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**DISSERTATION TITLE**

**Human Resources Management in the Mediterranean  
Hospital of Cyprus: The impact of employee motivation  
on a job performance**

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NICOSIA, MAY 2020



# **Open University of Cyprus**

**Faculty of Economics and Management**

**Postgraduate (Master's) Programme of Study**  
*Business Administration*

## **Postgraduate (Master's) Dissertation**



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Hospital of Cyprus: The impact of employee motivation  
on job performance**

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**Supervisor  
Name: Dr Petros  
Surname: Demetriou**

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## Summary

The aim of this research was to explore the impact of employee motivation on job performance at the Mediterranean Hospital of Cyprus (MHC). To this end, a survey was conducted with nurses, doctors, administrative and other staff, trying to better understand the above issues. In total, 103 employees at MHC participated. The main research tool was the structured questionnaire, which included three parts. The first part was asking about the participants' demographic information. The second part aimed to gather information regarding employee motivation with the Multidimensional Work Motivation Scale (MWMS) and questions on job satisfaction. The third part aimed to gather information regarding employee job performance with the Individual Work Performance Questionnaire (IWPQ). The population of this study consisted of the employees in MHC. Since the population was working with shifts, the questionnaire was delivered with convenience sampling method. Based on data analysis, it was found that most of the participants were intrinsically and extrinsically motivated and satisfied from their job, while very few of the participants were amotivated. Although the participants unanimously declared good task and contextual performance, almost half of them expressed counterproductive behavior. Importantly, it was found that job satisfaction, intrinsic motivation, extrinsic motivation and years at current job were positively correlated with task and contextual performance, while amotivation was negatively correlated with the latter. Task performance may be predicted by increased intrinsic and extrinsic motivation and decreased amotivation and job satisfaction, while contextual performance may be predicted by increased extrinsic motivation and job satisfaction. Hence, it may be concluded that managers ought to find ways to increase employee motivation in order to improve job performance.

Key-words: employee motivation, job performance, health-care employees, private hospitals

## Περίληψη

Στόχος της παρούσας διατριβής ήταν η διερεύνηση της επίδρασης των κινήτρων των εργαζομένων στο Νοσοκομείο Mediterranean της Κύπρου (MHC) πάνω στην εργασιακή απόδοση. Συνολικά, στην έρευνα συμμετείχαν 103 υπάλληλοι του νοσοκομείου αυτού. Το κύριο ερευνητικό εργαλείο ήταν το δομημένο ερωτηματολόγιο, το οποίο περιείχε τρία μέρη. Το πρώτο μέρος ρωτούσε για τα δημογραφικά στοιχεία των συμμετεχόντων. Το δεύτερο μέρος ζητούσε πληροφορίες για τα κίνητρα των εργαζομένων με τη χρήση της κλίμακας Multidimensional Work Motivation Scale (MWMS), καθώς και με ερωτήσεις για το επίπεδο εργασιακής ικανοποίησης. Στο τρίτο μέρος συγκεντρώνονταν πληροφορίες για την απόδοση των εργαζομένων με την κλίμακα Individual Work Performance Questionnaire (IWPQ). Το δείγμα της παρούσας μελέτης αποτελείτο από εργαζομένους στο πιο πάνω νοσοκομείο, οι οποίοι επιλέχτηκαν με δειγματοληψία ευκολίας. Με βάση τα αποτελέσματα από την ανάλυση των δεδομένων, βρέθηκε ότι οι περισσότεροι από τους συμμετέχοντες είχαν εσωτερικά και εξωτερικά κίνητρα, αν και κάποιιοι από αυτούς δήλωσαν ότι δεν είχαν κίνητρα. Παρόλο που οι συμμετέχοντες δήλωσαν σχεδόν ομόφωνα ότι είχαν καλή απόδοση στην εργασία τους, παρατηρήθηκε ένα σχετικά μεγάλο ποσοστό αντιπαραγωγικής συμπεριφοράς. Σημαντικό εύρημα ήταν ότι η εργασιακή ικανοποίηση, τα εσωτερικά και εξωτερικά κίνητρα και τα χρόνια στην ίδια εργασία σχετίζονταν θετικά με την εργασιακή απόδοση, ενώ η έλλειψη κινήτρων συνδεόταν αρνητικά με αυτήν. Βρέθηκε ακόμα ότι η απόδοση στην εργασία μπορεί να προβλεφθεί από αυξημένα εσωτερικά και εξωτερικά κίνητρα και μειωμένη έλλειψη κινήτρων και εργασιακή ικανοποίηση. Από την άλλη, η παραγωγική συμπεριφορά μπορεί να προβλεφθεί από αυξημένα εξωτερικά κίνητρα και εργασιακή ικανοποίηση. Επομένως, προκύπτει το συμπέρασμα ότι οι διευθυντές πρέπει να βρουν τρόπους να δώσουν κίνητρα στους εργαζομένους για να βελτιωθεί η απόδοσή τους.

Λέξεις-κλειδιά: κίνητρα εργαζομένων, εργασιακή απόδοση, υπάλληλοι σε οργανισμούς φροντίδας υγείας, ιδιωτικά νοσοκομεία

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# Table of Contents

Summary.....	v
Περίληψη .....	vi
Acknowledgments.....	vii
List of Tables .....	x
List of Figures .....	xi
Chapter 1: Introduction.....	1
1.1. Research rationale.....	1
1.2. Goal and aims of the research .....	3
1.3. Research questions .....	3
1.4. Usefulness of the research.....	4
1.5. Structure of the dissertation.....	4
Chapter 2: Literature Review.....	5
2.1. Employee motivation .....	5
2.1.1. Dispositional theories .....	5
2.1.2. Cognitive theories.....	6
2.1.3. Reinforcement models.....	7
2.1.4. Job satisfaction.....	8
2.2. Job performance .....	8
2.3. Impact of employee motivation on job performance.....	10
2.4. Employee motivation and job performance in hospitals .....	13
Chapter 3: Methodology.....	17
3.1. Research method .....	17
3.2. Research tool .....	18
3.3. Population, sample and sampling method.....	20
3.4. Research process.....	21



3.5. Data analysis .....	21
3.6. Ethical issues .....	21
Chapter 4: Results .....	22
4.1. Demographics.....	22
4.2. Employee motivation .....	24
4.3. Employee job performance .....	27
4.4. Relationships and differences .....	29
4.4.1. Correlations .....	29
4.4.2. Differences .....	31
4.5. Prediction of job performance .....	34
Chapter 5: Discussion .....	37
5.1. Main findings .....	37
5.2. Discussion.....	38
Chapter 6: Conclusion and Suggestions .....	43
6.1. Conclusion .....	43
6.2. Limitations.....	433
6.3. Suggestions for managers.....	44
6.4. Suggestions for further research .....	46
References .....	47
Appendix A: The questionnaire .....	52

## List of Tables

Table 1. Questionnaire parts in relation to research questions.....	20
Table 2. Participants feelings and attitudes about their current job .....	25
Table 3. Participants' job performance .....	28
Table 4. Relationship between motivation, job performance and job satisfaction .....	31
Table 5. Models for task performance .....	34
Table 6. Coefficients for task performance .....	35
Table 7. Models for contextual performance .....	35
Table 8. Coefficients for contextual performance .....	36

## List of Figures

Figure 1. Participants' gender .....	22
Figure 2. Participants' age category.....	22
Figure 3. Participants' marital status .....	23
Figure 4. Participants' type of work.....	23
Figure 5. Participants' employment status .....	23
Figure 6. Participants' salary income .....	24
Figure 7. Amotivation among participants .....	26
Figure 8. Participants' extrinsic motivation .....	26
Figure 9. Participants' intrinsic motivation.....	27
Figure 10. Participants' job satisfaction.....	27
Figure 11. Level of task performance.....	29
Figure 12. Level of contextual performance.....	29
Figure 13. Participants' counterproductive behavior.....	29

# Chapter 1: Introduction

The first chapter presents the research rationale, the goal and aims of the research, the research questions, the usefulness of the research and the structure of the dissertation.

## 1.1. Research rationale

Healthcare constitutes a dynamic and competitive field, which is characterized by continuous interactions between people. For this reason, healthcare organizations need to be effective and efficient. Like all other organizations, healthcare entities are constructed for specific purposes, which focus on the provision of healthcare services. Thus, healthcare organizations are goal directed; comprise people that are formally and informally related; have links with the external environment, through their interaction with patients, suppliers, competitors and government bodies. In order then to achieve their main goals, which are the provision of quality healthcare and the satisfaction of the patients' needs, healthcare organizations need to coordinate effectively their people and available resources (Walston, 2017).

The effectiveness of healthcare organizations is related to the behavior of individuals, the relationships between groups and the structures and policies that define the function of the organization. The above factors are highly interactive and interrelated; therefore, a change in one factor affects the others. For example, employee behavior is related to the organizational culture and climate, which, in turn, influence group behavior and relationships. However, at the individual level employees are different personalities who interpret rules and processes in a unique way and therefore react differently at the interpersonal and organizational level (Nowicki, 2015).

Understanding the behavior of healthcare professionals is not an easy task because of multiple specialties with different professional cultures and attitudes being involved in the provision of healthcare. In addition, healthcare professionals differ regarding their skills, their knowledge and their previous training. However, the delivery of health care to patients is not an individual process. In contrast, it requires cross-disciplinary team work side by side, coordination of efforts, adaptation to the continuous proliferation of

knowledge and reliance on each other to take joint decisions. In addition, healthcare organizations have a critical character, since the room for mistakes is very limited. Because of the above complexities, it is postulated that healthcare organizations have become one of the most challenging organizations for managers (Walston, 2017).

On the other hand, healthcare organizations, particularly private ones, constitute business enterprises that aim to increase their profit and be competitive in the healthcare market. The above goal may be achieved through the work of healthcare professionals and employees that communicate, interact and provide care and services to patients. The behavior of people involved in the provision of healthcare affects not only the organizational compliance with regulations and governmental policies, but also the patients' satisfaction and their intention to continue using the services provided by the particular healthcare organization. Likewise, the type and quality of interactions among personnel impacts upon the organization's potential to achieve the set goals and accomplish its mission (Spiegelman & Berrett, 2013). Hence, it may be assumed that healthcare professionals constitute the primary resource for the development of health care organizations.

Thus, one important challenge for managers in healthcare organizations is to employ effective strategies to improve employee job performance. To this end, managers must increase employee motivation to prompt them perform as desired. Such strategies may include job design, characterized by variety, autonomy, feedback, significance and responsibility, and job enhancement through job rotation, enlargement and enrichment (Walston, 2017). According to research, when strategies like the above are employed, positive employee commitment and motivation are promoted; as a result, the organization's competitive position is strengthened (Battistelli et al. 2013). However, research findings indicate that more than half of healthcare employees are not engaged and motivated in their work, resulting to poor performance and decreased patient satisfaction, which, in turn, has a negative impact on organizational reputation and profit (Serneels & Lievens, 2018).

Performance management in healthcare organizations then is a crucial process of "establishing performance standards and evaluating performance to ensure that goals are being effectively accomplished" (Osland et al., 2007, p. 573). It refers to multiple

organizational levels and ranges from top to the bottom of organizational hierarchy. The optimal performance management system is the one that corresponds to the needs and the culture of the healthcare organization. In addition, efficient performance managers clarify job responsibilities and expectations, align employee behavior with organizational values and goals and improve communication between the personnel. Moreover, successful performance management holds the personnel accountable, assists employees to improve their skills and imports mechanisms to motivate employees. In this way improved job performance may be prompted (Walston, 2017). Therefore, understanding the motivation level of healthcare employees and the relationship of motivation with job performance may become the basis of success, effectiveness and quality of the provided health care (Grujičić et al., 2016).

