

**EKA UNIVERSITY OF APPLIED SCIENCES**

Study Programme “Master of Business Administration”

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**THE RELATIONSHIP BETWEEN  
EMPLOYEE MOTIVATION AND JOB  
PERFORMANCE IN SRI LANKA**

**Master’s Thesis**

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## Final Paper Evaluation Form

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## ANNOTATION

**Diana Lakshmi Malawara Arachchige:** Master Thesis. Relationship between employee motivation and job performance in Sri Lanka. EKA University of Applied Sciences, Master program „Business Administration“, 2021.

The Master Thesis is written in English. The volume of the Thesis is 88 pages (not including Annexes). The Thesis consists of Introduction, Analytical literature review, Methodology, Results, Conclusions and recommendations, and Bibliography. It comprises 70 tables, and 21 figures. Bibliography consists of 76 information resources.

**Research relevance:** Human resource is one of the most important among all the other resources an organization owns. Employees are the human capital of organizations and their activities in an organization that can lead to organizational prosperity or failure. (Salleh et al., 2011).

**Research goal:** To identify the relationship between employee motivation and job performance in Sri Lanka.

**Research methods:** To achieve the research goal, the survey among 150 Sri Lankan employees was conducted, using the author's developed questionnaire. Data processing was performed, applying such methods as graphical analysis, ranking method, regression analysis, frequency analysis, analysis of variance (ANOVA).

**Main findings:** Based on research results, there is a positive relationship between employee motivation and job performance in Sri Lanka. The research has been given the understanding of the aspect of neediness of the motivation and performance. Identified the best models between employee motivation and job performance. The master thesis author has pointed out that not one individual motivational factor has an impact and stated that there is more than one motivational factor that has an impact on job performance. Therefore, Multi motivational variables consideration is more reliable than the single variable consideration.

*Keywords:* Human Resource, Employee Motivation, Job Performance; Labour Force

## ANOTĀCIJA

**Diana Lakshmi Malawara Arachhige:** Maģistra darbs. Attiecības starp darbinieku motivāciju un darba rezultātiem Šrilankā. Ekonomikas un kultūras augstskola, maģistra programma "Biznesa vadība", 2021. gads.

Maģistra darbs ir uzrakstīts angļu valodā. Darba apjoms ir 88 lappuses (neiekļaujot pielikumus).

Darbs sastāv no ievada, analītiskās literatūras pārskata, metodoloģijas, rezultātiem, secinājumiem un ieteikumiem, kā arī bibliogrāfijas. Tajā ir 70 tabulas un 21 attēli. Bibliogrāfiju veido 76 informācijas resursi.

**Pētījuma aktualitāte:** Cilvēkresursi ir viens no pašiem svarīgākajiem, starp visiem citiem resursiem, kas pieder organizācijai. Darbinieki ir organizāciju cilvēkkapitāls, un viņu darbība organizācijā var izraisīt organizācijas labklājību vai neveiksmes. (Salleh et al., 2011).

**Pētījuma mērķis:** noteikt savstarpējās attiecības starp darbinieku motivāciju un darba rezultātiem Šrilankā.

**Pētījuma metodes:** Lai sasniegtu pētījuma mērķi, 150 darbinieki Šrilankā tika aptaujāti, izmantojot autores izstrādāto anketu. Dati tika apstrādāti, izmantojot grafisko analīzi, rangū metodi, regresijas analīzi, frekvences analīzi, dispersijas analīzi. (ANOVA)

**Sasniegtie rezultāti:** Balstoties uz pētījuma rezultātiem, pastāv pozitīvas attiecības starp darbinieku motivāciju un darba rezultātiem. Pētījumam ir dota izpratne par motivācijas un veikspējas nepieciešamības aspektu. Noteikti labākie modeļi starp darbinieku motivāciju un darba sniegumu. Maģistra darba autore ir norādījusi, ka ne vienam individuālam motivācijas faktoram ir ietekme, un norādījis, ka ir vairāk nekā viens motivācijas faktors, kas ietekmē darba sniegumu. Tāpēc vairāku motivācijas mainīgo apsvēršana ir ticamāka nekā viena mainīgā.

*Atslēgas vārdi:* Cilvēkresursi, darbinieku motivācija, darba rezultāti; Darbaspēks

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## INTRODUCTION

Low-cost labor and industrial environment are highly significant in Sri Lanka and it has become a significant environment for foreign products to be created in Sri Lanka. Here, in a country with highly skilled employees, they can be contributed to the production process at low cost and create service-enabled environments. so that in today's highly competitive environment, all organizations want to succeed. When a company makes an effort to retain all the best employees in the organization, no matter the size of their organization or the market is small or large. (Chintaloo & Mahadeo, 2013)

It is essential for a company to run it productively, whether it is private or government. Therefore, through the proper use of human resources, which is the most valuable resource of an organization, the objectives of the organization can be achieved, and it is important for the whole process. Quality is important, as are cognitive resources and the means of action to function effectively for a specific task. (Bandura, 1997)

Motivating employees for job relief is not always a successful endeavor. (Dickson, 1973) Unfortunately, not all jobs can be done in an interesting way, and one person's will may not be another person's will. Direct supervisors may not be able to distinguish employees from each other. (Kovach, 2011) Which highlights the importance of management communication (Barnard, 1938) Traditional management methods are not the only methods of motivating and you should try different methods. (McGregor, 1960)

Motivation defines the contemporary direction, energy, and relentless effort of action. The relationship between the employer and the employee should be one of mutual understanding so that it is easier for employees to identify work and working. (Atkinson, 1964)

The **object** of the research is employees representing government and private companies in Sri Lanka.

The **subject** of the research is Employee Motivation Models and Job Performance Models

The following **tasks** were accomplished to achieve the aim of the Master Thesis:

- To explore the concept of employee motivation.
- To explore the concept of job performance.
- To develop the measurement tool for a survey for the Sri Lankan labour market.
- To conduct a survey for the Sri Lankan labour market among employees representing government and private companies in Sri Lanka.

- To conduct the expert interview to clarify the relationship of employee motivation and job performance.

Four **hypotheses** were stated within the framework of the Master Thesis:

**H1:** There is a significant relationship between salary, other benefits, and Job performance in Sri Lanka

**H2:** There is a significant relationship between Supervision and Responsibilities and Job performance in Sri Lanka

**H3:** There is a significant relationship between Training and Job performance in Sri Lanka

**H4:** There is a significant relationship between Job Security and Job performance in Sri Lanka

### **Data Collection and Data Processing Methods**

The aim of the study was to identify the relationship between motivation and job performance from the survey. The study collects data from a random survey of Sri Lankan private or public companies, and the author seeks to explain the motivational impact of the study on job performance. In the analysis of the literature, the author of the Master Thesis used data from EBSCO, Central Bank in Sri Lanka, Census Department in Sri Lanka, Asian Development Bank Database.

In this study, the population was considered as the labor force of the whole of Sri Lanka and a total sample of 150 employees was randomly selected using the questionnaire tool. Distributed 170 questionnaires and received 150 (88% Response Rate)

**Data collection methods** used in the Master Thesis are literature analysis, analysis of the secondary data statistics, Survey. Data were analyzed using the **processing methods**, such as graphical analysis, ranking method, regression, analysis of variance

The research was conducted in March 2021

### **Element of Novelty of the study research**

1. The questionnaire was developed to investigate relationship between employee motivation and job performance in Sri Lanka.
2. The model of elements of motivational factors used to test the hypothesis.

The **theoretical importance** of the Master Thesis is expressed in in-deep literature analysis of the relationship between job motivation (motivational factors) and job performance. A large number of studies have shown that these employee motivations and performances, productivity

or satisfaction are relevant at all times and that information about these should be constantly updated. These studies have been conducted targeting various institutions or various sectors in Sri Lanka and the number of studies covering the private and public sectors has been less and the aim is to understand the overall picture. The **practical importance** of the Master Thesis is that this study will help any organization in the practical business world to understand what kind of motivational goals are involved in employee performance

There are following **limitations** of the study:

1. The number of participants of the survey is limited to 150 respondents representing Sri Lankan labour market.
2. The only respondents with at least 1-year working experience were selected for the survey.
3. Only the Western Province, which is the main and administrative province of Sri Lanka, was considered for this study.

In the Analytical Literature Review, the author of the Master Thesis analyzes models related to motivation and job performance. The theoretical questions regarding employee performance and its management, as well as labour market trends in Sri Lanka, were explored.

In the Methodology, the author of the Master Thesis analyzed the methods that have been used in other scientific research in the related field. The author described the development of the questionnaire, analyzed the respondent profile data, described the process of the coding of questions in the questionnaire, and tested the reliability of the measurement scale, using the Cronbach alpha coefficient.

In the part “Results”, the author of the Master Thesis analyzed the data received from the survey, using regression analysis and analysis of variance (ANOVA).

# 1. ANALYTICAL LITERATURE REVIEW

## 1.1 Theoretical aspects of the Employee Motivation

It is not strange to expect people to be lazy. Even so, being lazy is an obstacle for someone to reach success. Motivation helps us to succeed when we need to try and work for what we want and what we think. Why Motivation important for success. There is no happiness without doing something. This means if someone is doing nothing can lead to nothingness and unhappiness. Doing something can lead to happiness and sadness. Thus, the neediness of motivation will appear. Because the level of effort you put in and the results can be varied. Maybe as expected or beyond the level of expectation. But it also can lead to unexpected failures or dissatisfaction. Therefore, motivation is need for Continuous drive. What is the reason behind others' happiness or success or failure? And how to improve them. The understanding of Motivation brings us the understanding of human nature and behaviours. This varies from person to person and varies according to location and nature, gender. (Ridgeway, Feb., 1982)

Status in Groups: The Importance of Motivation - This book is based on the results of an experiment using mixed and same-sex groups and showed the value and nature of motivation. Team-oriented members are generally more influential than self-oriented members, and, as predicted, the extent of the motivational influence depends on the member's external characteristics. (Ridgeway, Feb., 1982) The authors' study begins with the realization that the concept of "motivation" is important in general. (Achim, Dragolea, & Balan, 2013). Here is to understand the strategic importance of non-financial activity. Its performance depends on the organizational level as well as its reputation on the quality of human resource generation. (Achim, Dragolea, & Balan, 2013)

The Table 1 summarizes the definitions of Motivation.

Table 1. Definition for Motivation

Literature source	Definition of the term
(Ormrod, 2008) 153	“Motivation is an internal state that arouses learners, steers them in particular directions, and keeps them engaged in certain activities”
(Slavin, 2006) 265	“Stimulated by tasks that are of optimal novelty and difficulty, are relevant to personal interests, and provide for personal choice and control.”

(Berelson & Steiner, 1964) , 14	“A motive is an inner state that energizes, activities or moves and that directs behavior towards goals.”
(McFarland, 1968 ) , 153 – 170	“Motivation refers - Human behaviours directly controlled or something describes to influence or drive, expectation, efforts, or some necessary action.”
(Huber, 2006) 481	“Motivation is an active word that affects us in every aspect of our daily lives. The term applies to sports, education, business, industry, entertainment, tourism, and any other activity”
(Bergin, Ford, & Hess, 1993) ,435-445	“Motivation The physiological process involved in the direction, vigor, and persistence of behavior”
(Ilgen & Klein, 1988)	“Motivation concerns that “psychological processes that cause the arousal, direction and persistence of behavior”
(Vance, Siponen, & Pahlila, May 2012) 190	“Motivation implies an emotion or desire, and this condition can be used to activate a person properly.”
(Viteles, 1953) 414–39	“Unfulfilled needs and wants will be created tensions, frustrations or disequilibrium and can cause to guide a person towards the right track by using Motivation. And can turn into a satisfied, balanced person.”

