they care about etc. 3. Employee empowerment is a means by which individuals are given the authority
304 to analyze situations autonomously and take proactive decisions. The actions that can be taken by SLITHM
305 to improve employee performance through increasing empowerment are mentioned below. ? Granting sufficient
306 authority-The employees can be empowered by providing them adequate authority to decide on how to complete
307 their tasks. The organization should be aware that they have not only tasks and responsibilities but also the
308 authority to complete the required tasks. ? Providing adequate information and resources-The employees are not
309 able to perform the tasks well if they do not have enough information and resources. Therefore, SLITHM should
310 concentrate on providing adequate suitable resources and information to the employees so that they become
311 empowered. ? Building employees' confidence-Providing growth opportunities to the employees by giving them
312 more challenging tasks. This demonstrates that the institute values its employees and their personal development.
313 ? Encourages In-The-Moment Feedback -Employee surveys should be conducted from time to time and on-
314 the spot feedback surveys are one of the best ways for this. This will enable the employees to communicate
315 workflow issued to one another, so that proper action can be taken right away. ? Participative decision making-
316 The employees should be given opportunity to participate in important decision making with the management
317 of SLITHM. Since there are some big issues with the lecturing procedures, syllabus revising etc, the SLITHM
318 should focus more on this. 4. Although the other three variables of motivation(Salary, Festival Bonus and Career
319 Development do not have significant relationships with employee performance, the SLITHM should give at least
320 a lesser attention to them also. ¹ ²

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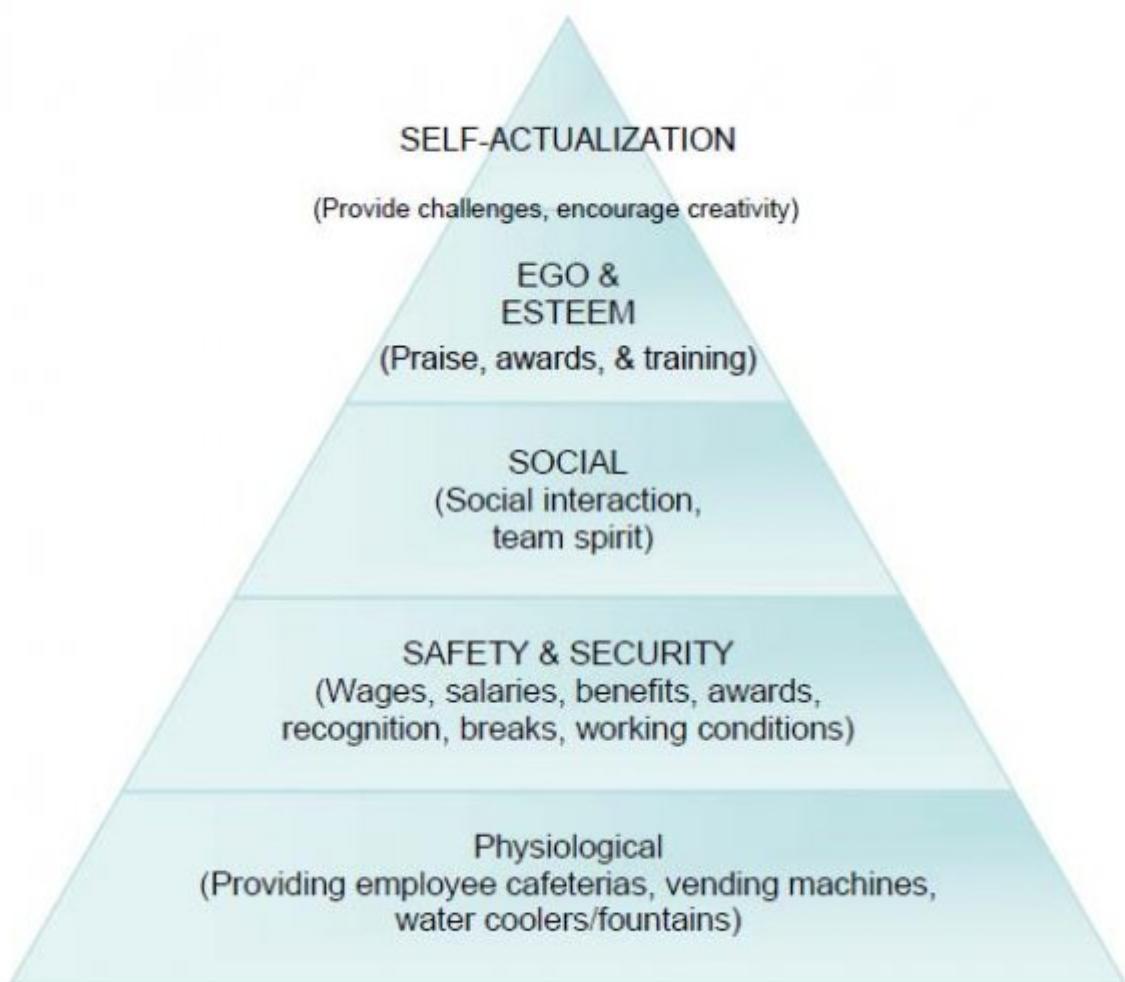