## **1.2. Goal and aims of the research**

The goal of this research is to explore the impact of employee motivation on job performance at the Mediterranean Hospital of Cyprus (MHC). In particular, the aims are:

- To define the level of employee motivation at the Mediterranean Hospital of Cyprus.
- To measure job performance of employees at the Mediterranean Hospital of Cyprus.
- To understand the relationship between employee motivation and job performance at the Mediterranean Hospital of Cyprus.

## **1.3. Research questions**

Based on the above, the following research questions occur:

- What is the level of employee motivation at the Mediterranean Hospital of Cyprus?
- What is the degree of job performance regarding employees at the Mediterranean Hospital of Cyprus?
- What is the relationship between employee motivation and job performance at the Mediterranean Hospital of Cyprus?

## **1.4. Usefulness of the research**

This research is useful for managers at health organizations because it provides information regarding the impact of employee motivation on job performance. Since job performance is an important factor for the achievement of organizational goals (Warr et al., 2014), it is essential to find ways to encourage employees to perform well. Thus, understanding the relationship between employee motivation and job performance may provide managers with practical solutions in order to improve employee job performance, and thereby increase organizational productivity and profitability.

In addition, this research is useful for academics because it provides findings from a private health organization in Cyprus that may enrich the limited literature about the relationship between employee motivation and job performance in Cypriot health organizations. Based on this findings, further research may be conducted and new insights about the above issue may occur.

## **1.5. Structure of the dissertation**

This dissertation consists of six parts. After the first introductory chapter, the literature regarding employee motivation, job performance, the impact of employee motivation on job performance and the relationship between employee motivation and job performance in hospitals is presented. In the third chapter, the research methodology is explained with details regarding the qualitative method that guided this research, the structured questionnaire that was used as a research tool, the purposive sampling method and the sample of employees in MHC, the research process, data analysis and ethical issues. The fourth chapter includes the results from data analysis, which are further discussed in the fifth chapter. In the final chapter the conclusions and suggestions are presented.

## **Chapter 2: Literature Review**

The second chapter includes a literature review on employ motivation, job performance, the impact of employee motivation on job performance and previous research on employee motivation and job performance in hospitals.

### **2.1. Employee motivation**

The term 'motivation' refers to the internal and external forces that may produce, direct and maintain effort, which is reflected in a person's behavior. The particular forces that may motivate someone cannot be directly observed; however, they result to behavior, which is observable. Thus, the internal state of motivation may be inferred on the basis of behavior (Jewell, 1998). Trying to understand the motivational process, many motivation theories have been proposed, which may be grouped as dispositional theories, cognitive theories and reinforcement models. In addition, researchers have underlined the close relationship of employee motivation with job satisfaction.

#### **2.1.1. Dispositional theories**

According to dispositional theories, the forces that motivate people are embedded in the person and are related to personal rather than environmental characteristics. The best-known dispositional theory of motivation is Maslow's Need Theory (MNT). According to Maslow (1954), people are motivated according to a set of five major hierarchical needs, which include physiological needs, such as food and water, followed by safety, social, esteem and self-actualization needs. As MNT postulates, each one of the above needs must be satisfied before the next need may motivate behavior.

Likewise, Herzberg's (1966) two-factor theory divides needs into upper and lower ones. It is also postulated that employees are motivated only by conditions that enable them to satisfy upper-level needs for esteem and self-actualization. On the other hand, satisfying the lower-level needs is also essential, since not meeting the latter may result to turnover. The working conditions that satisfy the upper-level need are called motivators and include achievement, recognition, responsibility, professional development and interesting tasks. In contrast, the lower-level working conditions that



need to be satisfied in order to avoid dissatisfaction are called hygiene factors and include type of supervision, organizational policy, relationships between colleagues, working conditions and payment.

McClelland (1961), on the other hand, with his Need for Achievement Theory (NAT), focuses on people's need for achievement as a basic motivating factor. Thus, according to the above author, people with increased need for achievement work harder than people without this need, as a balance to the formers' need to avoid failure.

### **2.1.2. Cognitive theories**

According to cognitive theories, motivation is a conscious and logical decision-making process that occurs when people weigh alternatives, costs, benefits and the potential outcomes of particular behaviors. Cognitive theories include expectancy theory, equity theory and goal-setting theory (Robbins & Judge, 2006). Firstly, according to expectancy theory, motivation is determined by the expectation that the person's efforts will lead to desired outcomes. Thus, effort is produced through the multiplicative interaction of four variables: effort-performance expectancy, i.e. the expectancy that effort from an assumed level of performance will pay off; performance-outcome expectancy, i.e. the expectancy that an assumed performance will have the desired outcome; instrumentality, i.e. the perceived usefulness that will occur from an assumed performance; valence, i.e. the perceived attractiveness of the outcome for the person (Porter & Lawler, 1968; Vroom, 1964).

Adams' (1965) equity theory postulates that employees continuously compare the outcomes they have in relation to their efforts with the outcomes other people have with their inputs. The outcomes include payment, work status and job level, while the inputs include the skills, knowledge, experience, time and expertise that employees put to accomplish their tasks. If the comparison results in an equation, then it may be predicted that employees will continue their performance because they are motivated; otherwise, the employee performance is affected and their motivation is altered, until balance is restored.

On the other hand, goal-setting theory assumes that people set goals, which motivate them to work in order to achieve them and thereby feel rewarded. The goals may be

defined by the person or may be set by others. If people accept the set goal and despite its difficulty, they become motivated to work hard in order to achieve it (Locke, 1976).

### **2.1.3. Reinforcement models**

As an approach to employee motivation, the reinforcement model is based on Skinner's (1974) behaviorism that explains behavior as the response to environmental stimuli. Within this framework, the model sets some basic principles that may lead to better job performance. Firstly, it is postulated that rewarding outcomes prompt people to continue the behavior they follow. On the contrary, punishing outcomes prompt people to reduce the behavior they follow. Neither rewarding nor punishing outcomes may result to discontinuing a behavior. Hence, employees need to be rewarded in order to be motivated and thereby perform better or, at least, continue to perform well (Hitt, Miller & Colella, 2009).

A more complicated model was developed by Deci and Ryan (2000), known as a self-determination theory (SDT). According to SDT, motivation is a continuum with different types of motivation and three major categories that may be promoted or discouraged. At the lower end of the continuum the authors placed amotivation, which may be defined as lack of motivation towards a task or an activity. At the other end of the continuum the authors placed motivation, which may be intrinsic or extrinsic. The former refers to the state of being motivated internally and doing the task because it is interesting and enjoyable; the latter refers to being motivated by external factors and instrumental reasons, such as rewards and approval.

Extrinsic motivation is further divided into subcategories. Thus, it is divided to external regulation, which is present when people act in order to receive rewards or avoid punishment by others; introjected regulation, which refers to behaving because of internal pressure, such as feelings of shame, guilt and egoism; and identified regulation, which means that people act because they volitionally attribute the same value or meaning to their acts as the others. Even though the source of identified regulation is internal it is different from intrinsic motivation because it is related to instrumentality, whereas intrinsic motivation is related to pleasure (Deci & Ryan, 2008).

#### **2.1.4. Job satisfaction**

According to research findings (e.g. Bagozzi & Verbeke, 2019; Suttikun, Chang & Bicksler, 2018), motivation at work is related to increased job satisfaction. Locke (1976) defines job satisfaction as the pleasure or positive emotional state that stems from work experiences related to the equilibrium between effort and outcome at work. When employees feel satisfied at work, they usually find more positive than negative aspects in their job. Thus, job satisfaction is the outcome of having job stability, career growth and good work-life balance. Moreover, it is related to less stress at work, more control and good working conditions (Borman, Ligen & Klimoski, 2013).

An important influencing factor for job satisfaction is communication and relationships at work with supervisors and subordinates. Thus, communication over-load with too much instruction in a short period of time, as well as inadequate communication may result to job stress, confusion and decreased job satisfaction. As a result, employee absenteeism and turnover become more likely (Alarcon & Edwards, 2011). In contrast, good relationships and effective communication between employers and employees may result to increased job satisfaction. Importantly, when employees are satisfied, they are more engaged and committed to the organization, less likely to be absent or resign from work, and more likely to perform better (Leiter, Day & Price, 2015).

### **2.2. Job performance**

According to McCloy, Campbell and Cudeck (1994, p. 493), job performance may be defined as “behaviors or actions that are relevant to the goals of the organization in question”. Job performance has a crucial role in organizational viability, because the organization cannot survive unless the employees accomplish their tasks on time. The level and quality of employee performance does not exist in a vacuum; in contrast, it is determined by the interaction of individual and environmental factors (Bakker & Demerouti, 2018). Blumberg and Pringle (1982) propose the Blumberg-Pringle Model of Work Performance Determinants in order to explain how job performance may be boosted.

The model consists of three components that interact multiplicatively, resulting to various levels of job performance, since a change in one of the components prompts change to job performance. The three components are capacity, willingness and

opportunity to perform a job. Thus, performance is the outcome of capacity multiplied by willingness, multiplied by opportunity to perform a job. Each component has several dimensions that act additively, resulting to different levels of the particular component, which, in turn, results to variability in the level of job performance. Capacity consists of the person's ability, age, health status, knowledge and education, mental, psychological and physical skills, intelligence, endurance and energy levels. Willingness include motivation level, job satisfaction, job status, stress, participation in decision-making, attitudes, perceived job characteristics, self-esteem, personality traits, norms, values, perceived role characteristics and feelings of equity. Opportunity refers to available tools, equipment and supplies, working conditions, colleagues' and managers' behavior, organizational policies, rules, procedures, provided information, time and payment. It is noteworthy that according to the above model, lack of one dimension may be compensated by other dimensions (Blumberg & Pringle, 1982).

According to Koopmans et al. (2014) work performance consists of three dimensions, i.e. task performance, contextual performance and counterproductive behavior. Task performance refers to the proficiency of employees regarding the performance of core or technical tasks. On the other hand, contextual performance refers to employee behaviors that influence the work climate and the environment, where employees work, at the organizational, social and psychological level. In contrast, counterproductive behavior refers to harmful behavior with negative impact in the workplace.

Hence it seems that job performance is a complex construct that may not be easily understood. However, in order to increase employee productivity and thereby organizational efficiency, job performance need to be appraised. Performance appraisal is an important organizational process that ought to be used in order to evaluate whether the personnel performs their work satisfactorily and accordingly to the expected standards. Since performance appraisal is a feedback mechanism, it is very useful for the employees that may be informed about the way their performance is perceived (Dahling, Chau & O'Malley, 2012). In addition, performance appraisal is a feedforward mechanism that may enable employers to take decisions about rewards, recruitment and employee training needs. In order to be effective though, performance appraisal ought to include appropriate methods. Otherwise, performance appraisal may

create resistance and resentment, resulting to ratings that are not reliable (Landy, Zedeck & Cleveland, 2017).

### **2.3. Impact of employee motivation on job performance**

When employees work hard and perform their jobs well, it is usually assumed that they behave like this because they are motivated. In a similar manner, when employees seem to put less effort in their work or do not perform their job well, it is assumed that they are not motivated. Even though such inferences seem plausible, the truth is that motivation is only one of the factors that may determine job performance (Pettinger, 2010). For example, less satisfactory performance may be related to lack of skills and expertise, technical aspects of job design, unclear job objectives and barriers to good performance such as inadequate information and outdated infrastructure (Lawler & Boudreau, 2012).

None of the above is to say that motivation is not an important factor of improved job performance; in contrast, it is important enough to be of great concern to managers, who are responsible for maximizing productivity and profitability through improved employee job performance (Vogelsang et al., 2013). Even though then good employee performance is not always an indicator of motivation, research findings point that motivated employees tend to perform better, are more committed and are less likely to have turnover intentions than not motivated ones (Davies & Ryals, 2013; Lawler & Boudreau, 2012).