It has the potential to reach the emotional goals of employees to take an organization to a certain level. Here the reward system is introduced as one driver. The culture of the organization is pointed out as the most effective way to meet the drive for commitments. Creates culture to create a friendly feeling. Examples include teamwork, collaboration, openness, and friendliness. Another aspect that the job plan points out is that the drive to understand is best addressed by designing a job that has a completely interesting and challenging meaning. The performance management and resource allocation process help to meet the drive of the people to protect the fair universal trustworthy and transparent process. (Nohria, Groysberg, & Lee, 2008) Here it has been pointed out that the most important assets of any employer are people, not money, product, or profit. Employers want to keep employees motivated by giving them the opportunity to grow by creating a positive work environment. (Honore, 2009)An organizational review of the literature has shown that communication is central. Problems with proper control and coordination. Communication. Significantly evolved from the original concepts of corporate communication research. (Barnard, 1938)

The synthesis of motivational theories has shown how employee motivation affects retention of employees and other behaviors within the organization. It is important to retain critical employees. Recognizing the needs of employees in retaining employees, the work environment,

regarding responsibilities, and supervision, equality, giving them the opportunity to develop an appreciation of their efforts, and constantly providing feedback has shown that employees can retain employees longer within the organization. (Ramlall, 2004 ) Managers need to achieve their goals and implement the activities of others. Previous Challenges Many attempts require a tendency to solve and change skills. Managers formalize the organization of work using the top-down formalization command and control approaches. Second tier managers incorporate innovative management into the design environment. Provides guidance on advancing and embracing new management methods to become a successful manager. (Ramlall, 2004 )

Motivation in Latin is movement (Huber, 2006, p. 481). Motivation has been described as a voluntary stimulus toward the goal, a mental process that leads to direction and persistence. Targeted inclination towards goals is also known as voluntary and continuous existence as well as awakening guidance. (Mitchell, 1982, p.81). (R., Mitchell, & Liden, April 1982)

The ability of an individual to make an effort to meet the needs can be seen in the willingness to make a higher level of effort for the purposes within the organization, the need arises internally, and as a result it is attracted externally. This refers to the stress that triggers and satisfies a person who drives an unsatisfied need. These drivers then also generate search behavior to find a specific objective. By fulfilling that, that is, by meeting the needs and reducing the stress. Robinson defines motivation as the desire to pursue a higher level of endeavor for corporate purposes, and thus a need is an internal condition that seems attractive to certain outcomes. Furthermore, there is an insatiable need for stimulant stress in people. (Robbins, 1993) (Mowday & Sutton, 1993)

Motivation is an active word that affects us in every aspect of our daily lives. The term applies to sports, education, business, industry, entertainment, tourism and any other activity. The word also helps to reflect the level of success we achieve. Psychologists say that motivation motivates behavior and motivates a person to move forward to achieve goals and needs. Huber says the motivation if it can be explained, is that human behavior is a process of energy and stimulation to achieve specific goals. (Huber, 2006)

According to Slavin, 2006, motivation is the mental force that drives a person to achieve certain goals or to meet certain needs. Ormrod describes in 2008 that motivation helps to motivate us as an internal state, to push us in a particular direction, and to engage in certain activities. (Ormrod, 2008, p. 452) (Ormrod, 2008) . (Slavin, 2006)

Sports terminology says that if you want to win something, motivation must be achieved instinctively or externally as a must have attribute. (Ormrod, 2008) It has been said that external motivation is caused by external sources, that is, motivation, and that external factors are involved in the task at hand. (Ormrod, 2008) .

For example, someone may be tempted to get a degree because they want a pay rise from their employer. Motivation to take money as an external value is referred to as a goal that has a different outcome. An example of this is the desire to get something and the expectation of the praise that comes from doing one's work. A student score well. According to (Ormrod, 2008) ., externally motivated individuals are motivated to accomplish something at the end of a task or at the end of it. That is, a guide to another beginning that involves a certain end. (Ormrod, 2008)

Motivation comes from innate abilities and comes from internal factors. That is to say, this motivation is done by the factors that are present in the person from the inside using the methods that are unique to him. Motivational factors come from within an individual and may differ from one another in terms of the task at hand (Ormrod, 2008) .Instinctively motivated people engage in certain activities for the full pleasure it provides. There can be a variety of reasons to aim for this. One is motivated by pleasing oneself or pleasing others. It also helps them develop important skills for moral reasons or morally support them (Ormrod, 2008) . For example, a student who goes back to school to get a degree for personal satisfaction is tempted to obtain diplomas to obtain various certificates to improve his educational qualifications. And the environment in which a person lives can also be a reason for him or her to acquire motivational abilities. Self-goals, the goals he pursues, his vision, his standing, his potential, the value he places on himself, the realism, the acceptance of himself, the desire to achieve his goals, the desire, the curiosity, the desire to achieve. Concepts can lead to motivation. (Ormrod, 2008) .

## **1.2 Employee Performance and Its Management**

Why the employees' job performance need? It is important for productivity, which creates a great working environment and increases overall productivity. Evaluations help to establish places where organizations can help employees to grow and can perform well. The latter section focuses on performance principles. Regular basis feedback/ evaluation on performance facilitates better communication in the workplace. Helps to identify strengths and weaknesses due to performance management. It also provides an opportunity to exchange ideas and thoughts outside of the normal pressures of work. Many definitions of job performance have

been suggested by the authors so far. (Campbell , 1990). (Murphy & Cleveland, 1995) It cannot be stated that they are the definition of full versions and the authors' comments are listed below.

The Table 2 summarizes the definitions of Performance

Table 2. Definition for Performance

Literature source	Definition of the term
(Campbell , 1990) 20-21	“Performance is an important criterion for organizational outcomes and success.”
(Ganta, 2014) 221-230	“Performance is the gap between the ability to do something and the motivation”
(Van Scotter, 2000) 79-95	“Begins with an employee joining a job and ends with him or her retiring or finding another job.”
(Dooren, Bouckaert, & Halligan, Feb 19, 2015)	“The performer does not declare it inappropriate to be aware of the consequences and also describes it as a measure of behavior.”
(DeNisi, 2000) 19	“Performance management is the range of activities carried out by an organization to improve the performance of a targeted individual or group to improve organizational productivity.”
(Baron & Armstrong, 1998).	"Improving the performance of people working internally and increasing the productivity of teams and skills development groups.”

Performance management refers to the process of creating a working environment in which people are able to maximize their potential. Performance management is the overall work system of the work environment defined as the need for a job. This begins with an employee joining a job and ends with him or her retiring or finding another job. (Van Scotter, 2000)

Maximum performance of employees is required to obtain high performance services. Therefore, the importance of that performance is considered by the individual's ability to successfully complete a task. The source of a high level of performance can be the performance of the person and the success of the task at hand and the ability to do it well in a very short period. Low performance and failure to achieve goals can be experienced as dissatisfaction or personal failure. Moreover, performance is the only prerequisite for professional development and the success of the labor market, which is recognized by others in the organization or can often benefit from financial and other benefits. The ability to do one's job very well and thereby achieve the level of performance of the organization. (Van Scotter, 2000)

There are different legal frameworks for presenting their qualifications and skills from institution to institution, but there may be exceptions, but in a high-performing organization, promotions are easier and there are generally better career opportunities. (Van Scotter, 2000)

Business management can be introduced as one of the components and performance management as a concept of management as a result of a set of activities that are guaranteed to achieve the goals in an effective and efficient manner. Performance management can focus on the activities that take place to manage an organization, department, employee, or specific task. (Van Scotter, 2000)

Performance management refers specifically to quantitative performance information. Emphasis is placed on the fact that performance appraisals are the large number of measurable tasks that exist within an organization, evaluating such tasks. Five main functions are emphasized here.

The first task is to identify the purpose, thereby identifying the evaluation methodology, gathering information, analyzing, and reporting the information. Further, performance evaluation is considered as an objective task when it is finally defined as a summary. tactical knowledge should not be included. In explaining, it can be simply stated that this should happen without the knowledge of the person being evaluated. That is, the performer does not declare it inappropriate to be aware of the consequences and also describes it as a measure of behavior. (Dooren, Bouckaert, & Halligan, Feb 19, 2015).

Performance management is the range of activities carried out by an organization to improve the performance of a targeted individual or group to improve organizational productivity. (DeNisi, 2000). Clearly the performance management process involves the efforts of the staff based on the measured performance results. Thus, learning what has good performance and how to measure different aspects of high performance is very important in planning a performance management process. These topics have been extensively served in the field of performance evaluation. Much of the research that comes from work and organizational psychology is related to an important research topic that accurately measures key elements of employee performance. (DeNisi, 2000)

Fletcher as he points out, performance appraisal is a broader endeavor that entities seek to evaluate employees and improve their skills, improve performance and distributors. (p. 473) Accordingly, performance appraisal is an important part of performance management. (Fletcher, 2001)

Performance Man's aging, from their perspective, focuses on "improving the performance of people working internally and increasing the productivity of teams and skills development groups." (Baron & Armstrong, 1998). They see management as a continuous, process-oriented

performance review that focuses on the future rather than the past. That is, it is more about the future than the past, and future planning can be seen here as a result of performance review to meet future needs. Performance appraisals are different than the emphasis in the field. Research used to focus on performance accuracy and such and measure-centric issues, however, has expanded and has now addressed the social and motivational aspect of assessment. (Fletcher, 2001)

In his view (performance management forms), that is, performance appraisal has now become part of a more strategic approach to human resource activities and when to do business policy. (Fletcher, 2001)

It has been stated that performance management plays an important role in measuring performance, and that interesting challenges for future research are related to performance appraisal. He suggests that the content of the assessment goes beyond current performance and incorporates contextual performance. The main challenge in this field is that work is human and what needs to be stimulated to determine what good performance is very important to the overall performance management process. (Fletcher, 2001)

His book “Organizational Performance and Measurement in the Public Sector (p 42-43)” deals with how corporate performance and measurement should be in the public domain. It is emphasized that performance appraisal can be done by first identifying, studying, gathering information, and successfully launching it. The in-depth study suggests that performance appraisals should be practiced as a routine and as a day-to-day activity rather than as a practical application. The performance appraisal system indicates that it can be used to verify that it is appropriate and that it can be used clearly by performance measurements based on success or failure. Only human studies are important. It states that performance evaluation can be done through development, demonstration, exploration and data collection, and practical application. Furthermore, it has been pointed out that management can focus on long-term goals and transform them into a reusable system. (Bouckaert, 1996)

### **1.3 Theories of Employee Motivation**

#### **Maslow’s Need Hierarchy Theory**

Need theory of motivation will drive to the Maslow’s Need Hierarchy Theory which emphasized internal factor. (Maslow, July 1943). When the need is considered psychologically, behavioral deficiencies can be considered as development. It can also be stated that environmental factors have a direct effect on the ability to strengthen or weaken these needs. It

can also be pointed out that human needs can vary from time to time and from place to place depending on the environment. As defined in the definition of the hierarchy of needs that develops here, human potential energy is considered to be a highly underestimated and inexplicable scope. Maslow believed that psychology, security, love, respect, and self-actualization have at least five goals that can be described as basic needs when describing through this principle.

Psychological considerations can be simply introduced under two main basic elements: It is pointed out here that the theory of motivation can be termed as the cornerstone of the integrated theory of human evolution, and that motivation theory cannot be called the model for a certain theory that refuses to achieve something to satisfy hunger. It is pointed out here that the theory of motivation can be termed as the cornerstone of the integrated theory of human evolution, and that motivation theory cannot be called the model for a certain theory that refuses to achieve something to satisfy hunger. Such a theory points out that the surface end result is either partially or superficially more than the initial result, and that subconscious or intentional motivation, that is, conscious motivation, is important. The theory of motivation considers the end result to be the attainment of that goal through cultural forms of form, and no longer lays the groundwork for basic non-conscious goals. Most motivations can be considered in preparation or in full, that is, in more than one instance where there is a constant need to meet basic needs. (Maslow, July 1943)

And the team that has always had needs is usually satisfied that these needs are not completely mutually exclusive. The average member of society is often partially satisfied and not all of one's needs are partially satisfied.