Figure 1:

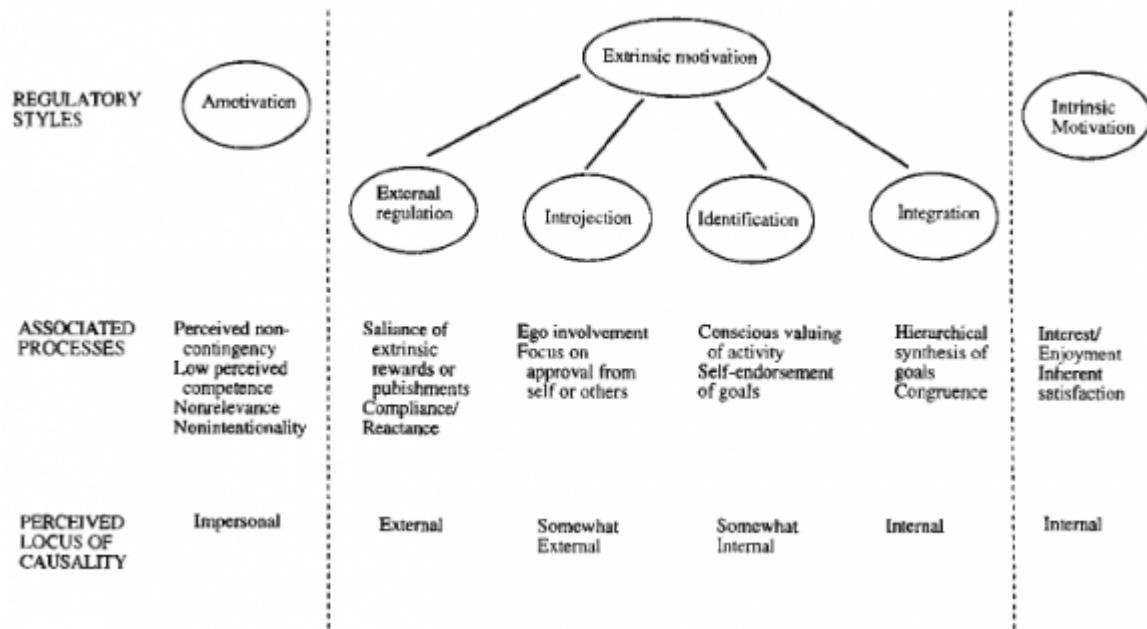


Figure 2:

Impact of Employee Motivation on Employee Performance: With Special Reference to Faculty Lecturers of SLITHM

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Because of the need of facilitating more and

more students with the high expansion of the hotel and tourism industry in Sri Lanka, SLITHM has set up provincial schools in some districts too. The 1 st satellite school was establish in 1987 in kandy in 1990 Anuradhapura.1991 in waligama.2000 in Bandarawela. 2002 in Rathnapura. 2015 in kuru negala. 2016 in pasikuda. In

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Figure 3: 2005 the hotel school was renamed as Sri Lanka Institute of Tourism and Hotel Management. In 2006 this institute was recognized as a separate organization directly coming under the ministry of tourism. In 2012 the institute Diploma was recognize by

1

Motivators	Hygiene factors
Achievement	Company policies
Recognition	Salaries
The work itself	Co-worker relations
Responsibility	Supervisory Styles
Advancement	
Growth	
Source: Steers, as cited by Ramlall 2004	
i) Theory X and Y	
Weaver (1988) holds McGregor (

Figure 4: Table 1 :

25 RECOMMENDATIONS

321 .1 Employee Performance

322 Performance of the worker is considered as what a employee does and what he doesn't do. Employee performance
323 includes quality and amount of yield, nearness at work, accommodative and supportive nature and convenience
324 of yield. As per the consequences of the review led by Yang (2008) on individual performance demonstrated that
325 performance of the people can't be checked. So also he affirms that organizations can utilize coordinate rewards
326 and rewards in view of individual performance if worker performance is perceptible (Yang, 2008). In accordance
327 with Yang (2008), Bishop (1987) researched worker performance and uncovered that affirmation what's more,
328 acknowledgment and reward of performance of workers direct the separation between employee profitability.
329 Good and efficiency of workers is profoundly affected by the adequacy of performance of an organization and its
330 reward management framework (Yaz?c?, 2008). To fulfill consumers, firms do much exertion yet don't focus on
331 fulfilling workers. Be that as it may, the reality is that client would not be fulfilled until and unless employees
332 are fulfilled. Since, if workers are fulfilled, they will accomplish more work in this manner eventually consumers
333 will be fulfilled (Ahmad, 2012). Worker performance is really impacted by motivation on the grounds that if
334 employees are persuaded then they will do work with more exertion and by which performance will eventually
335 enhance (Azar and Shafiqi, 2013)

336 .2 a) Data Analysis

337 This chapter presents and analyzes the actual data that the researcher gathered through the email survey from the
338 SLITHM. The demographic analysis was conducted to gain more insight about the sample and mainly, Pearson
339 correlation test was conducted to test the relationship between the dependent and the independent variables.
340 The understanding of each dimension and the dependent variable as well with each other dimensions can be
341 tested to understand the relationship and the relative strengths.

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