Moreover, as explained by dispositional motivation theories, employees may work hard not only because they try to satisfy their basic needs, but also because of being motivated by upper level needs such as self-actualization. For example, according to MNT employees are motivated by high salaries, good work environments, challenging and interesting jobs and opportunities for promotion (Arnold et al., 2005). Likewise, according to Herzberg's (1966) two-factor motivation theory, motivation may be boosted by creating a meaningful and satisfactory environment that is characterized by variety, comprehensive and significant task assignment, autonomy and feedback about employee performance. As a result, increased work quality and job satisfaction, as well as decreased absenteeism and turnover may occur. For McClelland (1961), good

employee performance stems from their potential to increase their achievements and avoid failure.

On the other hand, expectancy theories postulate that motivation may lead to better job performance when a combination of factors exist, which include effort-performance and performance-outcome expectancy, instrumentality and valence. The above factors are not static though, since their strength is influenced by the employee's perceptions, the others' expectations, the support provided at work, working conditions, employee relationships, the type of rewards (e.g. raise, promotion or praise), personal beliefs about the connection of performance and outcomes and personal values about outcomes that may differ among employees (Porter & Lawler, 1968; Vroom, 1964).

For Adams (1965) and equity theory, when employees believe that they are under-rewarded in relation to the amount of effort they put in work, they are less motivated, and their performance is negatively affected. Moreover, continuous imbalance may result to turnover. The same impact occurs when employees believe that there is lack of procedural justice, i.e. the processes in the organization are perceived as not fair. The more important processes, where employees expect just procedures, include promotions, performance appraisals, raises and bonuses and performance standards. Just organizational procedures for employees mean that they are applied consistently, are unbiased, take into consideration the employees' views and are sufficiently explained to employees (Barling & Cooper, 2008).

Locke (1976) on the other hand believes that employee performance is influenced by the goals they set or are set by others. Thus, it is postulated that the higher the goals, the better the performance is. In order to maximize employee motivation and thereby job performance, it is important to set goals that are specific, of intermediate-to-high level of difficulty and acceptable by the employee. Thus, complex, very easy and not acceptable goals are less likely to motivate employees and may result to under-performance. In addition, constant feedback about the employee progress is essential, which may indicate both the areas where more effort or a different strategy is essential and when the employee is on track and progress is observed. Importantly, goals that are set based on shared decision-making are better understood, more motivating and more likely to lead to better job performance than assigned and not adequately explained

goals (Pettinger, 2010). The above tenet became the basis for Drucker's (1954) *Management by Objectives*, which is based on an up-and-down-the-line mutual understanding and agreement regarding the achievement of specific goals and the expected performance in order to achieve the agreed goals.

Finally, according to reinforcement models, job performance is the result of the connection between behavior and outcome. Thus, when good performance and commitment to goals is rewarded, then performance will continue to be good. Rewards may be informal, such as praise and recognition, or formal, such as bonuses and promotion. In addition, even when some employee behaviors are punished or ignored, if rewards exceed punishment and ignorance, then more likely the employee will improve their performance. On the other hand, when efforts are neither punished nor rewarded, then more likely efforts will reduce (Vogelsang et al., 2013). However, the truth is that it is neither practical nor feasible to reward every positive employee behavior. According to literature on the timing of rewards, desired behavior may be retained, if it is reinforced only occasionally, based on reinforcement schedules (Barling & Cooper, 2008; Davies & Ryals, 2013).

Fixed reinforcement schedules offer rewards consistently, based either on time or number of behaviors. Thus, a fixed interval reinforcement schedule rewards the employee at the end of a fixed period of time, while in the fixed ratio reinforcement schedule employees are rewarded after a fixed number of desired behaviors. When the variable interval schedule is applied, employees are rewarded at varying intervals, independently of behavior, while in the variable ratio schedule, employees are rewarded after a varying number of behaviors. Usually, the most effective schedule is the variable interval schedule, which fits the constraints and complexity of modern organizations (Jewell, 1998).

It is noteworthy that SDT has been proven a very useful reinforcement theory for organizations because of its potential to predict 'optimal functioning', in terms of employee engagement, job performance, subjective well-being, commitment and retention (Gagne & Forest, 2008). Even though according to SDT, intrinsic motivation has the best results regarding job performance, extrinsic motivation is also important and related to improved productivity and satisfactory job performance. In contrast,

amotivation is detrimental for organizations since it is related to increased absenteeism and turnover and reduced productivity (Vallerand & Ratelle, 2002). Gagne and Deci (2005) confirmed the basic tenets of SDT with research findings that indicated the important role of supportive work climate and autonomy-supportive interpersonal styles in increasing intrinsic motivation, which, in turn, had positive work-related outcomes such as job satisfaction and better job performance.

Based on the above, it may be concluded that, even though employee motivation is a complex process, it is closely related to better job performance. Hence, it seems essential to further explore the phenomenon in order to better understand the above relationship and how motivation may be used to increase employee job performance.

## **2.4. Employee motivation and job performance in hospitals**

The relationship between employee motivation and job performance in hospitals has been the focus of various research studies. For example, Jack et al. (2012) conducted a qualitative study in three hospitals in Ghana. Participants included nurses, doctors and employees working at the above hospitals. The main research tool was the semi-structured interview, which was used in order to collect in-depth information about the factors that motivated participants to perform well in their jobs. Data analysis indicated that the main motivating factors were the participants' desire to help patients, the positive interactions with the patients, intellectual or academic interest in health care and good relationships with colleagues. In contrast, demotivating factors included lack of resources, the hierarchical administrative system, lack of performance appraisal and limited opportunities for career advancement.

A qualitative study with the personnel of five US hospitals was also conducted by McAlearney, Robbins, Garman and Song (2013). The purpose of the study was to identify the motivating practices that could affect job performance. Aiming to ensure consistency in data collection, the researchers used a semi-structured interview, with both open-ended questions and follow-up question probes. The main source of data was the 67 key informant interviews that were conducted within the health care organizations (7 to 16 per site). Key informants included a mix of executive-level and nonexecutive-level administrative staff, HR personnel and clinical personnel. Data analysis indicated the following motivating factors: improved employee morale,



employee engagement, training, organizational culture, patient satisfaction and organizational reputation. In addition, it was found that job performance improved with managerial support, availability of resources, organizational policies, innovation-values fit, presence of a leader, organizational climate and effectiveness.

Another qualitative study with 201 Registered Nurses, working in various hospital settings in Estonia was also conducted by Toode et al. (2015). The purpose of the study was to identify the level of motivation among Estonian nurses and the factors related to their motivation to perform well in their work. It was found that nurses were externally motivated at a moderate level, while they were strongly motivated intrinsically. Moreover, a positive correlation was found between motivation and job performance. Importantly, it was found that training was positively related to motivation to perform well. Hence, the authors suggested that health care organizations should provide training opportunities for the staff in order to keep them motivated to perform well.

Research on motivation and job performance in health care organizations include quantitative studies as well. Thus, Grammatikopoulos et al. (2013) conducted a survey in two hospitals in Greece in order to identify the motivating factors that result to good job performance and to explore likely differences in relation to health profession. Participants were selected from four health professions. Thus, the participants were doctors (n=28), nurses (n=224), administrative staff (n=72) and other professionals such as psychologists and social workers (n=13). The main motive, regardless of profession, was achievement, followed by rewards, positive relationships with colleagues and job characteristics. It is noteworthy that payment was an important motive only for participants in high administrative positions. For doctors and nurses, the most important motivator, besides achievement was positive relationships with colleagues. For the other professionals the most important motivator, besides achievement, included rewards.

A survey with doctors and nurses was also conducted in Serbia by Grujičić et al. (2016). The aim of the study was to compare the relationship of motivation and job satisfaction as an indicator of job performance, regarding health professionals in rural and urban areas. For this reason, the study included 396 health professionals from urban setting, and 436 from a rural area, employed in four randomly selected health facilities. Data

analysis indicated that urban health professionals were significantly more motivated than respondents from rural area, even though there were no significant differences in working conditions, payment and current equipment. In order to improve motivation and thereby job performance of health professionals in rural areas the authors suggest more support from supervisors, awards for good job performance, better interpersonal relationships, opportunities for promotion and professional advancement, cooperation, employment security and more independence at work.

A quantitative study with nurses only was conducted by Mathew and Johnson (2015). The 100 participants were selected with convenience sampling method from hospitals in India. Participants were 20-60 years old and most of them were women. The purpose of the study was to explore the relationship of employee motivation and performance appraisal with job performance. It was found that participants were not motivated to work, while a negative correlation between motivation and job performance was observed. In contrast, performance appraisal was positively related with job performance.

Jamal (2016) explored the factors related to job performance and turnover motivation in three hospitals located in the Gulf States of the Middle East. Participants included 255 nurses. A structured questionnaire was used to assess the factors related to job performance, which was evaluated based on data from hospital files. Data analysis indicated that job performance was positively related with factors that decrease motivation, such as stress at work, resulting to increased turnover intention. However, it was found that social support provided at the workplace had a mediating effect resulting to better job performance.

An interesting randomized control group experiment on a sample of 90 nurses was conducted by Bellé (2012) at a large hospital in Italy. Most participants were women and the mean age was 41 years old. The aim of the study was to investigate the interplay between motivation and job performance. Interventions included two conditions that were perceived as increasing motivation, i.e. exposure to contact with beneficiaries and self-persuasion interventions. Based on data analysis, it was found that both situations caused an increase in motivation, which, in turn, resulted to improved job performance. In conclusion, the above studies indicate that motivation and job performance are

closely related. Even though a study about Greece was found, no study from Cyprus was included in the search results. Hence, it seems essential to conduct research with health professionals from Cyprus in order to explore the relationship between employee motivation and job performance.

## Chapter 3: Methodology

The third chapter includes information on the research method, the research tool, the sampling method and the sample, the research process, data analysis and ethical issues.

### 3.1. Research method

Scientific research aims to find out what or why something happens by describing a phenomenon or hypothesis testing, respectively (Bernard, 2012). For the purposes of this research descriptive research was more appropriate. In this way the phenomenon of employee motivation and job performance in healthcare organizations could be described and the relationship between the two variables could be better understood (Bowling, 2014). To this end, a survey was conducted with employees working at MHC. Survey is a very common research method that is used when quantifiable data ought to be collected, most often at a single point in time, in order that patterns of association may be examined and discerned. Thus, survey may be considered a cross-sectional quantitative research method (Adams, 2014).

Survey design has the following advantages (Robson & McCartan, 2015):

- A survey provides a rather simple, easily-implemented and direct way to study the attitudes, beliefs and values of a population.
- By conducting a survey, it is possible to collect huge amounts of data in a relatively short period of time and in a low-cost way.
- Data collected from surveys may be generalizable and standardized.
- The responsive rate may be encouraged because of anonymity and less time-consuming employed tools.

However, surveys also have disadvantages, which include the following (Adams, 2014):

- Some characteristics of the respondents, which have not been anticipated in advance, may result to biased data.
- The researcher cannot ensure or understand whether respondents gave sincere and serious answers.

- If the survey tool is not appropriate and methodologically correct, wrong results may occur and the response rate may be low.

Since a survey has both advantages and disadvantages, it may not be considered the perfect research design. In fact, no research design may be considered a perfect research method. Hence, the research design is always chosen based on the aims of the research and the potential to enable the research to answer the research questions (Adams, 2014). Based on the above criteria, a survey was the appropriate method that fitted the purposes of this research. Within this framework, data were collected at one point of time, while participants shared some characteristics (e.g. they were employees at MHC) and differed regarding the variables under study (i.e. motivation and job performance). In short, the research method for this study was the cross-sectional quantitative survey.