In addition, Robert Kreitner provided a useful insight into this theory for managers and other organization leaders. This gives insights on how managers are instructed to find ways for employees to motivate their employees through programming or application processing. Another implication is that the book emphasizes the need to enable support programs and focus groups to help employees cope with stress, especially in more challenging times and to understand the needs of employees. (Robert Kreitner, 1998 )

Here are some explanations for the management process when the concept of requirements hierarchies is applied to working organizations. This book points out that activism can improve the ability to make a living and reduce their outcomes on the job and quit their jobs. It also introduces that it is the duty or responsibility of managers to create the work environment

creatively; Managers have the ability to encourage job dissatisfaction or the nature of the job from employees. (Steers & Porter, 1983)

Maslow's Hierarchy of Needs theory simplification presented in Figure 1

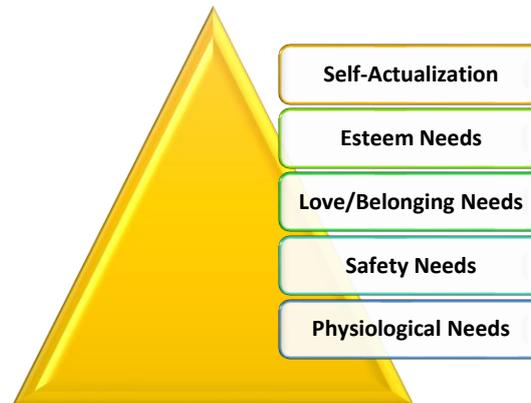


Fig. 1. Maslow's Hierarchy of Needs: (Source: (Maslow, July 1943). - A simplification by the author)

The book outlines strategies for employee performance and effectiveness. The guidelines for human resource development provide examples of formal requirements for psychological security as well as love relationships and self-actualization and respect. As shown here, it is possible to satisfy the employees by providing facilities for canteen or tea and coffee in the establishment to satisfy the basic needs. And providing insurance to employees through the provision of secure employee welfare; Planning the retirement life of employees; Providing insurance to facilitate the illness of employees; It also points out that if an organization is able to mentally, financially, and physically satisfy the employee contributions they receive at the end or termination of employment, the ability to motivate and retain employees in the organization will also lead to increased employee productivity and effective performance. It also points out that providing a way for employees to develop a team spirit can also help maintain motivation by planning various activities within the organization or organization for family gatherings and entertainment. Book points out that they can be valued, rewarded, and given responsibilities in a way that preserves their motivation and dignity, and that by directing them to a variety of training programs, they can be motivated and positioned so that motivation and performance can be taken to the same level. (Champagne & McAfee, 1989)

## **McClelland's Need Theory**

Some of the methods mentioned here are easy-to-implement and low-cost methods, while others are expensive strategies that can be quite difficult. In addition, the level and type of employee requirements may vary. It also states that managers who use these strategies are generally considered to be categorizing things that are convenient for the most advantageous organization. Emphasizing that they care more about the well-being of their employees and work in ways that support them, the book goes on to point out that employee motivation and the ability to enhance employee productivity can be achieved within the organization. (Champagne & McAfee, 1989). Some attempts that create a powerful impetus for some success are made for personal gain rather than the rewards of success. This makes people want to do something more efficient than what has happened before (Robbins, 1993)

These requirements theories emphasize primarily on three requirements: Achievement, power and affiliation. This is illustrated by McClelland's in the publication 1961 Theory of Needs Relation in Relation to Reaching Society. The drive for excellence, the achievement of something about a set of standards, the pursuit of success. This is illustrated by McClelland's in the publication 1961 Theory of Needs Relation in Relation to Reaching Society. That need is defined as the need to behave in a way that does not allow others to behave in a different way. The need for a relationship is defined as the desire for friendly and intimate interpersonal relationships. (Robert Kreitner, 1998 )

It is pointed out here that the level of economic development of a country is positively linked to its overall manufacturing motivation. He also explains that this theory reveals the paradoxical relationship to society as a whole. (McClelland, 1961)

Also, one suggests the need for achievement. Motivation and activism vary from victory to need, which is defined as the desire to accomplish something difficult. And Kreitner cite the need to explain the need for achievements such as mastering objects and organizing manipulation. The idea is that talented people are more likely to succeed. That requirement was that people have a desire to spend time in social interactions and activities. Individuals with a high need for affiliation prefer to spend more time working with groups and maintaining social relationships and gaining love. It does not apply to managers or leaders who are more effective than the top people because it's difficult to make decisions without worrying about dislike, so it's important to make the right decisions without worrying about someone else's opinion. That need is reflected in the desire to influence or teach a person or to motivate others to achieve. It

is suggested that top managers should have a higher need for power and a lower need for affiliation, as they should influence others positively. Victory theories suggest that one's need to change that motivation and activity varies according to energy. (Robert Kreitner, 1998 )

McClelland's research was positively linked to the overall factor-driven motivation of economic development to support a relationship of equality for society as a whole. Proposition and motivation vary according to the strength of the need of the person proposing the need for proof, and it is defined as the desire to do something difficult.

Figure 2 presented McClelland's Need Theory simplification



Fig. 2. McClelland's Need Theory (Source: McClelland, 1961 - A simplification by the author)

### **Equity Theory**

This theory concerns not only the absolute return on their efforts, but also the comparison they make to their outcomes, considering whether they received an absolutely reasonable amount of money with others. (Robbins, 1993)

Attempts are made to compare the results of a person's salary levels, recognition, and other factors based on their inputs such as experience, education level, skills, ability. And when people see an imbalance in the input rate, they are stressed, and stress is created. This stress provides the basis for motivation. Because people strive for what they consider to be equality and expect a fair return on it. (Robbins, 1993)

The model further expresses the development of respect for the equality of the individual by this theory, however this developed a highly developed space for an individual to evaluate social exchange relationships. When a person pays or exchanges for his or her services, the ways in which inputs are available include work experience, education, employment, and training. There is a possibility of monitoring the most important outcomes of the outcome factor

exchange and paying with it in relation. Job assignment benefits also take into account benefits and quality codes. It can be stated that the theory of equality is based on three main principles. (Robbins, 1993)

This theory develops beliefs in people about what they contribute to their jobs and what gives them a fair and equitable return. As well as the theory assumes that people tend to compare what they think of as an exchange with others. That is, they tend to think of their employer's attitudes and assumptions. Organizational Environment The institutional environment is also likely to influence this. The assumption is that when people believe that the treatment, they are doing is not the same, they will be tempted to take action that they think is appropriate compared to the exchange they see others doing. (Robbins, 1993)

Furthermore, it may follow some level of imitation. These concepts of equality are often interpreted in service organizations as having the potential to provide the basis for these above conclusions due to the positive relationship that exists between an employee's effort or performance and his or her pay. (Robbins, 1993)

This suggests that in the process of socialization and in comparison, with the inputs and outputs of others, one can learn between the inputs of fairness and rewards, and the personal aspirations of the outputs. Adams (1965)

Equity theory is presented in Figure 3

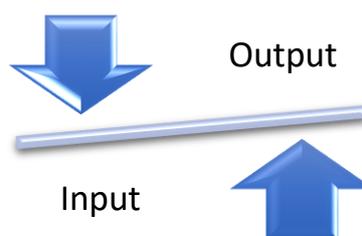


Fig. 3. Equity Theory (Source: Adams (1965)-A simplification by the author)

To further corroborate the truth and inequality of organizations, Pinder (1984) stated that when people believe that their efforts and other contributions do not receive fair returns, feelings of inequality arise and therefore the challenge for organizations is the benefit systems that are considered to be equitable. Develop and distribute the value-based gift to the organization in accordance with employee beliefs. (James McGrath, 2017) Various options are created for the consequences of employees who are considered fair. Here such options include input to employees by directly restricting their work. Other possibilities are to try to increase their output

by expecting higher input wages or by getting a more pleasant assignment, while the other is to reduce the results of the comparison until the ratio is relative to the result input. Increasing or increasing the other's inputs. In addition to the above, the employee may leave the job and look for another job.

### **Vroom's Expectancy Theory**

In 1964 one of the Canadian professors of psychology Victor Vroom developed the Expectancy Theory. In here it shows that the development of happiness among the behavioral alternatives assumed by the theory of expectation is related to the reduction of pain by maximizing happiness.

The other thing that is emphasized here is the productivity, ability, skill, performance of the employees and the skills he/she displays in the job are based not only on one factor but it ill effect because of various individual factors, such a personality, skills, knowledge, experience, and ability. The management perspective of view shown here expectancy motivational theory productivity depends on the motivation of the employee to receive, that is, the manager's ability to assume the motivational power, then the use of the results must comply with the law of influence. (James McGrath, 2017)

It is possible to point out a more interesting way to gain an understanding of this theory and why it is used.

This theory is needed to understand why people behave in a certain way in the work environment and if they want to be identified, they behave in a way that they expect, demand, or promise. The person who introduced this theory, which defines this theory, is of the opinion that an individual behaves in a certain way based on his beliefs or expectation, that is, an objective such as the promotion of a certain sacrifice behind a particular action may be a complete fulfillment of hope.

Valence and expectancy and instrumentality are defined as a motivation here. He has made it very clear that if one of the factors mentioned here is nil then the Motivation as the outcome will be nil which means the individual has a poor motive in the working place. (James McGrath, 2017)

**The expectation** here is that the belief that more effort will lead to increased performance means that if I work harder, I will get better, get promotions, and get paid. This can be achieved if you have the right resources, skills, and support.

**Instrument/ Tools** are the belief that if done well, you will get valuable results. The reason is the belief that if I do a good job, I can get things like this, things like that. If you have a good understanding and a clear understanding what you do and the outcome, then it is also a instrument. Confidence and transparency can also be considered a tool.

**Valence** is the importance a person places on achieving the desired result. For this to be positive, the person must remember that it is more important to be concerned about the outcome than to do something, rather than to get it. For example, if someone needs money and is motivated by money, he will not appreciate extra vacation.

Vroom’s Expectancy Theory is represented in Figure 4

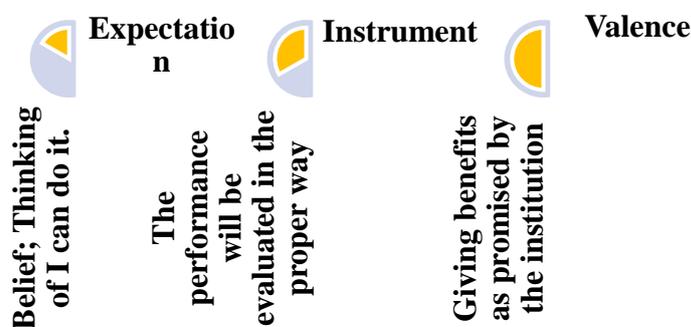


Fig. 4. Vroom’s Expectancy Theory (Source: Vroom,1994 -A simplification by the author)

The theory of expectation by Victor Vroom in 1964 (Vroom, 1994) has proposed based on the expected justification of the values organized by individuals, and the assumption that creates their behavior within the organization. They change their behavior in order to reach a certain goal. That is, they change their behavior, the way they are most likely to reach that goal. This theory belongs to the concept of performance management, where it is believed that performance will be influenced by expectations about future events. (Salaman, Storey, & Billsberry, 2005)

This theory, which has emerged as a fundamental paradigm in recent times, is designed to study the behavior and behavior of human attitudes in an organized way. A number of models of the study of expectations have been developed and frequently used as theoretical and operational definitions. The intended results of this motivation have been used by the authors in different contexts, changing the terminology rather than a different concept, subject to significant changes to achieve the objectives. (Edward, Lawler, & SUTTLE, 1973)

Here he defines motivation as "force" that motivates someone to do something that is determined by the interaction of the person expecting the employee to follow his action. Outcome and its first-degree consequences - valence, On the other hand, the emphasis here is on the valence and first-degree consequences of all other "second-degree" results. This concept has been well-received by a number of writers over the years, and the theory of expectations has gradually evolved, with the model stating that the difference between reactions and results is due to a lack of clarity to distinguish and change, and that one is associated with expectations. (Edward, Lawler, & SUTTLE, 1973)

## **1.4 Theories of Performance Management**

### **Balance Scorecard**

This tool performs strategic performance management. Managers are used to monitor the activities of the staff under their control and to monitor the results of their activities. This "balanced scoreboard" phrase basically points to a performance management report used by the management team. Also, the team is usually focused on managing the implementation of a strategy or operational activity. Here are some features that can be identified by this balanced score card. Here, organizations focus on the strategic agenda.