### **3.2. Research tool**

The usual research tool for surveys is the questionnaire, which is a convenient tool for collecting quantitative data (Bowling, 2014). Even though the questionnaire may be administered as a face-to-face or telephone interview, for the purposes of this research a self-completion questionnaire seemed more appropriate. Thus, the self-completion questionnaire had the advantage of low cost, easy and quick distribution to a large sample of participants and opportunity to ask questions about 'difficult' topics such as job performance, which might have not been answered with a face-to-face conversation. In addition, personal interviews required experience, which the present researcher did not have. For this reason, the self-completion questionnaire was considered as the appropriate research tool.

The construction of the final questionnaire involved the following steps (Robson & McCartan, 2015):

- A thorough literature review was performed in data bases, in order to identify existing questionnaires with good reliability and validity.
- The eligibility of existing questionnaires for this study was examined, by reading them and piloting them on a small sample of employees from healthcare organizations.
- The necessary parts of the questionnaire were defined.

- The final questionnaire was prepared carefully so as to elicit a high response rate. To this end, the language used was simple and clear, the questions were kept short, double-barrelled, leading and offending questions were excluded, instructions and the questions' frame were clear and repeated in each part of the questionnaire, and the choices that were given for answers were easily understood and pointed.

The final questionnaire included three parts, as presented in table 1 below. The first part was asking about the participants' demographic information. Hence, independent variables such as gender, age, marital status, years at work, type of work, status of employment and income salary were included in this part. The second part aimed to gather information regarding employee motivation. Hence the Multidimensional Work Motivation Scale (MWMS) by Gagné et al. (2015) was used. Since job satisfaction is also related to motivation, six questions were added about the level of the participants' satisfaction with aspects of their job, such as duties and working hours. The third part aimed to gather information regarding employee job performance. To this end, the Individual Work Performance Questionnaire (IWPQ) by Koopmans et al. (2014) was used.

The Multidimensional Work Motivation Scale (MWMS) was used because it was validated using data from 3435 workers in seven languages and nine countries, with good validity and reliability. The questionnaire is based on SDT and asks participants the question "Why do you or would you put efforts into your current job?" and is accompanied by the scale: 1=not at all, 2=a little, 3=moderately, 4=strongly, 5=completely. It includes six subscales, which evaluate the level of Amotivation (3 items), Extrinsic regulation-social dimension (3 items), Extrinsic regulation-material dimension (3 items), Introjected regulation (4 items), Identified regulation (3 items) and Intrinsic motivation (3 items) (Gagné et al., 2015).

The Individual Work Performance Questionnaire (IWPQ) was validated by Koopmans et al. (2014). According to the authors, the results indicated acceptable construct validity of the Questionnaire. Hence, it is assumed that IWPQ is a reliable and valid instrument to measure individual work performance comprehensively and generically. The Questionnaire includes three subscales, which measure Task performance (5 items),

Contextual performance (8 items) and Counterproductive work behavior (5 items) with a Likert-type scale, where 1=not at all, 2=a little, 3=moderately, 4=strongly, 5=completely.

Table 1. Questionnaire parts in relation to research questions

Independent Variables	<p><b><u>PART I: DEMOGRAPHICS</u></b></p> <ol style="list-style-type: none"> <li>1. Gender: Male – Female</li> <li>2. Age category: up to 30 years old, 31 to 40 years old, 41 to 50 years old, 51 to 60 years old, 61 years old and over</li> <li>3. Marital status: Single, In a relationship, Married</li> <li>4. Years at current job: up to 5 years, 6-10 years, 11-15 years, 16-20 years, 21 and over years</li> <li>5. Type of work: Administrative, Nurse, Doctor, Other staff</li> <li>6. Status of employment: Permanent, With contract, Substitute</li> <li>7. Salary income: up to €1000, €1001-2000, €2001-3000, €3001-4000, €4001 and over</li> </ol>
Research question 1: What is the level of employee motivation at MHC?	<p><b><u>PART II: EMPLOYEE MOTIVATION</u></b></p> <p>The Multidimensional Work Motivation Scale (MWMS) (Gagné et al., 2015)</p> <ol style="list-style-type: none"> <li>1. Amotivation</li> <li>2. Extrinsic regulation – social</li> <li>3. Extrinsic regulation – material</li> <li>4. Introjected regulation</li> <li>5. Identified regulation</li> <li>6. Intrinsic motivation</li> </ol> <p>Questions on job satisfaction</p>
Research question 2: What is the degree of job performance regarding employees at MHC?	<p><b><u>PART III: JOB PERFORMANCE</u></b></p> <p>The Individual Work Performance Questionnaire (IWPO) (Koopmans et al., 2014)</p> <ol style="list-style-type: none"> <li>1. Task performance</li> <li>2. Contextual performance</li> <li>3. Counterproductive work behavior</li> </ol>
Research question 3: What is the relationship between employee motivation and job performance at MHC?	<p><b><u>PART I, II, III</u></b></p> <p>Data analysis</p>

### 3.3. Population, sample and sampling method

The population of this study consisted of the employees in MHC. Since the population was working with shifts, the questionnaire was delivered with convenience sampling method. Thus, it was administered to the persons working in the hospital on a

predefined day of November. In total, 103 employees participated in the research. Since data were collected from one hospital only with convenience sampling method, they are not generalizable to the population of healthcare organizations' employees.

### **3.4. Research process**

After finalizing the questionnaire, the researcher contacted the director of MHC in order to explain him the purposes of the study. Then the researcher asked for his permission to distribute the questionnaire to the employees of MHC. When the director gave his informed consent, the researcher agreed with him the date, when the questionnaire would be distributed to the participants. The researcher informed the participants about the purposes of the study and explained them that their participation was voluntary and anonymous. The researcher left the participants alone to decide whether they would complete the questionnaire or not. The returned questionnaires were put in a box, which the researcher had placed in the staff room. In this way, there was no pressure to the participants to complete the questionnaire, since the research could not see who had returned completed or not completed questionnaires. At the end of the day, the researcher collected the box and opened it in order to distinguish the completed questionnaires.

### **3.5. Data analysis**

Data were coded and analyzed with SPSS. In order to answer the research questions, the researcher used descriptive and inferential statistical tests, such as frequencies, mean, t-test and Pearson correlation.

### **3.6. Ethical issues**

The study was compliant with research ethics, because the following principles guided the whole research process from the beginning to the end (Robson & McCartan, 2015):

- Informed consent of the participants.
- Voluntary participation.
- Anonymity and confidentiality.
- Right to withdraw or not participate in the research.



## Chapter 4: Results

of the participants were up to 30 years old (39.81%). One fifth were 51-60 years old. In the fourth chapter, the results of data analysis are presented in order to answer the research questions.

### 4.1. Demographics

In total, 103 employees at MHC participated in the research. More than half of them were men (N=55, 53.4%) and the rest were women (N=48, 46.6%) (Figure 1). The mean years of work at current job were 5.34 years (SD=5.113), with minimum 1 year and maximum 27 years at current job.

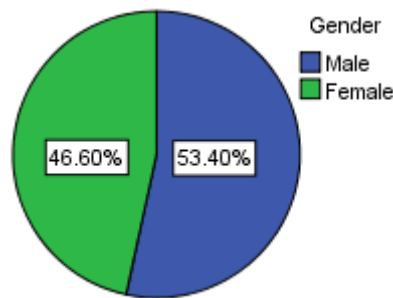


Figure 1. Participants' gender

More than one third (20.39%), followed by participants aged 31-40 (19.42%) and 41-50 years old (17.48%). Very few participants were over 61 years old (2.91%) (Figure 2).

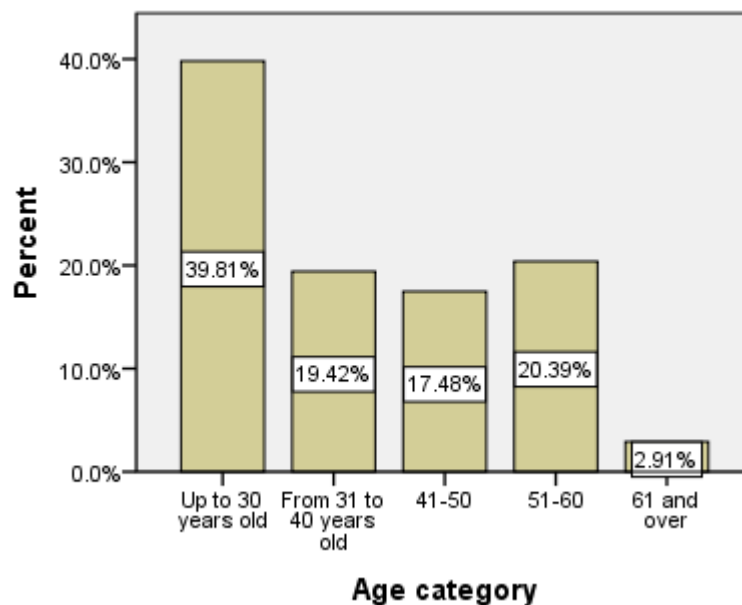


Figure 2. Participants' age category

Almost half of the participants were married (44%), followed by single participants (41%). Fewer participants were in a relationship (15%) (Figure 3).

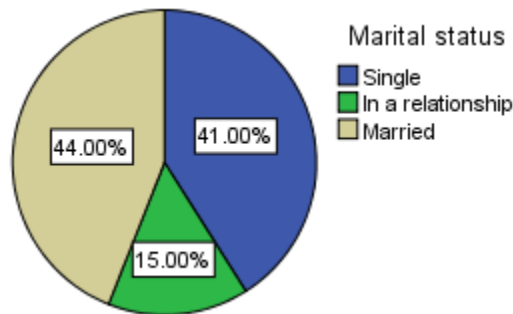


Figure 3. Participants' marital status

Almost half of the participants were nurses (45.63%). The rest of the participants were administrative staff (22.33%), other staff (21.36%) and doctors (10.68%) (Figure 4).

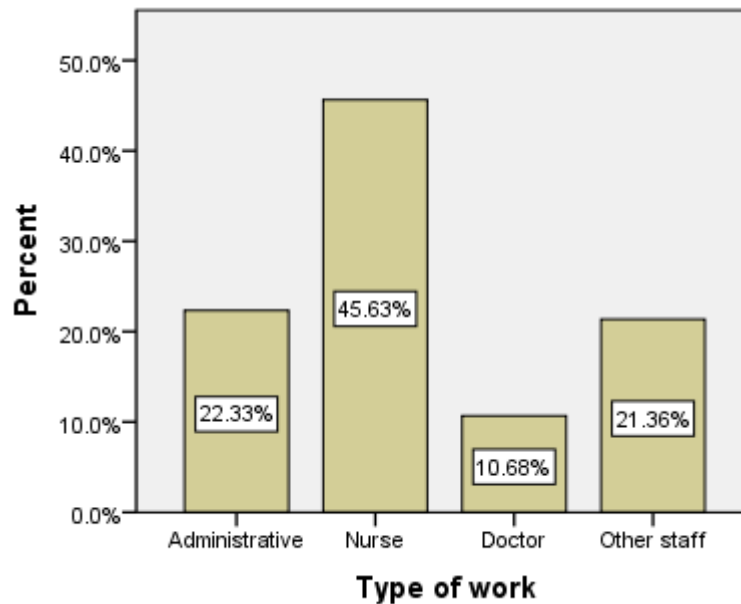


Figure 4. Participants' type of work

More than half of the participants were employed with contract (52.34%) and the rest were permanent (47.57%) (Figure 5).