A series of targeted measurements are aimed at monitoring performance. Financial and non-financial data can be used as a combination of items, that is, as a portfolio of initiatives designed to influence objective performance. (Kaplan & Norton, 2007)

Developed by Art Schneiderman in 1987, he discovered that systems with both financial and non-financial actions could be used to monitor progress. The characteristic features of the Equilibrium Scoreboard and its derivatives are that it presents a mix of financial and non-financial measures relative to the target value in a comprehensive report, introducing it as a summary measure that captures the most relevant information to readers, not a substitute for traditional financial and operational records. This greatly varies the different versions of the design circulation used to select the most relevant determining methodology. (Kaplan & Norton, 2007)

The basic idea behind a balanced scoreboard is to focus on the information before implementing a strategy. Over time, traditional strategic planning and governance activities have gradually changed. The boundaries required to design a balanced scoreboard were reduced. Kaplan & Norton included writing on the subject in the late 1990s. The four steps required to design some scoreboards are very clear. Translating vision and mission into goals. Communicating the

vision and connecting it with the individual performance. Business planning, index processing, feedback and learning, and formulating strategy accordingly. (Kaplan & Norton, 2007)

Having a properly defined job role and performance standards provides an easy process for selecting candidates and recruiting them. It is easier to understand how each one has defined functions. By designed job roles and standards facilitate training, trainers know exactly what areas to cover and what information is needed. This is a matter of performance. At the same time, the objective is to constantly develop and revisit the organization as a whole, ensuring that it can easily deal with market forces that change regardless of the size of the organization. Clear expectations and roles provide a source of success in preparing employees to achieve goals from the start. (Karma Travis, Edward Eves, Jay Bourdette, & Samantha Varji, 2004)

It describes the performance management system needed to identify, modify, or reap the benefits of an employee, including methods. Performance Communication is the process of communicating employee differences between communication performance status and employee-related performance standards. Communication with the employee in response to performance standards is a means by which a specific method of performance development can be developed. It points out that performance management can be introduced to communicate and improve employee performance. (Karma Travis, Edward Eves, Jay Bourdette, & Samantha Varji, 2004)

Balanced Scorecard simplification is represented in Figure 5

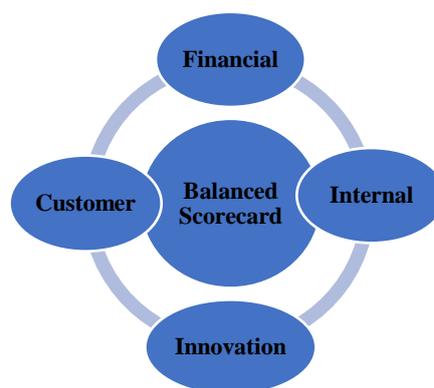


Fig. 5. Balanced Scorecard (Source: Schneiderman in 1987 (A simplification by the author))

Performance management refers to the collective objectives of an organization, the process of distributing the objectives by individuals or as a group or as a department, as a division. It also helps to explain the objectives of the corporate organization. Furthermore, the process of

achieving and evolving long-term goals takes place over time. Principles include control and correction, development, understanding, self-management, motivation, and personal performance development and motivation. It also points out the need for constant feedback, and as a chain of feedback, gaining experience and knowledge includes correcting individuals in the workplace. Measurement and evaluation provide the ability to achieve goals at every level of performance. Applies to all staff. It is important to note that benefits are tied to privileged performance and should not always be treated as a primary relationship. It also points out that management also has an impact on the direction of the organization. (Michael Armstrong & Angela Baron, 2005)

### **Goal setting theory**

Goal-setting theory Edwin Locke in the year 1968 (Locke, Latham, Smith, & Wood, 1990) plays an important role in motivating an employee to set individual goals for higher performance. Here they set goals for one task. If not achieved during setup then their performance will be affected. This theory also facilitates the ability to improve performance or change goals and find strategies that can make them more realistic and easier to do. When performance improves, the goals of that performance management system can be achieved. (Salaman, Storey, & Billsberry, 2005)

Here it is pointed out that motivation theories can be linked to further develop the theory of goal setting. It has many ties to the theory of social cognition. It is connected. Those expectations and valence expectations theory influence goal selection and commitment. It is noted here that efficiency as well as effort performance have a direct impact on performance. Also, as noted, they do not find Atkinson's (1958) theory of an inverse relationship between the probability of success and the level of activity. (A.Locke, 1996)

People have become indifferent to the effectiveness of choosing the appropriate strategic tasks when they are pursuing complex goals. It discusses finding the right cars with the least productivity. One reason is that they have no prior experience and no training for the job. It is also mentioned here that this situation happens because they are under a lot of pressure to do their jobs well. It has also been pointed out that this is due to less time or having to perform more in less time. Another point that this report explains is that awareness of past performance, along with self-efficacy for goal setting, acts as an impact mediator. That is, it is pointed out here that past performance levels, knowledge, and experience have an impact on later performance. That an objective stimulates planning in general, and often the quality of the plan

is even higher. The difficulty of pointless planning quality is pointed out here. When people have a job or experience or training as a result of training, planning in relation to the goal; It further points out that when faced with a performance goal, they are sought and acted upon. Newly learned strategies often have the potential to be used. Stimulates specific difficult goals. And in addition to having a direct impact on performance, the impact of self-efficacy may depend on the difficulty of the selected or accepted goals or on the commitment to the goal or negative feedback or response to failure and It has been pointed out that the choice of task strategies directly affects performance. It has also been shown that the direction of performance has an impact on target performance by influencing the amount of effort and the continuity of action over time. It is further pointed out that personal development has a direct impact on targeted performance to show the direction in the field of employment. It also points out that convincing the individual that goals are important gives them a higher commitment to goals. It has been shown that goals can be achieved, and that progress can be made at least when the person is convinced. Focuses on performance. It is also pointed out here that commitment to the goal becomes more important when the goals are specific and difficult. (A.Locke, 1996)

Goal setting theory cycle is represented in Figure 6



Fig. 6. Goal setting theory (Source: A.Locke, 1996)

There is also a discussion on whether setting goals is harmful. Unnecessary rigidity can be reversed if there is a wrong result or goal conflict and if there are goals that do not change when the situation changes. The specific challenge given when there are no goals provides a way to find the specific task that is purposefully useful, and not to accomplish the specific task correctly. Here it is pointed out that setting the right goals, He points out that achieving strategic goals, and setting too many goals can discourage people, and that there is a linear relationship between encouraging people in the long run and failing them. Maintaining productivity, the backward face can be used as target defense strategies by people who are trying to be proud of

their aspirations. It has been pointed out here that the oscillating problems need to be further studied as they will never be achieved. (A.Locke, 1996)

These two areas can be used to measure the level of performance and the level of employment when considering employee motivation. Personal Needs help to establish a link between personal preferences and work. Management points to the need for understanding, support, and encouragement. Provides personal preferences and a good work environment. (Said, Zaidee , Zahari, Ali, & Salleh, July 2015) Good Performance Results When a job is structured in such a way as to have internal consequences, the results of those jobs are most effective. In addition, job descriptions, realistic feedback on the job, and personal values and abilities provide an excellent basis for job content to be a source of motivation. The value capabilities of the individual should be examined, and the employer should allow for greater autonomy. For this to happen, the job must be enlarged in both vertical and horizontal dimensions. (Lawler, 1969)

Employee motivation most of the respondent's state that there is a significant link between managers' job interventions. This could be a strategic sub-shift. He points out that there is a discrepancy between pay and the work that is being done, that is, low pay and the need for workers to do more, and that job motivation is ultimately reduced due to financial circumstances. It has been pointed out that opportunities and benefits should be provided to suit the existing market. (Govender & Parumasur, 2010)

### **1.5 Labour Market Trends in Sri Lanka**

The World Bank reports that the age distribution and demographic transition is changing when considering the Sri Lankan workforce. Here the collective system of young and old workers is changing. This affects their labor market contribution as well as economic growth prospects. And an environment has been created in which Sri Lanka, which has recovered from nearly 30 years of war in the North and East, can significantly increase its investment. (WorldBank, 2008) According to the labour demand survey report, in 2017 female resignation is 56.6% and male resignations 43.4% in Sri Lanka. Sri Lanka labour force population is approximately 8,435,000. (CentralBankofSriLanka, 2019) It is important to note that even after 30 years of civil war, the 2019 Easter bombing and the 2004 Indian Ocean tsunami severely affected various economic sectors in the country. These various sectors are subject to constraints and may also limit sectoral expansion in the future. There is lacked 8900 workers in the industry in 2018. It has been shown that it will increase in the future (overall of the total workforce 7%) (Wignaraja &

Hüttemann, 2020) Tertiary education has a lower enrollment than other Asian countries, according to World Bank reports. (Wignaraja & Hüttemann, 2020)

Table 3 represent the data of sectoral shifts in Gross Domestic Product (GDP) and employment

Table 3. Sectoral shifts in Gross Domestic Product (GDP) and employment (Source: *Wignaraja & Hüttemann, 2020*)

	% of GDP			% of employment		
	1981	2000	2018	1981	2000	2018
Agriculture	28.0	19.9	7.0	46.8	36.0	25.5
Industry	28.3	27.3	26.1	19.4	23.6	27.9
Services	43.8	52.8	57.7	30.7	40.3	46.6

Sri Lanka's service sector is relatively high at 60% of GDP. Sri Lanka's current employment rate is 94.30% in the first quarter of 2020, according to Central Bank reports. This is forecast to be 94.60% by 2022.

Table 4 is a summarized data of Household Population, Labour Force, Labour Force Participation Rate, Employment, Unemployment and Unemployment Rate in Sri Lanka

Table 4. Household Population, Labour Force, Labour Force Participation Rate, Employment, Unemployment and Unemployment Rate- Central Bank of Sri Lanka (Source: Department of Census and Statistics – Sri Lanka, 2019)

Period	Household Population "000 Persons	Labour Force "000 Persons	Employed "000 Persons	Unemployed "000 Persons	Labour Force Participation Rate %	Unemployment Rate %
2018 Q1	16,034	8,333	7,961	372	52.0	4.5
2018 Q2	16,348	8,352	7,970	382	51.1	4.6
2018 Q3	16,177	8,388	8,041	347	51.8	4.1
2018 Q4	16,226	8,478	8,088	389	52.2	4.6
2018	16,196	8,388	8,015	373	51.8	4.4
2019 Q1	16,328	8,583	8,183	400	52.6	4.7
2019 Q2	16,399	8,623	8,203	420	52.6	4.9
2019 Q3	16,458	8,593	8,155	438	52.2	5.1
2019 Q4	16,511	8,569	8,181	387	51.9	4.5
2019	16,424	8,592	8,181	411	52.3	4.8
2020 Q1 (b)	16,690	8,504	8,020	483	51.0	5.7

2020 Q2 (b)	16,793	8,435	7,977	458	50.2	5.4
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Note: In July 2016, the Department of Census and Statistics published a re-weighted and revised labor force data series for 2011 onwards

Here we can identify the 5.4% of unemployment rate by the second quarter of 2020. There is a wage difference in job positions according to the public and private sectors. Private sector earning will be higher than the public sector. In the year 2020 November Nominal rate of a wage in the Public sector is 114.6 and private sector 188.4 (Sri Lankan Rupee) (Note: Real Wage Rate Indices are based on National Consumer Price Index (2013=100)); This is to state that the difference between two-sector is high and significantly will lead to a different phenomenon.