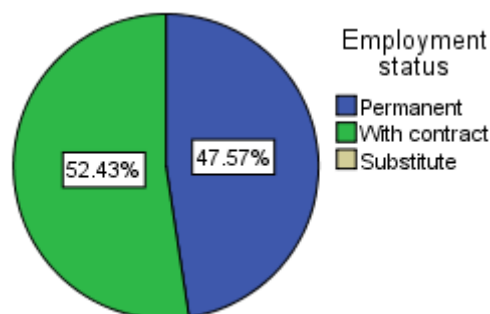


Figure 5. Participants' employment status

Half of the participants had salary income between €1001-2000. One third of the participants had salary income up to €1000. Very few participants had income €2001-3000 (6.80%), €3001-4000 (6.80%) or €4001 and over (3.88%) (Figure 6).

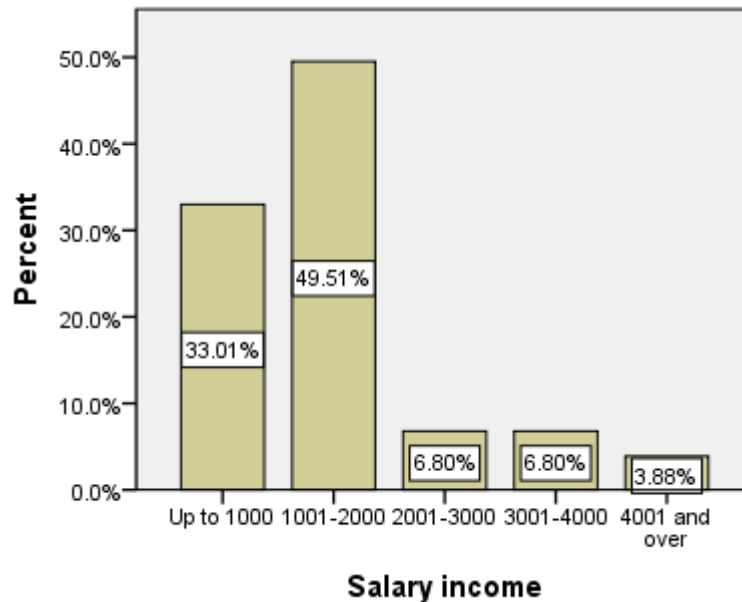


Figure 6. Participants' salary income

## 4.2. Employee motivation

The first research question explored the level of employee motivation at the Mediterranean Hospital of Cyprus. In order to answer the above question the Multidimensional Work Motivation Scale (MWMS) by Gagné et al. (2015) was used. Six questions about job satisfaction were included as well. Based on data analysis, it was found that, according to the participants, the main reasons for putting effort in their job was avoiding the risk to lose their job (mean=4.39) and because it was important for them (mean=4.10). Moreover, participants strongly agreed that their job was interesting (mean=3.97), had personal significance for them (mean=3.90), while efforts in their job aligned with their values (mean=3.86). In addition, the participants strongly agreed that they were satisfied with their colleagues (mean=3.80), had fun doing their job (mean=3.72), were satisfied with their supervisor (mean=3.65) and they would feel bad if they did not work (mean=3.62).

On the other hand, participants agreed moderately that their work was pointless (mean=3.54). They also agreed moderately that they were satisfied with their duties

(mean=3.51), they would feel ashamed if they did not work (mean=3.42), they wanted to prove that they could work (mean=3.33) and they were satisfied with their responsibilities (mean=3.33), working hours (mean=3.17) and salary (mean=3.02). Furthermore, they moderately agreed that they worked in order to have job security (mean=3.29) and financial rewards (mean=3.09). Finally, participants agreed a little that they worked to avoid criticism (mean=1.98), gain respect (mean=1.91) and approval (mean=1.83) by others. In addition, they agreed a little that their work was not worthy (mean=1.93) and that they were wasting their time (mean=1.76) (Table 2).

Table 2. Participants feelings and attitudes about their current job

DECLARATIONS REGARDING FEELINGS AND ATTITUDES	LEVEL OF AGREEMENT %					MEAN
	Not at all	A little	Moderately	Strongly	Completely	
I put effort in my job because I don't want to risk losing my job.	-		7.8	45.6	46.6	4.39
I believe that it important to put efforts in this job.	-	5.8	12.6	47.6	34.0	4.10
The work I do is interesting.	-	12.6	12.6	39.8	35.0	3.97
Putting efforts in this job has personal significance to me.	2.9	5.8	23.3	34.0	34.0	3.90
Putting efforts in this job aligns with my personal values.	-	11.0	26.0	29.0	34.0	3.86
I am satisfied with my colleagues.	-	2.9	31.1	49.5	16.5	3.80
I have fun doing my job.	-	9.7	26.2	46.6	17.5	3.72
I am satisfied with my supervisor.	-	14.6	32.0	27.2	26.2	3.65
If I don't work, I will feel bad about myself.	3.9	16.5	14.6	43.7	21.4	3.62
I have a pointless work.	2.9	9.7	24.3	56.3	6.8	3.54
I am satisfied with my duties.	-	3.9	44.7	45.6	5.8	3.53
I am satisfied with my position.	-	13.6	30.1	47.6	8.7	3.51
If I don't work, I will feel ashamed of myself.	7.0	22.0	15.0	34.0	22.0	3.42
I work because I have to prove to myself that I can.	1.9	22.3	34.0	24.3	17.5	3.33
I am satisfied with the responsibilities I undertake.	2.9	9.7	41.7	42.7	2.9	3.33
I put effort in my job because others will offer me greater job security (e.g., employer, supervisor ...).	11.7	1.9	35.0	48.5	2.9	3.29
I am satisfied with my working hours.	-	20.4	42.7	36.9	-	3.17
I put effort in my job because others will reward me financially (e.g., employer, supervisor ...).	11.7	12.6	31.1	44.7	-	3.09
I am satisfied with my salary.	5.8	22.3	35.9	35.9	-	3.02
I work to avoid being criticized by others (e.g.,	50.5	15.5	19.4	14.6	-	1.98

supervisor, colleagues, family, clients ...).						
My current work does not worth putting efforts into.	42.3	26.8	26.8	4.1	-	1.93
I work because I want others to respect me more (e.g., supervisor, colleagues, family, clients ...).	49.5	24.3	11.7	14.6	-	1.91
I work only to get others' approval (e.g., supervisor, colleagues, family, clients ...).	49.5	25.2	17.5	7.8	-	1.83
I'm wasting my time at this work.	55.3	22.3	13.6	8.7	-	1.76

Based on data analysis of the subscales, it was found that most of the participants were not amotivated (72.16%) (Figure 7).

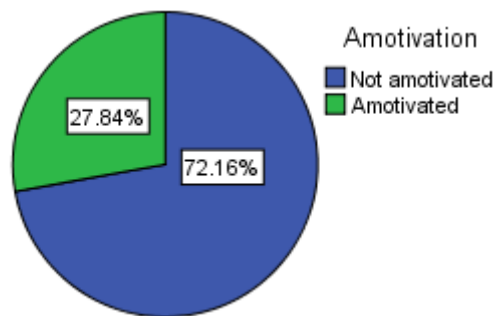


Figure 7. Amotivation among participants

In addition, more than half of the participants were extrinsically motivated (53.61%) (Figure 8).

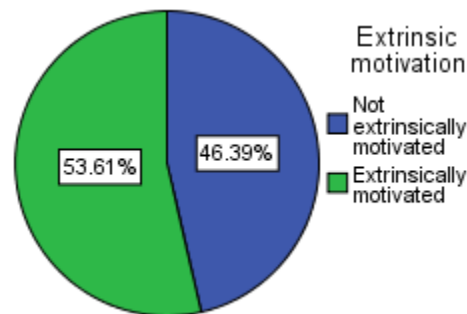


Figure 8. Participants' extrinsic motivation

It is noteworthy that almost all the participants were intrinsically motivated (92.55%) (Figure 9).

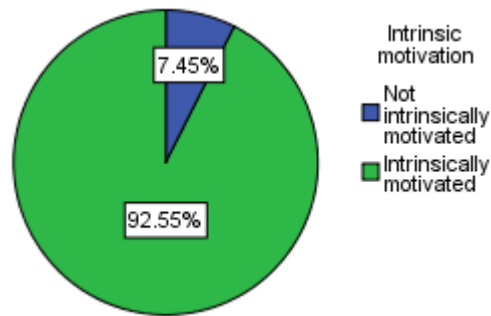


Figure 9. Participants' intrinsic motivation

Finally, it was found that most of the participants were satisfied from their job (76.70%) (Figure 10).

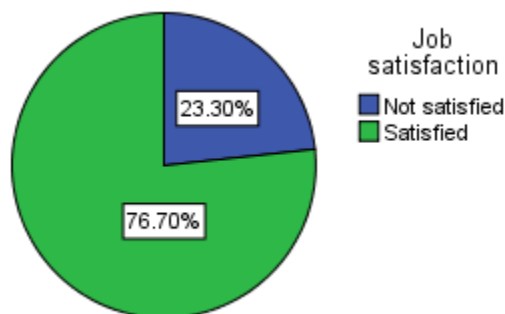


Figure 10. Participants' job satisfaction

### 4.3. Employee job performance

The second research question explored the degree of job performance regarding employees at the Mediterranean Hospital of Cyprus. In order to answer the above question, the Individual Work Performance Questionnaire (IWPQ) by Koopmans et al. (2014) was used. Based on data analysis, a complete agreement was found regarding working to keep their job skills up-to-date among participants (mean=4.52). Moreover, participants strongly agreed that they had participated in meetings (mean=4.06), kept their knowledge updated (mean=4.06), kept looking for new challenges (mean=3.98), separated main from side issues (mean=3.87), performed their work well (mean=3.82), kept in mind their goals (mean=3.66) and started new tasks (mean=3.57).

Participants agreed moderately that they took challenging tasks (mean=3.54), came up with creative solutions (mean=3.52), took on extra responsibilities (mean=3.50) and had planned their work optimally (mean=3.44) and effectively (mean=3.40). They also agreed moderately that they had focused on negative aspects of work (mean=2.79) and spoke with colleagues about the negative aspects (mean=2.75). On the other hand, they

agreed a little that they had complained about unimportant matters (mean=2.38), spoke about negative aspects outside the hospital (mean=2.03) and made problems bigger than they were (mean=1.97) (Table 3).

Table 3. Participants' job performance

DECLARATIONS REGARDING ACTIVITIES IN THE PAST 3 MONTHS	LEVEL OF AGREEMENT %					MEAN
	Not at all	A little	Moderately	Strongly	Completely	
I worked at keeping my job skills up-to-date.	-	-	-	47.6	52.4	4.52
I actively participated in work meetings.	-	2.9	29.1	26.2	41.7	4.07
I worked at keeping my job knowledge up-to-date.	-	-	23.3	47.6	29.1	4.06
I kept looking for new challenges in my job.	-	2.9	14.6	64.1	18.4	3.98
I was able to separate main issues from side issues at work.	-	3.9	24.3	52.4	19.4	3.87
I was able to perform my work well with minimal time and effort.	-	2.9	23.3	63.1	10.7	3.82
I kept in mind the results that I had to achieve in my work.	-	2.9	32.0	61.2	3.9	3.66
I started new tasks myself, when my old ones were finished.	3.9	9.7	22.3	53.4	10.7	3.57
I took on challenging work tasks, when available.	-	16.5	18.4	59.2	5.8	3.54
I came up with creative solutions to new problems.	-	9.7	38.8	40.8	10.7	3.52
I took on extra responsibilities.	-	15.5	35.9	31.1	17.5	3.50
My planning was optimal.	3.9	12.6	35.9	31.1	16.5	3.44
I managed to plan my work so that it was done on time.	2.9	16.5	25.2	48.5	6.8	3.40
I focused on negative aspects of a work situation, instead of looking at the positive aspects.	6.8	27.2	46.6	19.4	-	2.79
I spoke with colleagues about the negative aspects of my work.	20.4	12.6	38.8	28.2	-	2.75
I complained about unimportant matters at work.	12.6	47.6	29.1	10.7	-	2.38
I spoke with people outside the hospital about the negative aspects of my work	38.8	23.3	34.0	3.9	-	2.03
I made problems at work greater than they were.	32.0	46.6	13.6	7.8	-	1.97

Based on the analysis of subscales, it was found that almost all participants declared good task performance (93.20%) (Figure 11).

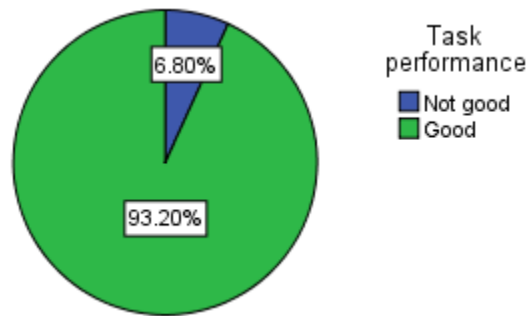


Figure 11. Level of task performance

Interestingly, all participants declared good contextual performance (100%) (Figure 12).

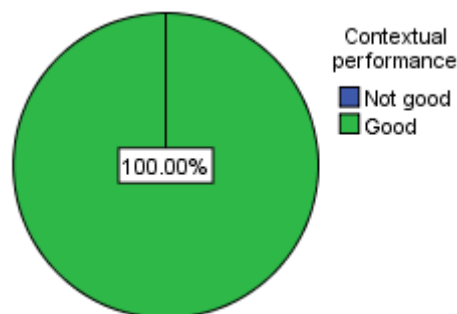


Figure 12. Level of contextual performance

On the other hand, almost half of the participants declared counterproductive behavior (41.75%) (Figure 13).

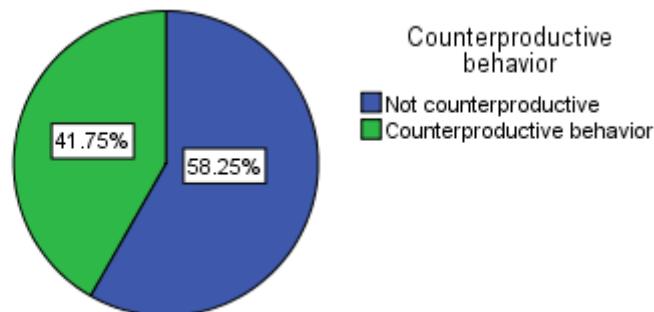


Figure 13. Participants' counterproductive behavior

## 4.4. Relationships and differences

The third research question explored the relationship between employee motivation and job performance at the Mediterranean Hospital of Cyprus. In order to answer the research question Pearson correlation was conducted. In addition, other relationships and differences between variables were also explored.

### 4.4.1. Correlations

Pearson correlation indicated the following significant correlations (Table 4):



- Task performance was positively correlated with contextual performance ( $r=0.661$ ,  $p<0.01$ ), extrinsic motivation ( $r=0.394$ ,  $p<0.01$ ), intrinsic motivation ( $r=0.551$ ,  $p<0.01$ ) and job satisfaction ( $r=0.385$ ,  $p<0.01$ ), while it was negatively correlated with amotivation ( $r=-0.339$ ,  $p<0.01$ ). In other words, the higher job satisfaction, intrinsic motivation, extrinsic motivation and contextual performance and the lower is amotivation, the higher is task performance, and vice-versa.
- Contextual performance was negatively correlated with amotivation ( $r=-0.218$ ,  $p<0.05$ ), and positively correlated with extrinsic motivation ( $r=0.405$ ,  $p<0.01$ ), intrinsic motivation ( $r=0.370$ ,  $p<0.01$ ) and job satisfaction ( $r=0.400$ ,  $p<0.01$ ). In other words, the higher job satisfaction, intrinsic motivation and extrinsic motivation and the lower is amotivation, the higher is contextual performance, and vice-versa.
- Counterproductive behavior was negatively correlated with intrinsic motivation ( $r=-0.227$ ,  $p<0.05$ ) and job satisfaction ( $r=-0.299$ ,  $p<0.01$ ). In other words, the lower intrinsic motivation and job satisfaction, the higher is amotivation, and vice-versa.
- Amotivation was negatively correlated with job satisfaction ( $r=-0.323$ ,  $p<0.01$ ). In other words, the lower amotivation, the higher is job satisfaction, and vice-versa.
- Extrinsic motivation was positively correlated with intrinsic motivation ( $r=0.254$ ,  $p<0.05$ ) and job satisfaction ( $r=0.425$ ,  $p<0.01$ ). In other words, the higher intrinsic motivation and job satisfaction, the higher is extrinsic motivation, and vice-versa.
- Intrinsic motivation was positively correlated with job satisfaction ( $r=0.732$ ,  $p<0.01$ ). In other words, the higher intrinsic motivation, the higher is extrinsic motivation, and vice-versa.

Table 4. Relationship between motivation, job performance and job satisfaction

		Task performance	Contextual performance	Counter-productive behavior	Amotivation	Extrinsic motivation	Intrinsic motivation	Job satisfaction
Task performance	Pearson Correlation	1						
Contextual performance	Pearson Correlation	.661**	1					
Counter-productive behavior	Pearson Correlation	-.186	-.180	1				
Amotivation	Pearson Correlation	-.399**	-.218*	.100	1			
Extrinsic motivation	Pearson Correlation	.394**	.405**	.089	-.197	1		
Intrinsic motivation	Pearson Correlation	.551**	.370**	-.227*	-.148	.254*	1	
Job satisfaction	Pearson Correlation	.385**	.400**	-.299**	-.323**	.425**	.732**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

In addition, correlations of the above variables with years at current job were explored. A significant positive correlation was found between years at current job and task ( $r=0.250$ ,  $p<0.05$ ) and contextual performance ( $r=0.389$ ,  $p<0.01$ ). In other words, the more the years at current job, the better task and contextual performance are.

#### 4.4.2. Differences

Likely differences between categories were explored with chi-square test and one-way ANOVA, as explained below.

##### *Gender*

Chi-square test indicated differences between men and women regarding task performance, counterproductive behaviors, amotivation, extrinsic motivation and job satisfaction. In particular, men had better task performance compared to women ( $\chi^2=8.606$ ,  $p<0.01$ ). On the other hand, women expressed more counterproductive behaviors ( $\chi^2=12.883$ ,  $p<0.01$ ) and more amotivation ( $\chi^2=4.131$ ,  $p<0.05$ ) compared to

men. However, women were extrinsically more motivated ( $\chi^2=3.963$ ,  $p<0.05$ ) and expressed higher job satisfaction ( $\chi^2=14.623$ ,  $p<0.01$ ) than men.

#### *Age category*

One-way ANOVA indicated differences between age groups regarding task performance ( $F(4,98)=5.784$ ,  $p<0.01$ ), contextual performance ( $F(4,98)=9.309$ ,  $p<0.01$ ), counterproductive behavior ( $F(4,98)=5.659$ ,  $p<0.01$ ), amotivation ( $F(4,92)=3.457$ ,  $p<0.05$ ), intrinsic motivation ( $F(4,98)=3.806$ ,  $p<0.01$ ) and job satisfaction ( $F(4,98)=4.518$ ,  $p<0.01$ ). In particular, it was found that:

- Task performance: Participants up to 40 years old had better task performance than participants between 51-60 years old. In addition, participants between 31-40 had better task performance than participants between 41-50 years old.
- Contextual performance: Participants up to 30 years old had better contextual performance than participants over 41. In addition, participants between 31-40 had better contextual performance than participants over 51 years old.
- Counterproductive behavior: Participants up to 30 years old exhibited more counterproductive behavior than participants aged 41-50. In addition, participants up to 60 years old expressed less counterproductive behavior than participants over 61 years old.
- Amotivation: Participants between 41-50 were more amotivated than participants aged 51-60.
- Intrinsic motivation: Participants between 41-50 years old were less intrinsically motivated than participants over 61.
- Job satisfaction: Participants between 41-50 years old were less satisfied than participants aged over 51.

#### *Marital status*

One-way ANOVA indicated differences between marital status groups regarding task performance ( $F(2,97)=11.844$ ,  $p<0.01$ ), contextual performance ( $F(2,97)=10.281$ ,  $p<0.01$ ), counterproductive behavior ( $F(2,97)=12.942$ ,  $p<0.01$ ) and intrinsic motivation ( $F(2,97)=10.677$ ,  $p<0.01$ ). In particular, it was found that:

- Task performance: Single and married participants had better task performance than participants in a relationship.

- Contextual performance: Single and married participants had better contextual performance than participants in a relationship.
- Counterproductive behavior: Married and participants in relation expressed more counterproductive behavior than participants in a relationship.
- Intrinsic motivation: Single and married participants were intrinsically more motivated than participants in a relationship.

#### *Type of work*

One-way ANOVA indicated differences between different types of work regarding task performance ( $F(3,99)=6.799, p<0.01$ ), contextual performance ( $F(3,99)=9.073, p<0.01$ ), counter-productive behavior ( $F(3,99)=7.919, p<0.01$ ), amotivation ( $F(3,99)=7.145, p<0.05$ ) and job satisfaction ( $F(3,99)=6.949, p<0.01$ ). In particular, it was found that:

- Task performance: Doctors had better task performance than administrative staff and nurses.
- Contextual performance: Doctors and other staff had better contextual performance than administrative staff and nurses.
- Counterproductive behavior: Administrative and other staff had more counterproductive behavior than nurses.
- Amotivation: Administrative and other staff were more amotivated than nurses.
- Job satisfaction: Nurses were more satisfied than administrative staff.

#### *Employment status*

Chi-square test indicated differences between permanent and staff with contract regarding task performance, extrinsic motivation and job satisfaction. In particular, it was found that staff with contract had better task performance ( $\chi^2=8.277, p<0.01$ ), more extrinsic motivation ( $\chi^2=51.849, p<0.01$ ) and higher job satisfaction than permanent staff ( $\chi^2=16.044, p<0.01$ ).

#### *Salary income*

One-way ANOVA indicated differences between different salary income regarding task performance ( $F(4,98)=12.010, p<0.01$ ), contextual performance ( $F(4,98)=6.998, p<0.01$ ), counterproductive behavior ( $F(4,98)=14.866, p<0.01$ ), amotivation ( $F(4,92)=5.633, p<0.01$ ), extrinsic ( $F(4,92)=2.774, p<0.05$ ) and intrinsic motivation ( $F(4,98)=4.395, p<0.01$ ). In particular, it was found that:

- Task performance: Staff with income up to €2000 had lower task performance than staff with income €2001-4000.
- Contextual performance: Staff with income up to €2000 and €3001-4000 had lower contextual performance than staff with income €2001-3000.
- Counterproductive behavior: Staff with income up to €1000 had lower counterproductive behavior than staff with income €1001-2000 and €3001-4000. In addition, staff with income €1001-2000 and €3001-4000 had higher counterproductive behavior than staff with income €4001 and over.
- Amotivation: Staff with income up to €2000 had higher amotivation than staff with income €3001-4000.
- Extrinsic motivation: Staff with income up to €1000 had higher extrinsic motivation than staff with income €3001-4000.
- Intrinsic motivation: Staff with income €1001-2000 had lower intrinsic motivation than staff with income €2001-3000.

## 4.5. Prediction of job performance

In order to explore whether motivation and job satisfaction could predict task and contextual performance, multiple regression was conducted. Firstly, four models occurred that could explain the variance regarding task performance. The fourth model was retained because it could explain 44% of the variance (Table 5).