Figure 7 is represented the Distribution of Economically active/Inactive population First quarter -2020

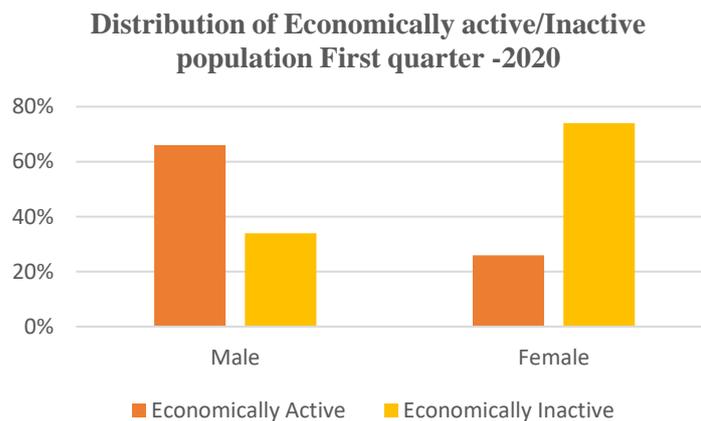


Fig.7. Distribution of Economically active/Inactive population First quarter -2020 (Source: (Statistics, 1st Quarter 2020)

Figure 8 summarizes Economically active population

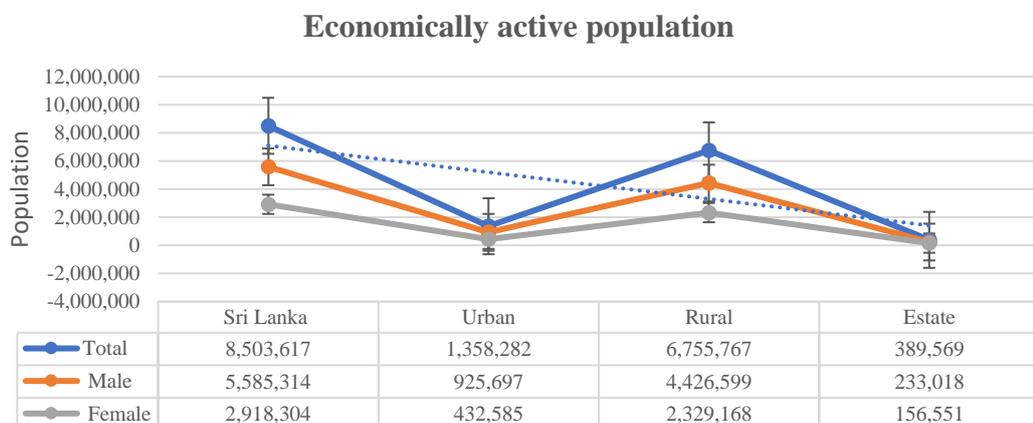


Fig. 8. Economically active population by gender and sector – First (Source: *Statistics, 1st Quarter 2020*)

This chart shows the distribution of economically active population, giving an insight into the size of the country as a whole and the distribution of urban, rural, and estate areas. Sri Lanka is divided into three main areas, urban, rural, and estate areas. These areas can be identified as areas of active economic participation in Sri Lanka with clear differences. Most of the plantation areas have agricultural extensions such as tea, coconut, and rubber, etc. This chart shows that the male population in urban areas contributes more to the country's economy. Overall, urban women contribute more to the economy. The Estate(plantation) areas have a small population in comparison to the total population and the majority are contribute actively. It should be noted that Sri Lanka has an estimated economically active population of about 8.5 million as of the first quarter of 2020. It should be noted that 65.7% of the population are males and 34.3 % are females and 8.2 million are economically inactive. Where the male is 26.1% and the percentage of women is 73.9

Labour force participation rate represents in Figure 9

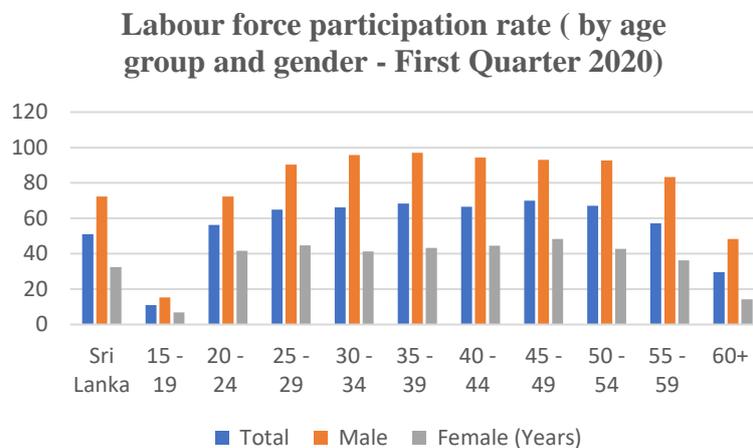


Fig. 9. Labour force participation rate (by age group and gender - First Quarter 2020) (Source: *Statistics, 1st Quarter 2020*)

The Figure 10 shows the labour force participation rate

Year	Total	Male	Female
2015	53.8	74.7	35.9
2016	54.1	75.1	36.0
2017	54.1	74.5	36.6
2018	51.8	73.0	33.6
2019	52.3	73.0	34.5
2018 Q1	52.0	73.4	33.5
2019 Q1	52.6	73.4	34.9
2020 Q1	51.0	72.4	32.5

Fig. 10. Labour force participation rate (by gender and year -All Island (Statistics, 1st Quarter 2020)

The main point that this chart can point to is the labor force participation rate according to the age gap, where the male labor force support rate is higher and the females are relatively low, and the graph is relatively similar between the ages of 25 to 59 years. 72.4% of the total male population in Sri Lanka contributes to the workforce and only 32.5% of the female population contributes to the labor force.

Ages 30 - 34/35 - 39 The two age groups make up the majority of the male population contributing to the workforce. It can be pointed out as 95.8% and 97.1% respectively. It can be stated that men in the age group of 35 to 39 years make up the largest contribution to the labor force in terms of population as a whole.

Table 05 can be pointed out here that there has always been a higher rate of male employment than women and this is a significant feature of the last few years and women have contributed less labor and cultural factors also play a role in this.

The following table is based on information obtained from a comparison with the level of education in considering unemployment rates. Here the overall unemployment rate in Sri Lanka in terms of level of education and gender is shown here. For those who have GCE Advanced Level participation, and the unemployed rate is 10.1%. GCE Ordinary Level and unemployed ratio is 7.2% as compared to the overall unemployment rate in Sri Lanka as a whole is 5.7 in the first quarter of 2020. This indicates a higher proportion of females and a lower proportion of males. The unemployment rate for women who have passed or participated in the Advanced Level examination is 14.7%. This can show that another special point that can be stated here is

that there is a free education system in Sri Lanka and the total population with educational qualifications is large and it shows that they are looking for high-paying jobs.

Figure 11 represents the unemployment rate according to the level of education

Level of Education	Unemployment Rate (%)			
	Sri Lanka	Sri Lanka	Gender	
	Number		Male	Female
Sri Lanka	483,172	5.7	3.7	9.6
Below GCE O/L	170,784	3.4	2.7	5.4
GCE O/L	108,584	7.2	5.2	11.1
GCE A/L & above	203,804	10.1	5.5	14.7

Fig. 11. Number of Unemployed and Unemployment rate by level of education – First quarter 2020 (Source: Statistics, 1st Quarter 2020)

Figure 12 represents the unemployment rate according to the age group

Age group (Years)	Unemployment Rate (%)			
	Sri Lanka	Sri Lanka	Gender	
	Number		Male	Female
Sri Lanka	483,172	5.7	3.7	9.6
15–24	266,743	26.8	21.1	36.3
25–29	94,561	11.6	7.1	18.9
Over 30	121,867	1.8	0.8	3.8

Fig. 12. Number of Unemployed and Unemployment rate by age group and gender – First quarter 2020 (Source: Statistics, 1st Quarter 2020)

This shows that the unemployment rate between the ages is high with both men and women between the ages of 15 and 24. This confirms that the majority of the workforce is employed as private sector workers and that agriculture contributes less and less, and that both men and women in the service sector seem to contribute more, and that both men and women contribute equally in industry. Although there is a difference, it is a significant similarity

Figure 13 represents the trendline of gender and education-wise participation rate of the labour force from 2006 to 2014

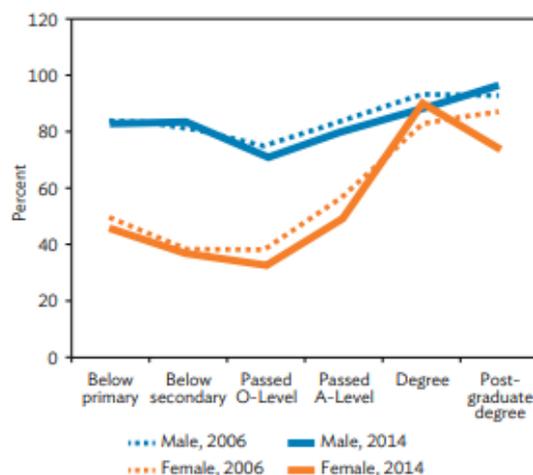


Fig. 13. Labor Force Participation Rate by Gender and Education, 2006 and 2014 (Source: ADB, 2017)

Here can see the trend and direction from 2006 to 2014 labor participation by education and gender. There is a significant overlap of the degree level over the time.

Figure 14 summarizes the distribution of employed population by employment status in Agriculture and Non-Agriculture sectors in Sri Lanka 2020

Employment Status	Sri Lanka		Sector			
			Agriculture		Non-Agriculture	
	No.	%	No.	%	No.	%
Sri Lanka	8,020,446	100.0	2,127,212	26.5	5,893,234	73.5
Employee	4,622,324	100.0	661,606	14.3	3,960,718	85.7
Public	1,198,722	100.0	27,853	2.3	1,170,869	97.7
Private	3,423,602	100.0	633,752	18.5	2,789,850	81.5
Employer	202,933	100.0	35,875	17.7	167,058	82.3
Own Account Worker	2,663,080	100.0	1,085,325	40.8	1,577,755	59.2
Contributing Family Worker	532,109	100.0	344,406	64.7	187,702	35.3

Fig. 14. Distribution of employed population by employment status in Agriculture and Non-Agriculture sectors – First quarter 2020 (Source: Statistics, 1st Quarter 2020)

The non-agricultural sector is the major contributor. It is 73.5%. It seems that the tendency to work in the non-agricultural sector and the service sector in Sri Lanka is gradually increasing. There is also a trend in the contribution of women to labour. This chapter summarized the management theories related to motivation and employee performance. And understanding of the labor market trends in Sri Lanka.

## 2. METHODOLOGY

### 2.1. The Relationship between employee motivation and Job performance

The purpose of this chapter is to discuss the methods used in the study. Studies parallel to the topic of this study are discussed here and its details are summarized in the table below.

Summarizes study-related motivation and performance literature in Table 5.

Table 5. Summary of literature on performance and motivation. (Source: Author's Summary)

<b>Author &amp; Published Year</b>	<b>Title of the paper</b>	<b>Some facts about the survey</b>
(Velnampy, 2007)	Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka	Country- Sri Lanka No of Respondent - 220
(Du Plessis, 2015)	HRM in relation to employee motivation and job performance in the hospitality industry.	Country – Laos No of Respondent – 100 In 06 hotels -Hotel Industry
(Syamsir, 2020)	Competence, Job Satisfaction, Work Motivation, and Job Performance of The Village (“Nagari”) Masters in Managing E-Village Finance	Country – Laos No of Respondent – 137 Population- 923
(Bonsu, 2014)	Effects of motivation on job performance of local government workers in Ghana: A case study of Atwima Nwabiagya District Assembly in the Ashanti Region.	Country- Ghana No of Respondent - 60
(Sarpong, 2016)	Effects of Motivation on the Performance of Employees of Ecobank Ghana Limited. Knust Branch and Stadium Branch	Country - Ghana No of Respondent -30 employees for two branches
(PANCASILA, 2020)	Effects of Work Motivation and Leadership toward Work Satisfaction and Employee Performance: Evidence from Indonesia	Country –Indonesia No of Respondent – 355
(Waiyaki, 2017)	Effect of Motivation on Employee Performance: A Case of Pam Golding Properties Limited, Nairobi	Country - Kenya No of Respondent -50 employees of the organization
(Moon, 2018)	Does employees’ spirituality enhance job performance? The mediating roles of intrinsic motivation and job crafting	Country –South Korea No of Respondent - 306 employees
(Alalade, 2015)	Motivation and Employees Performance in the Nigerian Banking Industry.	Country – Lagos Island, Nigeria No of Respondent - 67 – 5 selected banks
(da Cruz Carvalho, 2020)	Motivation on job satisfaction and employee performance.	Country – Timor-Leste No of Respondent – 505 Cooperative Café Timor employees
(Xiao, 2018)	Motivational Packages and Its Effects on Employee’s Performance: A Case of Ghanaian Organizations.	Country – Timor-Leste No of Respondent – 120 employees from 05

		Five organizations from the hospitality industry
(Kwanompo, 2018)	Motivational packages and their effects on employee performance in the Ghana Education Service, a case study of five selected junior high schools in Atebubu-Amanten Municipal	Country – Ghana No of Respondent - 50 teachers
(Dobre, 2013)	Review of Applied Socio- Economic Research	Journal Article of Models
(Torres, 1990)	Work motivation and productivity of government workers	Country -11 government agencies.

According to a survey of 220 employees in 14 public sector companies in the Jaffna District of Sri Lanka, job satisfaction and intervention are linked to performance. Furthermore, job intervention has a greater impact on employee performance when comparing to satisfaction. (Velnampy, 2007) Studies have shown that interventions in job satisfaction can have an impact on future performance. However, it has been shown that high performance makes people more satisfied and committed, and the findings of this study suggest that concepts such as employee satisfaction and involvement are critical to achieving high performance. It has also been shown that attitudinal satisfaction and intervention, and performance are significantly related in the hypothetical testing that has been constructed in the study. But here in the examination of the correlation, it is shown that there is a correlation between performance and satisfaction and that it is a little lower correlation has been shown when compared with the relation between the performance and the intervention.

This study highlights the hotel industry in Laos. Here points out that as a problem of the hospitality industry, adequate food supply is not organized. It claims that Laos is adversely affecting the tourism industry. It has been stated that human resource management affects the employee performance of an organization. Many respondents to this study feel that attention to employees, friendliness shown to them, and their attitudes play a role in motivating them to work harder in their organizations. The industry recognizes the importance of training in relation to their work. Salary is a factor in creating a high level of job satisfaction and motivation. It is important to note that despite the many factors that contribute to and need to develop an organization, having good human resource management is a key factor in the organization's performance and the organization's success, especially in the hotel industry. Productivity, customer service quality, managers' leadership style, state-of-cutting edge technology are important for the hotel industry and marketing strategies to achieve sustainable

competitive advantage. According to the study, 26.8% of job satisfaction is due to salary. As a motivating factor, the wage increase has proven to be 36.7%. (Du Plessis, 2015)

This study was conducted to analyze the competence of Masters in managing e-Village Financial Management in West Sumatra, Impact on Job Satisfaction and Job Performance. The "Nagari" is a unique community organization located in the Minangkabau region of Indonesia. This is a unique form of government in this area. The population of the study was 923 and the study was conducted using 137 people. This means that proficiency greatly influenced the job performance of urban masters in West Sumatra, and job satisfaction had a significant impact on the job performance of urban masters in village financial management in West Sumatra, with a value contribution of 0.155 or 15.5% 0.047. (Syamsir, 2020)

The first pointed out in this study is that the motivation for development is a very important factor for the importance and growth of businesses and that it remains a consistently good research topic. The purpose of this study was to find out the motivational impact of district assembly workers on job performance in the Ashanti Region. Workplace Motivation plays a key role in workplace productivity and quality. The researcher pointed out that a lack of motivation on the part of employees leads to high absenteeism and high costs. It was found that 40% of the employees were demotivated because of the bad working conditions of the organization which proves the Herzberg theory. 50 respondents cited job satisfaction as part of the factors that promote high performance. (Bonsu, 2014)

This was done by obtaining a thirty-member work done in two branches. The main point of this study is that money is a major factor among the motivation factor, but it also reveals that trust focuses on the appreciation of respect and high expectation recognition, and that management can use a variety of strategies and strategies for this. Employees are interested in improved salaries, loan housing schemes, benefits, promotions, and vehicle loans. Bank employees involved in the decisions that affect their lives as a factor that motivates them to give and give their best. 86.7% say they go to work happily because it is the result of various motivation packages. This study from Ghana (Sarpong, 2016).

The sample from a coal mining company was 355 and this was selected proportionally. As a result, leadership (0.263) and work motivation ability (0.171) are positively affected. Here, leadership has a significant impact on motivation and leads to job satisfaction. A direct effect of leadership and employee performance, which is 0.175. It is more than the indirect effect and the effect is only 0.096. (PANCASILA, 2020)

The purpose of this study is to examine the motivational impact of employee activity on a case report. Motivation in private or public organizations shows that the director plays a role and must be motivated to work on behalf of employees to achieve how the performance takes place? Benefit programs have also been studied. The sample was taken from 50 people. It is concluded that finance, employees are highly motivated and should look further into the cash and benefits package offered by management. Acceptance and programs are used but are not effective in motivating employees to perform them. Recognition and benefit programs were perceived by employees as unequal and unfair and thus ineffective in motivating employees. (Waiyaki, 2017)

A sample of 306 South Korean employees' information on how employee morale affects their job performance and its inherent intuition-motivation and job setting. It has been pointed out that it is a result of the job and therefore the information found in the study on the positivity of the employee shows that the sequential and full intervention between spirituality and their job performance is the innate motivation and job formation. (Moon, 2018)

Emphasizes that employees need to be motivated to use resources efficiently and effectively and improve job performance. The study was conducted on the island of Lagos in Nigeria. Questionnaire results were obtained from 67 persons using 05 banks. It points out that banks should consider using incentives and other motivational strategies for greater performance. Here points out that the development of policies and procedures to attract, motivate, retain and do so is constantly being challenged. (Alalade, 2015)

To study the motivational impact on employee job satisfaction and service performance, 505 Timor-Leste Co-operative Cafe employees used 202 head office samples from six corporate companies' plants, using interview questionnaires and having analytical skills in the survey. Pointed out the impact and pointed out the need to improve adaptive performance so that companies can always avoid fierce competition for job performance. (da Cruz Carvalho, 2020)

Samples were taken from 120 non-random methods in a population of 200 to test employee motivation packages and their impact on performance. It shows that salaries, recognition, training, development, communication, and bonuses have a greater impact and are more important and useful to employees. (Xiao, 2018)

The population was 50 and 50 teachers and data were collected and a questionnaire was given to the teachers to identify the performance of the teachers and the poor performance of the teachers. The majority of respondents agreed on performance, acceptance, responsibility, job

security and the effectiveness of relationships, productivity, and their impact on teacher performance.

There is a strong connection between external factors and innate factors. Teachers care about external motivation. (Kwanompo, 2018)

Many organizations compete to survive in this volatile and fierce market environment. Employee motivation and activism are essential to the success of any organization in the long run. Monotonous employment causes employees stress and employee dissatisfaction, which can weaken corporate performance. Therefore, absenteeism can lead to higher rates, and joint competitors who offer better working conditions and higher incentives to employees may leave the organization. There is no one-size-fits-all approach. It shows that each person has to use different strategies. (Dobre, 2013)

Attempts were made to determine which factors contributed the most to the work and the satisfaction and productivity of public servants were examined by 11 agencies. Innate and extrinsic motivations are important motivational factors and work. It is said that focusing on both can increase productivity. (Torres, 1990)

## **2.2. Development of the Research Instrument**

The questionnaire was used as a tool for this study, and it was given to 150 people and information was obtained.

The questionnaire has been developed into two sections in Table 6

Table 6. Structure of the Questionnaire (Source: Author’s Compilation)

<b>Section</b>	<b>Name of the Section</b>	<b>Description</b>
Section A	Respondent Profile	Which has 09 questions [Gender, Age, Residence place, Education level, Occupation status, what is your job position type, If Employed; What sector do you work in, the average income per month, Net, how long you have been working in your current position? ]
Section B	Employee Motivation & Job Performance	What are the driven factors of your work environment? Which has scale questions consisted with 03 main questions. Question 10’s perception is to get the attitude of the respondent and Questions 11 and 12 are intended to test the relationship. Here 15 statements are included in one question and they are given scales.

It was important to consider people with jobs as a key factor here. Also, the questionnaire was randomly distributed without distinction between men and women.

Table 7 represents the coding included in the questionnaire where it reflects the choices.

Table 7. Formatting of the Questionnaire - Section A (Source: Author's Compilation)

<b>Section A</b>	<b>Code</b>	<b>Label</b>
1.Gender	1	Male
	2	Female
	3	Prefer Not to Say
2.Age	1	18 -25
	2	26-45
	3	46-64
	4	>64
3.Residence place	1	Western Province
	2	Southern, Sabaragamuwa, Central, North Central, Eastern Province
	3	Other
4.Education level	1	Up to Ordinary Level Education
	2	Up to Advanced Level Education
	3	Degree/ Diploma Level Education
	4	Post Graduate Level Education
5.Occupation status	1	Employed
	2	Unemployed
	3	Retired
	4	Student
	5	Other
6.What is your job position type	1	Staff/ Intern or Minor Staff
	2	Executive & Senior Executive
	3	Manager (Middle and Senior)
	4	Top Manager (Director, CEO, Chairman)
7.If Employed; What sector do you work in?	1	Government Sector (Semi-Government)
	2	Private Sector
	3	Self- Employed
	4	Other
8.The average income per month, Net	1	Less than 30,000 LKR (130 EUR)
	2	30,001 – 50,000 LKR (131 - 250 EUR)
	3	50,001 – 200,000 LKR (251 - 1000 EUR)
	4	More than 200,001 LKR (>1001 EUR)
9.How long you have been working in your current position?	1	Less Than 01 year
	2	01 - 05 Years
	3	More than 05 Year

Consideration of age was one of the questions added to the questionnaire, which was considered by those over 18 years of age as the legal age limit for employment in Sri Lanka. The questionnaire was designed to mark 18 to 25 years of age and 26 to 45 years of age and 45 to 64 years of age and above 64. This was marked by the need to obtain information from young, young adults and retirement age adults as well as retirees with more than 64 years of experience.

In this study, a question was included to indicate the area of residence to consider from where they come for employment. One marking was done for the Western Province while the other provinces included the Sabaragamuwa, Southern, Central, North Central, and Eastern Provinces as the main provinces and another location as other category. This is because the majority of Sri Lankans commute daily from their homes to work in Western Province. This question was included because data filing was required as a very important consideration. It is noteworthy that most of the industrial or major employment agencies in Sri Lanka are located in the Western Province. The Western Province has three districts, it is the smallest province in the country. But the Western Province is also the most populous province. As a result, due to the location of major cities and major centers in the Western Province, many industries, major institutions, and organizations are spread in the Western Province. Because of that people commute to work from other districts to the western province. This is a very tiring situation and there are many instances of traffic jams which is a waste of time.

When it comes to education in Sri Lanka, different levels of education are called by different names. Therefore, it is important to use these names as this study is conducted on Sri Lankan citizens. Students are required to appear for the GCE Ordinary Level Examination at the age of 16 in Sri Lanka. Students who have passed the GCE Ordinary Level are also allowed to sit for the GCE Advanced Level Examination and face the GCE Advanced Level at the age of 19. Those who have passed the GCE Advanced Level examination can apply for other courses as well as those who have graduated have the opportunity to pursue further education. This questionnaire is designed to mark Occupation status as employment, unemployment, retirement, and student status in relation to the status.

Considering the job position, the questionnaire is designed to lag the four main sections: one level, Staff/ Intern or Minor Staff, second-level Executive & Senior Executive, next one Manager (Middle and Senior), and Top Manager (Director, CEO, Chairman). This section is considering the Maslow's Need Hierarchy Theory (Maslow, July 1943). Refer Figure 01 in the literature section.

The questionnaire asked whether the employees were employed in the private sector or in the public sector or if they were doing their own business or something else. A special feature that is emphasized here is that there are two types of government servants that can be identified as government servants and semi-government servants in Sri Lanka. Semi-government servants may or may not receive certain privileges as government servants, and salary disparities may

exist. Some semi-government jobs have more benefits than government jobs or vice-versa but as a whole, government servants and semi-government servants are treated as the same government servants in the divisions. However, in order to avoid this problem in filing data on the issue, the aim is to mark the government and the semi-government as one unit so that they can be properly segregated, and the respondents should not have problems.

A question was included in the data collection to consider Sri Lankan wages, which included less than 30,000 Sri Lankan rupees, roughly one hundred and thirty euros, or 30,001 rupees or 50,000 rupees- between 131 or 250 euros, and 50,001 - 200,000 rupees (250-100 euros) or above.

The questionnaire was considered as a question of how long they have been employed. This question was included to include only employees with more than one year of experience in a study, as well as the ability to focus on individuals with one or five years or more of experience.

Following table represent the data coding of scale variables of questionnaire and the represented labels in SPSS.