Table 5. Models for task performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.475 <sup>a</sup>	.225	.217	.52177	.225	26.767	1	92	.000	1.297
2	.584 <sup>b</sup>	.341	.327	.48385	.116	15.985	1	91	.000	
3	.627 <sup>c</sup>	.393	.373	.46694	.052	7.710	1	90	.007	
4	.663 <sup>d</sup>	.440	.415	.45104	.047	7.459	1	89	.008	

a. Predictors: (Constant), Intrinsic motivation

b. Predictors: (Constant), Intrinsic motivation, Amotivation

c. Predictors: (Constant), Intrinsic motivation, Amotivation, Extrinsic motivation

d. Predictors: (Constant), Intrinsic motivation, Amotivation, Extrinsic motivation, Job satisfaction

e. Dependent Variable: Task performance

Based on the coefficients (Table 6), the following equation occurred:

$$\text{Task performance} = 3.130 + (0.211 \text{Intrinsic motivation}) + (-0.121 \text{Amotivation}) + (0.026 \text{Extrinsic motivation}) + (-0.051 \text{Job satisfaction})$$

Hence, it may be assumed that increased intrinsic and extrinsic motivation and decreased amotivation and job satisfaction may predict a change in task performance.

Table 6. Coefficients for task performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.275	.272		8.372	.000		
1 Intrinsic motivation	.180	.035	.475	5.174	.000	1.000	1.000
2 (Constant)	3.216	.345		9.326	.000		
2 Intrinsic motivation	.163	.033	.431	5.025	.000	.984	1.016
2 Amotivation	-.113	.028	-.343	-3.998	.000	.984	1.016
3 (Constant)	2.550	.410		6.217	.000		
3 Intrinsic motivation	.142	.032	.375	4.399	.000	.928	1.077
3 Amotivation	-.100	.028	-.303	-3.605	.001	.955	1.047
3 Extrinsic motivation	.019	.007	.239	2.777	.007	.907	1.102
4 (Constant)	3.130	.450		6.963	.000		
4 Intrinsic motivation	.211	.040	.557	5.257	.000	.560	1.787
4 Amotivation	-.121	.028	-.366	-4.335	.000	.884	1.131
4 Extrinsic motivation	.026	.007	.327	3.664	.000	.790	1.266
4 Job satisfaction	-.051	.019	-.324	-2.731	.008	.446	2.240

In addition, two models occurred that could explain the variance for contextual performance. The second model was retained because it could explain 20% of the variance (Table 7).

Table 7. Models for contextual performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.405 <sup>a</sup>	.164	.155	.47542	.164	18.038	1	92	.000	2.281
2	.466 <sup>b</sup>	.217	.200	.46255	.053	6.188	1	91	.015	

a. Predictors: (Constant), Extrinsic motivation

- b. Predictors: (Constant), Extrinsic motivation, Job satisfaction
- c. Dependent Variable: Contextual performance

Based on the coefficients (Table 8), the following equation occurred:

$$\text{Contextual performance} = 2.214 + (0.020 \text{ Extrinsic motivation}) + (0.036 \text{ Job satisfaction})$$

Hence it may be assumed that increased extrinsic motivation and job satisfaction may predict a change in contextual performance.

Table 8. Coefficients for contextual performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.760	.261		10.576	.000		
1 Extrinsic motivation	.028	.007	.405	4.247	.000	1.000	1.000
2 (Constant)	2.214	.336		6.596	.000		
2 Extrinsic motivation	.020	.007	.288	2.768	.007	.795	1.257
2 Job satisfaction	.036	.014	.259	2.488	.015	.795	1.257

# Chapter 5: Discussion

The fifth chapter includes a summary of the main findings, followed by discussion of the findings, which are compared with the relevant literature.

## 5.1. Main findings

The main findings of this study were the following:

- Participants put efforts in their job mainly because they do not want to lose their job, while putting efforts is important for them.
- Participants believe that their job is interesting, significant and in line with their values.
- Participants are satisfied with their colleagues and supervisor and like their job, while they are not that satisfied with their duties, responsibilities, working hours and salary.
- Likely criticism, respect and approval are not important influencing factor for putting effort at work for the participants.
- Most of the participants were intrinsically and extrinsically motivated and satisfied from their job, while very few of the participants were amotivated.
- The participants' performance during the last three months included updating their job skills and knowledge, participating in meetings, looking for new challenge, separating main from side issue, performing well, focusing on goals and starting new tasks.
- The participants' performance was lower though regarding the extent to which they took challenging tasks, came up with creative solutions, took on extra responsibilities and planned their work.
- Even though participants focused on negative aspects of work and spoke with colleagues about these aspects at some level, they did not complain that much about unimportant matters in and out of the hospital, nor they made problems bigger than they were.



- Although the participants unanimously declared good task and contextual performance, almost half of them expressed counterproductive behavior.
- Job satisfaction, intrinsic motivation, extrinsic motivation and years at current job were positively correlated with task and contextual performance, while amotivation was negatively correlated with the latter.
- Differences regarding participants characteristics were observed. Thus, men had better task performance, while women expressed more counterproductive behaviors, more amotivation, more extrinsic motivation and higher job satisfaction.
- Younger participants had better task and contextual performance and more counterproductive behavior. Middle-age participants were more amotivated, less intrinsically motivated and less satisfied.
- Doctors had better task and contextual performance, while administrative and other staff had more counterproductive behavior and higher amotivation. Nurses declared higher job satisfaction.
- Staff with contract had better task performance, more extrinsic motivation and higher job satisfaction.
- Staff with lower income had lower task and contextual performance and intrinsic motivation and higher amotivation, while staff with medium income had higher counterproductive behavior
- Task performance may be predicted by increased intrinsic and extrinsic motivation and decreased amotivation and job satisfaction, while contextual performance may be predicted by increased extrinsic motivation and job satisfaction.

## **5.2. Discussion**

As found in this research, participants put efforts in their job mainly because they do not want to lose their job. This finding may be explained by cultural factors, since in Cyprus people are usually afraid to stay unemployed, especially after the recent economic crisis and the current competitive employment market. On the other hand, it was found that participants did not stay in their current job just to get money, but because their job was interesting, significant and in line with their values. This finding is in line with Herzberg's (1966) two-factor theory according to which employees are

motivated by satisfying upper-level needs for esteem and self-actualization. In addition, we can assume that the new personnel employment procedures seems to be rather successful due to the high quality of the personnel choosing. 65% of the employees seems to find link between their personal values and the values of the organization represents. However, participants in this research were not that satisfied with their duties, responsibilities, working hours and salary. Specifically, 63% are not fully satisfied with their working hours. This is an important point which the administration should focus more and review (if possible) because this is strongly link with a personal and family life and generally this is one of the main reasons of which a productive employee in combination with the low salary may change employer. Also, taking into a consideration the results we can assume that a noticeable percentage of the employees do not feel totally satisfied regarding their salary. Furthermore and based on Pearson Correlation Table (4) the extrinsic motivation is strongly linked (0,394) with task performance. Therefore, the management of the organization, could potentially interfere in order to increase the extrinsic level of motivation and therefore the task performance by providing financial benefits (salary increase, bonus, establishment of the employee of the year). According to Deci and Ryan's (2000) self-determination theory (SDT), lack of satisfaction related to the nature of work may result to amotivation and thereby less effective job performance. Hence, it seems that employees' duties, responsibilities, working hours and salary at MHC should be reconsidered and adjusted to the employees' needs as I mention above. Even though, according to research findings (e.g. Jack et al., 2013) salary is not the primary factor for employee motivation and job satisfaction, for Adams (1965) and equity theory unfair payment that contradicts the expectations of employees may be demotivating.

Despite the tenets of SDT that employees may perform better in order to avoid criticism (Deci & Ryan, 2008), gain respect and approval, the participants in this research did not agree that the above factors were important for putting effort in their work. This finding may be explained by the participants' declaration that they were satisfied from their relationships at work. However, 46% of the answers they are a little to moderate satisfied with their supervisors. The above point could be consider as a negative observation regarding mainly the communication level between the personel and supervisors which could potentially affect negatively their performance and overall

their productivity within the organization. Actually, colleagues' and managerial support is very important for employee well-being and an important factor for employee retainment (Hitt, Miller & Colella, 2009). For this reason, managers should encourage and listen to employees and offer support to enable them to manage effectively work stress and pressure (Davies & Ryals, 2013).

Even though most of the participants in this study declared that they were intrinsically and extrinsically motivated and satisfied from their job, some of them expressed amotivation. Likewise, although participants unanimously declared good task and contextual performance, almost half of them expressed counterproductive behavior. Taking into a consideration the results, almost 1/3 of the employees do not start new tasks on their own when the old ones are finished. This is a negative point for the organization because new initiatives are not taken and the employees are always looking for guidance which could potentially result to loss of productive time of the organization. In addition, if we take into a consideration the results regarding the question "I came up with creative solutions to new problems" up to 50% of the participants answers there are little to moderately activated. This further indicates that the administration should involve more in order to encourage their employee to come up and provide the administration with new ideas, creative solutions for the issues that the organization needs to deal with. Also, according to the results, half of the personnel do not take on extra responsibilities. We can assume that the employees of the organization hope for further financial benefits in order to undertake more responsibilities and tasks as part of their job. Generally, the above contradicting findings may be explained by social desirability bias, which is the unconscious effort of the participants to give responses that are socially acceptable and in accordance with the researcher's expectations (Adams, 2014). Hence the above findings ought to be better explored with qualitative studies.

In general, the participants' job performance may be considered as good, since they had been updating their job skills and knowledge, participating in meetings, looking for new challenges, separating main from side issue, focusing on goals and starting new tasks during the past three months, albeit they were not that eager to take on extra responsibilities and planned their work. Also, the fact that the personnel has very good up to excellent organizational skills since they can organize their work in order to finish

on time as a result of high level of productivity it could be consider as a positive point. The above findings may reflect a well-organized health-care organization with effective administrative procedures and employee management that may result to better job performance and increased profit for the organization (Landy, Zedeck & Cleveland, 2017). Thus, even though participants admitted that they spoke with colleagues about negative aspects at work and made some complaints, their complaints were not about unimportant matters, nor they made problems bigger than they were. It may be assumed then that the employees at MHC are rather committed and engaged with the organization. Feeling committed and engaged is very important for organizations since it is related to better job performance, less absenteeism and turnover and increased productivity and profitability (Lawler & Boudreau, 2012).

The most important finding of this research was that job satisfaction and motivation were positively correlated with job performance, while amotivation was negatively correlated with the latter. This finding is consistent with Deci and Ryan's (2000) SDT according to which motivation is an important factor that prompts people to continue the behavior they follow. On the other hand, amotivation may raise barriers to good job performance and render employees less productive (Deci & Ryan, 2008). The above finding is also consistent with other research findings (e.g. Bagozzi & Verbeke, 2019; Suttikun, Chang & Bicksler, 2018), according to which employees perform better when they are motivated and satisfied from their work. Hence, it was not surprising that this research revealed that job performance could be predicted by increased motivation and job satisfaction and decreased amotivation.

It is noteworthy that some differences regarding participants characteristics were observed. Thus, men had better task performance, while women expressed more counterproductive behaviors and more amotivation. This finding may be explained by likely work-family conflict, which women experience more often than men. Work-family conflict refers to the unpleasant experience of employees with family that stems from a conflict between family and work obligations. Work-family conflict is usually more intense for women with small children (Slan-Jerusalim & Chen, 2009). Work-family conflict is a serious issue for organizations since it is related to decreased performance, higher absenteeism and increased likelihood for turnover (Pettinger, 2010).

In addition, it was found that middle-age participants were more amotivated, less intrinsically motivated and less satisfied. Even though this finding may be explained by becoming tired after some years of work (Leiter, Day & Price, 2015), it needs further consideration in order to define whether less motivation is related to aspect of work or age. Since it was also found that administrative and other staff had more counterproductive behavior and higher amotivation, it seems essential for managers in MHC to explore this issue further in order to avoid likely employee burnout and therefore absenteeism and turnover (McAlearney et al., 2013).