The structure of the Section B is presented in Table 8

Table 8. Formatting of the Questionnaire - Section B (Source: Author's Compilation)

<b>Section B</b>	<b>Q: Code</b>	<b>Label</b>
10.Are you self-motivated in the work environment?	10	Self-motivated
11.1 Levels that can be considered motivational factors in your job? [Reasonable Salary Enhancements are motivational factors]	11.1	1.Motivational factors
11.2 Levels that can be considered motivational factors in your job? [Fringe Benefits & Privileges are motivational factors]	11.2	2.Motivational factors
11.3 Levels that can be considered motivational factors in your job? [Good evaluation methods and Promotions are motivational factors]	11.3	3.Motivational factors
11.4 Levels that can be considered motivational factors in your job? [Holding responsibilities are motivational factors]	11.4	4.Motivational factors
11.5 Levels that can be considered motivational factors in your job? [Training & Workshop Programs are motivational factors]	11.5	5.Motivational factors
11.6 Levels that can be considered motivational factors in your job? [Good leadership skills among managers are motivational factors]	11.6	6.Motivational factors
11.7 Levels that can be considered motivational factors in your job? [Appreciation or recognition for a job well done are motivational factors]	11.7	7.Motivational factors

11.8 Levels that can be considered motivational factors in your job? [Job Security is a motivational factor]	11.8	8.Motivational factors
11.9 Levels that can be considered motivational factors in your job? [Work conditions and safety are motivational factors]	11.9	9.Motivational factors
11.10 Levels that can be considered motivational factors in your job? [Paid Insurance and vacations are motivational factors]	11.10	10.Motivational factors
11.11 Levels that can be considered motivational factors in your job? [Unbiased feedback is a motivational factor]	11.11	11.Motivational factors
11.12 Levels that can be considered motivational factors in your job? [Job rotation is a motivational factor]	11.12	12.Motivational factors
11.13 Levels that can be considered motivational factors in your job? [Incentives/increments are motivational factors]	11.13	13.Motivational factors
11.14 Levels that can be considered motivational factors in your job? [Annual Leave bonuses are motivational factors]	11.14	14.Motivational factors
11.15 Levels that can be considered motivational factors in your job? [Transportation facilities / bonuses are motivational factors]	11.15	15.Motivational factors
12.1 [Reasonable Salary Enhancements have an impact on my performance]	12.1	1.Performance Level
12.2 [The Fringe Benefits & Privileges I receive have an impact on my performance]	12.2	2.Performance Level
12.3 [Good evaluation methods and Promotions I receive has an impact on my performance]	12.3	3.Performance Level
12.4 [The Responsibilities I get at work affect my performance]	12.4	4.Performance Level
12.5 [The Training & Workshops programs I receive has an affect my performance]	12.5	5.Performance Level
12.6 [Good leadership skills among managers have an impact on my performance]	12.6	6.Performance Level
12.7 [Appreciation or recognition for a job well done has an impact on my performance]	12.7	7.Performance Level
12.8 [Job Security has an impact on my performance]	12.8	8.Performance Level
12.9 [Work conditions and safety have an impact on my performance]	12.9	9.Performance Level
12.10 [Paid Insurance and vacations have an impact on my performance]	12.10	10.Performance Level
12.11 [Unbiased feedback has an impact on my performance]	12.11	11.Performance Level
12.12 [Job rotation has an impact on my performance]	12.12	12.Performance Level
12.13 [Incentives/increments have an impact on my performance]	12.13	13.Performance Level

12.14 [Annual Leave bonuses have an impact on my performance]	12.14	14.Performance Level
12.15 [Transportation facilities / bonuses have an impact on my performance]	12.15	15.Performance Level

A scale of one to five is presented to identify a person's motivation in the job and 01 states that are not fully motivated / 05 elements are fully motivated. The questionnaire was marked on a scale to identify the motivational factors presented in section 'B'.

Table 9 presents the coding system for Section B

Table 9. Section B -Scales of the Questionnaire (Source: Author’s Compilation)

<b>10.Are you self-motivated in the work environment?</b>	<b>Code</b>
“I am totally demotivated”	1
“I am demotivated”	2
"Neutral"	3
“I am motivated”	4
“I am totally motivated”	5
<b>11. Levels that can be considered motivational factors in your job?</b>	<b>Code</b>
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5
<b>12. Choose the level of Motivational factors that affect your performance [Reasonable Salary Enhancements have an impact on my performance]</b>	<b>Code</b>
1- Not affect my job results at all	1
2- Not affect my job results	2
3- Neutral effect on my job results	3
4- Somewhat effect on my job results	4
5- Definitely, have a positive effect on my job results	5

This introduces 11 questions, the first of which involves motivating oneself by raising an adequate salary. The reason for presenting this is that salary is a basic need, and it is a decisive reason. Recognizing that receiving additional benefits is a motivating factor is also presented as a second point. It also states that providing a good evaluation process, methodology and promotion benefits is also a motivating factor. You were also asked to what extent you are motivated by identifying and assigning responsibilities. Questionnaires are designed to scale

the extent to which employees' motivations are motivated by training and participation in workshops, as well as security issues. It was also asked if the good leadership skills of my managers were a reason to motivate. Further, consideration is given to the extent to which employees are motivated to appreciate themselves or to be well-recognized in the workplace. It is asked to what extent job security is a motivating factor. The nature of the job is mentioned as a motivating factor in the quality, condition, and safety of the job. Mentioned whether paid insurance or paid leave is a motivating factor. It also states whether employees are motivated by unbalanced feedback. One of the questions included in the question is whether they are motivated by their job rotation. Inquiries were made as to whether the bonuses paid annually to employees were motivated by the extent to which they were motivated by annual bonuses and whether they were able to motivate employees on transportation facilities and transportation privileges.

Employees are motivated by quoting fifteen motivational factors that are incorporated into the questions used. Questionnaire to mark the extent to which those motivational factors contribute to their performance in conjunction with those questions and whether they affect the performance of their jobs as a whole and in part or to some extent no influence between the motivational factor and the performance. Fifteen questions are included.

In this study the researcher seeks to examine the impact between employee motivation and job performance. The purpose of this study is to examine correlation across several areas of job performance and employee motivation. A hypothetical test that seeks to explore the relationships between variables. That current study uses a correlational study to explore the relationship. This field study is based on employee motivation (independent variable) and evaluation of their job performance (dependent variables). Data were collected using a questionnaire obtained from at least 150 experienced employees more than a year working in both public and private companies in the overall job market. In addition, an expert interview is conducted with 05 members.

Here discuss the following variables and consider the relationship between these variables and job performance. Structure of the Theoretical study

Figure 15 Model of motivational factors that have been impact on job performance in Sri Lanka.

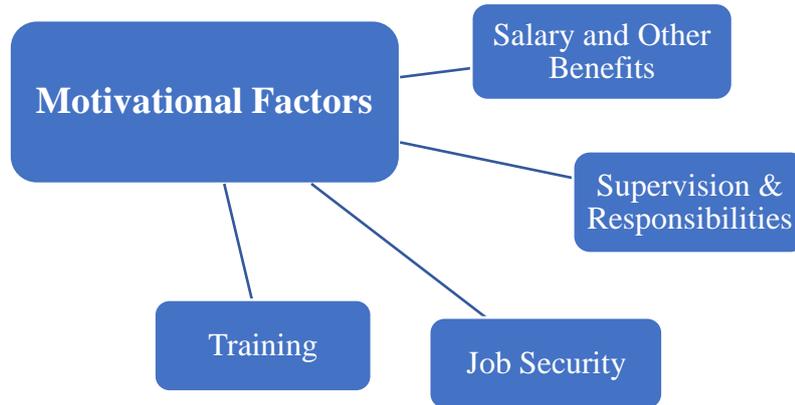


Fig. 15. Model of Motivational Factors perceived on job performance (Source: Authors' Compilation)

Model of the schematic structure of the research based on the motivational factors represent in figure 16

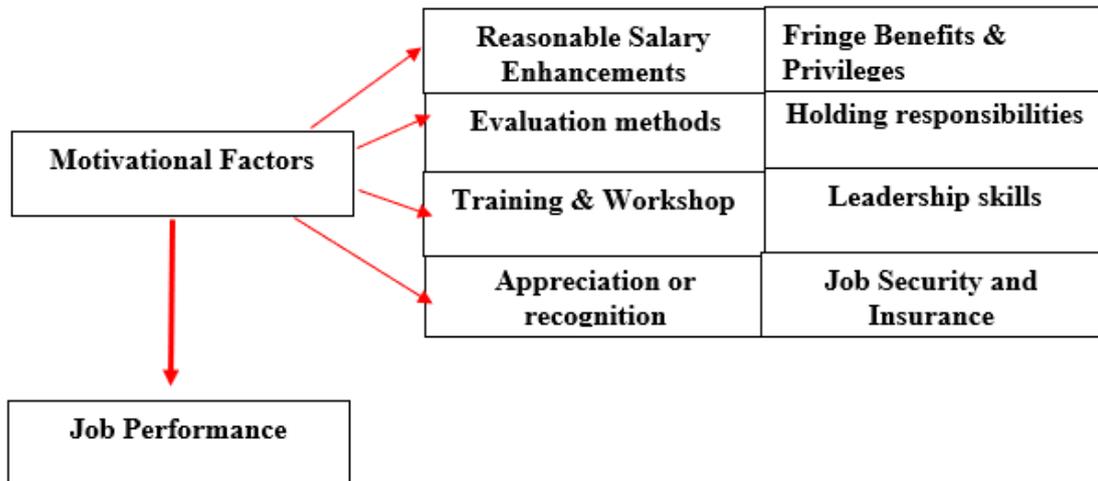


Fig. 16. Model Structure of Motivational Factors perceived on job performance (Source: Authors' Compilation)

## 2.3. Testing the Research Instrument

### 2.3.1. Description of the Respondent Profile

A summary of the information obtained from the questionnaire used in this study was made here. Graphs and tables summarize the data in the form of descriptive statistical data and inference statistics. The questionnaire used by the author was 76.67% female and the other party was male. This is count clearly shown in the table below. Through reliability study, data will be developed and illustrated. See below table

Table 10 shows the gender summary of the study.

Table 10. Gender Table Study (Source: Author's Compilation)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	23.3	23.3	23.3
	Female	115	76.7	76.7	100.0
	Total	150	100.0	100.0	

The following respondent profile data table represents Residence place, Job position, Job duration (experience), the count of educational level, occupational status of the respondents, and the working sectors. the respondent who has studied only up to the GCE Ordinary Level examination (O/L) cannot be identified; It can be pointed out here that as Sri Lanka is a country where free education exists, everyone has the opportunity to study at least up to the GCE Advanced Level examination (A/L) by enjoying equal educational privileges. 50% of graduates and 40% of postgraduates are involved in this study. The respondent 150 workers with more than 1 to 05 year of work experience it is 82.67%. More than 05 years' work experience 17.33%. Staff/ Intern or Minor Staff count is 76 which represent 50.67% of the entire study. Executive & Senior Executive count is 40 and it is 26.67%. Manager (Middle and Senior) and Top Manager (Director, CEO, Chairman) are 11.33% respectively.

Table 11 represents the Respondent Profile data

Table 11. Respondent Profile data (Source: Author's Compilation)

		Count
Residence place	Western Province	104
	Not Western Province	46
	Other	0
Job position type	Staff/ Intern or Minor Staff	76

	Executive & Senior Executive	40
	Manager (Middle and Senior)	17
	Top Manager (Director, CEO, Chairman)	17
Job Duration	Less Than 01 year	0
	01 - 05 Years	124
	More than 05 Year	26
		Count
Education level	O/L	0
	A/L	15
	Degree	75
	Masters	60
Occupation status	Employed	149
	Unemployed	0
	Retired	1
	Student	0
	Other	0
Working Sector	Government Sector (Semi-Government)	58
	Private Sector	82
	Self- Employed	10
	Other	0

149 employed and 01 retired respondents represent the data. 38.67% Government Sector (Semi-Government) and in Sri Lanka most of the government and semi-government institute act and procedures are similar. And they are under the government acts, rules and regulations. 54.67% represent the private sector.

Table 12 shows the age group of the study.

Table 12. Age group of the respondent of the study. (Source: Author's Compilation)

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 -25	23	15.3	15.3	15.3
	26-45	120	<b>80.0</b>	<b>80.0</b>	<b>95.3</b>
	46-64	6	4.0	4.0	99.3
	>64	1	.7	.7	100.0
	Total	150	100.0	100.0	

The positive skewness probability distribution indicates age, place of residence, whether employed, level of employment, which sector, and Experience of the work.

Considering the income from those who provided data in this study, the average income was 38% between Rs. 50001 and 200000 and 28% were between Rs. 30001 and Rs. 50,000 (Sri Lankan Rupee) (Approximate Euro amount see below table). People with an income of less than Rs. 50,000 can cite a cumulative percentage of 50.7% of those who provided data. This

shows that when considering the average income, half of the income is shown as those who do not earn enough income.