As expected, it was found that staff with lower income had lower performance and motivation and higher amotivation. As explained by reinforcement models and SDT employees need to be rewarded in order to be motivated and thereby perform better or, at least, continue to perform well (Deci & Ryan, 2008; Hitt, Miller & Colella, 2009). It is noteworthy that some unexpected findings occurred as well. Thus, it was found that nurses expressed higher job satisfaction than other professions. Since being a nurse implies working with shifts in a demanding job and a range of tasks (Bae & Fabry, 2014), it was expected that nurses would not feel satisfied. On the other hand, being a nurse usually implies a caring person with empathy that gets satisfaction from making others feel better (Trinkoff et al., 2011).

As evident then, employee motivation and job performance are not only closely related but also an important factor for productivity and profitability of the organization. Since motivation may be negatively affected by environmental factors, health-care organizations ought to find ways to keep the employees motivated (Walston, 2017).

# Chapter 6: Conclusion and Suggestions

The final chapter includes the conclusion that has emerged from data analysis and discussion, the limitations of the study and suggestions for managers and researchers.

## 6.1. Conclusion

In conclusion, it seems that employee motivation may predict job performance, albeit likely differences among employees with different characteristics. Even though at MHC the level of employee motivation was found to be high, the noticeable percentage of amotivation that was found generates questions regarding the reasons related to the above results. Likewise, although good job performance was declared by participants, a rather high level of counterproductive behavior was also observed that raises questions as well. Given that the sample of this research was not large, it seems essential to conduct further research in order to clarify the above issues and enrich academic knowledge with empirical data.

## 6.2. Limitations

The main limitations of the present study include the following

- The researcher was working at the hospital where the research was conducted. Hence social desirability bias was likely.
- The small sample of hospital employees that participated in this research does not reflect the population of Cypriot health-care employees, which is very large. In addition, the sample was selected with convenience sampling method from one private hospital only. Hence, the results of this study cannot be generalized to the population of hospital employees.
- The quantitative character of the research may have resulted in missing important qualitative information that might have been gathered if the study was conducted with qualitative interviews. Hence understanding the reasons related to the observed differences was not possible.

### **6.3. Suggestions for managers**

Since employee motivation and job satisfaction may result to improved job performance, managers ought to find ways to increase employee motivation. To this end, managers could implement interventions, aiming to motivate and engage employees (Bakker & Demerouti, 2018).

Firstly, it is important to provide a positive work environment, which may motivate employees to feel committed and engaged towards the implementation of organizational goals. A positive work environment may be defined as a situation at work, where employees feel that they are safe, acknowledged and encouraged to do their best in order to achieve personal and organizational goals. Working in a positive environment is beneficial for both the employees and the organization, because of better employee health, less stress and more engagement. As a result, less absenteeism and improved productivity may be observed (Barling & Cooper, 2008).

Secondly, provision of services to employees, such as employee discount program, childcare facilities and bus passes, may motivate employees by increasing job satisfaction and thereby job performance. Actually, job satisfaction is an important factor for keeping employees motivated. It may occur when employees feel that they have a comfortable work life balance, job stability and opportunities to pursue career growth. It is also related to feeling happy for their jobs because of accompanying benefits, besides the salary, such as the ones described above (Grammatikopoulos et al., 2013).

Thirdly, just rewards and personal recognition are powerful tools that may build morale and motivation. As explained by Vroom's (1964) expectancy theory, employees' motivation is the outcome of their desire to gain rewards, their belief that the efforts they put will result to the expected performance and the expectation that their performance will be rewarded. In addition, as underlined by Adams' (1965) equity theory, employees are also motivated by fairness; hence, when they believe that the rewards in the workplace are not fair, they try to adjust their input, by reducing their effort, in order to reach their perceived equity.

In addition, it is important to involve personnel in decision-making. Participation of personnel in the process of decision-making means that employees are given the

opportunity to express their opinion and share knowledge and experience with other employees and their employers. As a result, relationships between them may be improved, while a strong sense of teamwork may be created. Hence, personnel involvement is an effective method in order to keep employees engaged and committed on the one hand, and on the other, to create a pool of innovative ideas. (Bakker & Demerouti, 2018). Moreover, it is essential to give employees more control over their schedules, the creation of an inspiring environment and the development of effective work habits. In this way, satisfaction and motivation may increase (Bakker & Demerouti, 2018).

Furthermore, employers need to establish regular training programs, which may enable employees to develop their skills and maximize their potential. By implementing targeted training, it would be possible to enhance employee learning and knowledge that is essential to perform better and accomplish their tasks on time and effectively. In fact, training renders employees more confident about their capacity to perform better, more skilled and faster, which result in increased productivity and benefits for both the employee and the organization (Barling & Cooper, 2008).

Also, it is essential to design and use tools for continuous evaluation of employee performance in order to detect early counterproductive behavior. In addition, employee job satisfaction ought to be measured frequently, in order to identify likely amotivation. In this way, it would be possible to implement interventions in order to tackle the above phenomena before they become absenteeism and turnover (Grammatikopoulos et al., 2013).

Finally, managers ought to establish effective communication channels with the employees. Workplace communication is important for organizations because it facilitates productivity and smooth operation. When employees feel that the communication chain is open, their morale, productivity and commitment may increase. Communication in the organization may improve through open meetings, creation of receptive atmosphere, confidence, seriousness, sincerity, exchange of ideas, information sharing and active listening. As a result of effective communication, collaboration, good relationships and a positive working climate may occur (Barling & Cooper, 2008).



## **6.4. Suggestions for further research**

In order to improve this research, it is suggested to conduct qualitative studies in order to better understand the phenomenon of employee motivation and job performance and likely contradictions in the findings. Within this framework, interviews and observation may be used as research tools, which are useful in order to gather information about personal views, experiences and feelings (Adams, 2014). In this way, it will be possible to understand how employees experience motivating factors, the reasons related to their job performance and the motivating process. As a result, a deeper understanding about the phenomenon of employee motivation and its relationship with job performance may be achieved. In order to understand even better the above phenomenon, interviews may be conducted with employers as well, who may present their own understanding about employee motivation. Thus, employees' and employers' views may be compared, while a more comprehensive picture may occur.

In addition, it is essential to conduct further research with a bigger, random and representative sample. Big samples are useful in quantitative research, because the bigger the sample is, the more likely is representativeness. A random sample is also better because random selection is a prerequisite to avoid sample bias and increase the likelihood of a representative sample. Thus, by conducting research with a sample that is big enough in relation to the population and randomly selected it would be possible to achieve representativeness and generalizability of the results (Bernard, 2012).

Finally, experimental studies with interventions would be useful, because experiments may permit a better understanding of the mechanism with which a factor may cause a result (Bowling, 2014). Such interventions may include manipulation of motivating factors and comparisons between pre- and post-tests about employees' job performance. Potential motivating factors could be for example praise, flexible work schedules and perks. In this way it would be possible to understand how motivation may result to better job performance.

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## Appendix A: The questionnaire

My name is Andreas Papageorgiou and I am a post-graduate student at the Open University of Cyprus. In order to graduate I must finish my dissertation entitled “Employee motivation and job performance at MHC”. To this end, I need your help. Please complete the following anonymous and confidential questionnaire sincerely. You have the right to deny participation in this study. However, I would appreciate your participation. Thank you.

### **PART I: DEMOGRAPHICS**

*Please tick the answer that best suits you or complete with an answer that best describes you.*

1. Gender:                Male\_\_\_ Female\_\_\_
2. Age category:        up to 30 years old\_\_\_  
                              31 to 40 years old\_\_\_  
                              41 to 50 years old\_\_\_  
                              51 to 60 years old\_\_\_  
                              61 years old and over\_\_\_
3. Marital status: Single\_\_\_      In a relationship\_\_\_      Married\_\_\_
4. How many years do you work at your current job? \_\_\_ years
5. What type of work do you do? Administrative \_\_\_  
   Nurse \_\_\_  
   Doctor \_\_\_  
   Other staff \_\_\_
6. What is your employment status? Permanent\_\_\_      With contract \_\_\_      Substitute  
\_\_\_\_\_
7. What is your salary income? Up to €1000 \_\_\_  
   €1001-€2000 \_\_\_  
   €2001-€3000 \_\_\_  
   €3001-€4000 \_\_\_  
   €4001 and over \_\_\_

### **PART II: EMPLOYEE MOTIVATION**

*Please circle the number that best suits you.*

*1=not at all, 2=a little, 3=moderately, 4=strongly, 5=completely*

FEELINGS AND ATTITUDES ABOUT MY CURRENT JOB	LEVEL OF AGREEMENT				
1. I'm wasting my time at this work.	1	2	3	4	5
2. My current work does not worth putting efforts into.	1	2	3	4	5
3. I have a pointless work.	1	2	3	4	5
4. I work only to get others' approval (e.g., supervisor, colleagues, family, clients ...).	1	2	3	4	5
5. I work because I want others to respect me more (e.g., supervisor, colleagues, family, clients ...).	1	2	3	4	5
6. I work to avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...).	1	2	3	4	5
7. I put effort in my job because others will reward me financially	1	2	3	4	5

(e.g., employer, supervisor ...).					
8. I put effort in my job because others will offer me greater job security (e.g., employer, supervisor ...).	1	2	3	4	5
9. I put effort in my job because I don't want to risk losing my job.	1	2	3	4	5
10. I work because I have to prove to myself that I can.	1	2	3	4	5
11. If I don't work, I will feel ashamed of myself.	1	2	3	4	5
12. If I don't work, I will feel bad about myself.	1	2	3	4	5
13. I believe that it important to put efforts in this job.	1	2	3	4	5
14. Putting efforts in this job aligns with my personal values.	1	2	3	4	5
15. Putting efforts in this job has personal significance to me.	1	2	3	4	5
16. I have fun doing my job.	1	2	3	4	5
17. The work I do is interesting.	1	2	3	4	5
18. I am satisfied with my salary.	1	2	3	4	5
19. I am satisfied with my working hours.	1	2	3	4	5
20. I am satisfied with the responsibilities I undertake.	1	2	3	4	5
21. I am satisfied with my duties.	1	2	3	4	5
22. I am satisfied with my position.	1	2	3	4	5
23. I am satisfied with my colleagues.	1	2	3	4	5
24. I am satisfied with my supervisor.	1	2	3	4	5

### **PART III: JOB PERFORMANCE**

*Please circle the number that best suits you.*

*1=not at all, 2=a little, 3=moderately, 4=strongly, 5=completely*

<b>IN THE PAST 3 MONTHS...</b>	<b>LEVEL OF AGREEMENT</b>				
1. I managed to plan my work so that it was done on time.	1	2	3	4	5
2. My planning was optimal.	1	2	3	4	5
3. I kept in mind the results that I had to achieve in my work.	1	2	3	4	5
4. I was able to separate main issues from side issues at work.	1	2	3	4	5
5. I was able to perform my work well with minimal time and effort.	1	2	3	4	5
6. I took on extra responsibilities.	1	2	3	4	5
7. I started new tasks myself, when my old ones were finished.	1	2	3	4	5
8. I took on challenging work tasks, when available.	1	2	3	4	5
9. I worked at keeping my job knowledge up-to-date.	1	2	3	4	5
10. I worked at keeping my job skills up-to-date.	1	2	3	4	5
11. I came up with creative solutions to new problems.	1	2	3	4	5
12. I kept looking for new challenges in my job.	1	2	3	4	5
13. I actively participated in work meetings.	1	2	3	4	5
14. I complained about unimportant matters at work.	1	2	3	4	5
15. I made problems at work greater than they were.	1	2	3	4	5
16. I focused on negative aspects of a work situation, instead of looking at the positive aspects.	1	2	3	4	5
17. I spoke with colleagues about the negative aspects of my work.	1	2	3	4	5
18. I spoke with people outside the hospital about the negative aspects of my work	1	2	3	4	5