Figure 17 represents the trend of average monthly income

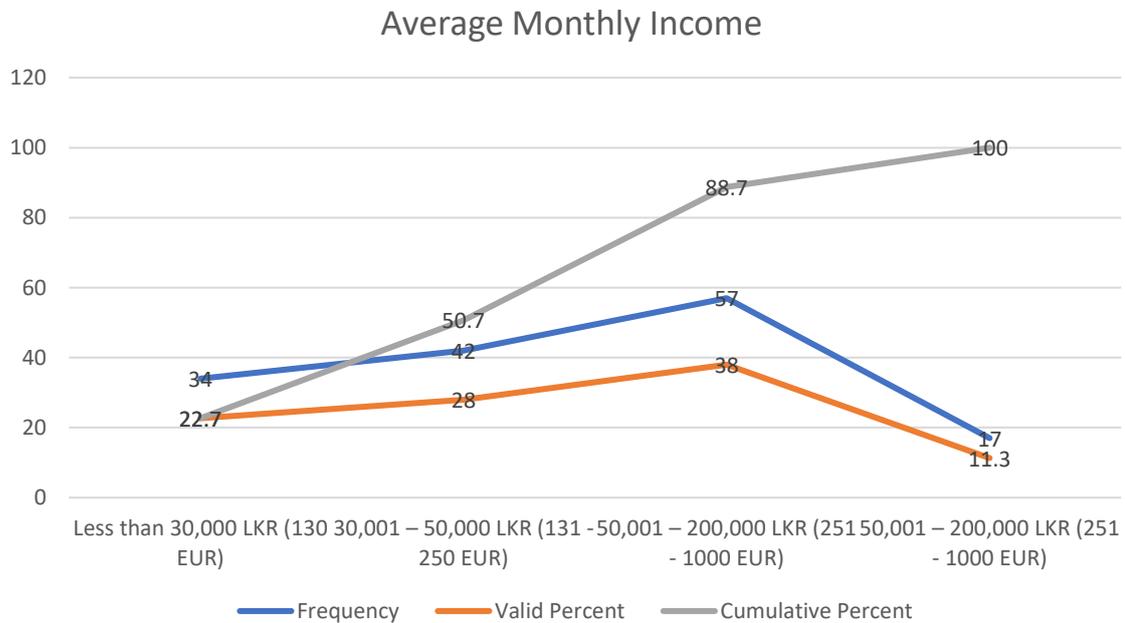


Fig. 17. Average Monthly Income. (Source: Author’s Compilation)

Table 13 represents average monthly income and the percentages

Table 13. Average Monthly Income. (Source: Author’s Compilation)

The Average income per month					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30,000 LKR (130 EUR)	34	22.7	22.7	22.7
	30,001 – 50,000 LKR (131 - 250 EUR)	42	28.0	28.0	50.7
	50,001 – 200,000 LKR (251 - 1000 EUR)	57	38.0	38.0	88.7
	50,001 – 200,000 LKR (251 - 1000 EUR)	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

### 2.3.2. Testing the Measurement Scale

What was done for the second part of this study was to consider the factors related to the motivations of the employees and the relationship scales that they have with respect to their performance. This section describes the data obtained here.

The self-employed count is 10 and it represents 6.67% of the sample. above mentioned table 1 data illustrate the level of self-motivation of the respondents.

There can illustrate 18% of the sample has not self-motivated and 21.33% are neutral and do not have a clear motive for their job. 60.67% of the respondent are self-motivated or totally self-motivated. Which can be a valuable point to the organization and on the other hand they are self-driven. Therefore, if they are not satisfied, they might find other opinions and options.

The reliability test was first performed in this study and is shown in the tables 14.

Table 14. Case Processing Summary (Source: Author's Compilation)

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

The Reliability statistics table shows Cronbach's Alpha 95.6% and Based on Standardized Items it is 93.7% of 150 valid cases and none of cases are excluded from the study. Number of items are 25 for the reliability and 15 rated for the study.

Reliability Statistics summarizes in Table 15

Table 15. Reliability Statistics (Source: Author's Compilation)

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.976	.976	30

The Cronbach's alpha (by SPSS software) used to test the validity of the scales is used here to understand the internal consistency of these scales and how strong they are. The 30 items used

by Cronbach's Alpha, which is 98% standardized, confirm whether the scales given in relation to the motivational factors in employees' motivation the scales in relation to their performance. That is to say, the scales used for this study are very strong consistent.

The summary of inter-item correlations is represented in Table 16

Table 16. Inter-Item Correlations for the questionnaire Section B (Source: Author's Compilation)

<b>Summary Item Statistics</b>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.576	.169	.977	.808	5.769	.037	30

Here can be shown of the mean relation of internal consistency of the scale items which has been used in the questionnaire. (0.576)

Table 17 represents Cronbach's Alpha if Item Deleted

Table 17. Item-Total Statistics performed by the Questionnaire Section B Items If deleted (Source: Author's Compilation)

<b>Item-Total Statistics</b>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1.Motivational factors	97.0333	909.375	.843	.	.974
2.Motivational factors	96.7200	927.008	.772	.	.975
3.Motivational factors	96.8400	914.860	.838	.	.974
4.Motivational factors	96.8067	926.009	.817	.	.974

5.Motivational factors	96.7933	917.480	.848	.	.974
6.Motivational factors	96.7600	908.788	.863	.	.974
7.Motivational factors	96.7600	908.533	.879	.	.974
8.Motivational factors	96.8200	928.592	.731	.	.975
9.Motivational factors	97.0333	933.026	.763	.	.975
10.Motivational factors	96.9800	920.664	.874	.	.974
11.Motivational factors	96.8733	924.715	.826	.	.974
12.Motivational factors	97.2333	932.623	.723	.	.975
13.Motivational factors	96.8533	923.146	.851	.	.974
14.Motivational factors	96.9733	921.771	.799	.	.974
15.Motivational factors	96.9333	914.063	.894	.	.974
1.Performance Level	96.2533	936.190	.643	.	.975
2.Performance Level	96.6600	925.018	.719	.	.975
3.Performance Level	96.5267	920.318	.724	.	.975
4.Performance Level	96.3533	921.451	.839	.	.974
5.Performance Level	96.2067	936.071	.802	.	.975

6.Performance Level	96.3800	926.506	.774	.	.975
7.Performance Level	96.2533	930.284	.804	.	.975
8.Performance Level	97.2333	927.845	.648	.	.975
9.Performance Level	96.6267	944.088	.573	.	.976
10.Performance Level	96.9133	929.516	.657	.	.975
11.Performance Level	96.9067	936.837	.613	.	.975
12.Performance Level	96.8200	945.249	.576	.	.976
13.Performance Level	96.7267	934.938	.568	.	.976
14.Performance Level	96.3267	944.221	.516	.	.976
15.Performance Level	96.7200	926.606	.726	.	.975

Here no item needs to be deleted and can find the similarity of Cronbach's Alpha if Item Deleted.

Therefore, author is keeping the 30 items as it is and the questionnaire was successful the study is internally consistence and can be stated as clear, accurate, valid, and concise.

### 3. RESULTS

#### 3.1. Frequency Analysis and Ranking of the study

There are 15 motivational criteria and 15 relevant job performance criteria which have been used for the research.

Here it is summarized the main findings. According to the respondents, the majority has been stated agree as all motivational factors for the study. And the respondents have been stated that it, has a positive effect on job results or Somewhat effect on job results. Therefore, the frequency analysis of the study is more than 50-60% of the respondents agree and strongly agree with the motivational factors and job performance factors.

Frequency Table of Motivational factors reasonable salary enhancements represents in the table 18

Table 18. Frequency Table of Motivational factors (Reasonable Salary Enhancements) (Source: Author's Compilation)

<b>1.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	29.3	29.3	29.3
	Disagree	17	11.3	11.3	40.7
	Neutral	4	2.7	2.7	43.3
	Agree	<b>58</b>	<b>38.7</b>	38.7	82.0
	Strongly Agree	27	18.0	18.0	100.0
	Total	150	100.0	100.0	

Frequency Table of Motivational factors -Fringe Benefits & Privileges represents in the table 19

Table 19. Frequency Table of Motivational factors (Fringe Benefits & Privileges) (Source: Author's Compilation)

<b>2.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	14	9.3	9.3	26.0
	Neutral	16	10.7	10.7	36.7
	Agree	<b>72</b>	<b>48.0</b>	48.0	84.7
	Strongly Agree	23	15.3	15.3	100.0
	Total	150	100.0	100.0	

Evaluation methods and promotion motivational factor represents in table 20

Table 20. Frequency Table of Motivational factors (Good evaluation methods and Promotions) (Source: Author’s Compilation)

<b>3.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	33	22.0	22.0	38.7
	Neutral	9	6.0	6.0	44.7
	Agree	47	31.3	31.3	76.0
	Strongly Agree	36	24.0	24.0	100.0
	Total	150	100.0	100.0	

Responsibilities as a motivational factor represent in table 21

Table 21. Frequency Table of Motivational factors (Holding responsibilities) (Source: Author’s Compilation)

<b>4.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	11.3	11.3	11.3
	Disagree	30	20.0	20.0	31.3
	Neutral	22	14.7	14.7	46.0
	Agree	57	38.0	38.0	84.0
	Strongly Agree	24	16.0	16.0	100.0
	Total	150	100.0	100.0	

Table 22. Frequency Table of Motivational factors (Training & Workshop Programs) (Source: Author’s Compilation)

<b>5.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	22	14.7	14.7	31.3
	Neutral	19	12.7	12.7	44.0
	Agree	53	35.3	35.3	79.3
	Strongly Agree	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

Leadership skills as a motivational factor shows in table 23

Table 23. Frequency Table of Motivational factors (Good leadership skills among managers)  
(Source: Author's Compilation)

<b>6.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	23.3	23.3	23.3
	Disagree	12	8.0	8.0	31.3
	Neutral	14	9.3	9.3	40.7
	Agree	48	32.0	32.0	72.7
	Strongly Agree	41	27.3	27.3	100.0
	Total	150	100.0	100.0	

Appreciation and recognition as a motivational factor represent in table 24

Table 24. Frequency Table of Motivational factors (Appreciation or recognition for a job well done)  
(Source: Author's Compilation)

<b>7.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	15	10.0	10.0	31.3
	Neutral	18	12.0	12.0	43.3
	Agree	43	28.7	28.7	72.0
	Strongly Agree	42	28.0	28.0	100.0
	Total	150	100.0	100.0	

Job security represents in table 25 as a motivational factor

Table 25. Frequency Table of Motivational factors (Job Security)  
(Source: Author's Compilation)

<b>8.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	13.3	13.3	13.3
	Disagree	31	20.7	20.7	34.0
	Neutral	20	13.3	13.3	47.3
	Agree	48	32.0	32.0	79.3
	Strongly Agree	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

Work conditions represents in table 26

Table 26. Frequency Table of Motivational factors (Work conditions and safety)  
(Source: Author's Compilation)

<b>9.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	13.3	13.3	13.3
	Disagree	33	22.0	22.0	35.3
	Neutral	29	19.3	19.3	54.7
	Agree	56	37.3	37.3	92.0
	Strongly Agree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

Insurance and paid vacation as a motivational factor represent in table 27

Table 27. Frequency Table of Motivational factors (Paid Insurance and vacations) (Source: Author's Compilation)

<b>10.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	26	17.3	17.3	34.0
	Neutral	24	16.0	16.0	50.0
	Agree	59	39.3	39.3	89.3
	Strongly Agree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Unbiased feedback as a motivational factor shows in table 28

Table 28. Frequency Table of Motivational factors (Unbiased feedback) (Source: Author's Compilation)

<b>11.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.7	14.7	14.7
	Disagree	25	16.7	16.7	31.3
	Neutral	22	14.7	14.7	46.0
	Agree	62	41.3	41.3	87.3
	Strongly Agree	19	12.7	12.7	100.0
	Total	150	100.0	100.0	

Job rotation as a motivational factor represent in table 29

Table 29. Frequency Table of Motivational factors (Job rotation) (Source: Author's Compilation)

<b>12.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	23.3	23.3	23.3
	Disagree	17	11.3	11.3	34.7
	Neutral	47	31.3	31.3	66.0
	Agree	<b>38</b>	<b>25.3</b>	25.3	91.3
	Strongly Agree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Incentives and increments as a motivational factor represent in table 30

Table 30. Frequency Table of Motivational factors (Incentives/increments) (Source: Author's Compilation)

<b>13.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	13.3	13.3	13.3
	Disagree	27	18.0	18.0	31.3
	Neutral	23	15.3	15.3	46.7
	Agree	59	39.3	39.3	86.0
	Strongly Agree	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

Annual leaves and bonuses as a motivational factor in table 31

Table 31. Frequency Table of Motivational factors (Annual Leave bonuses) (Source: Author's Compilation)

<b>14.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	22.0	22.0	22.0
	Disagree	17	11.3	11.3	33.3
	Neutral	20	13.3	13.3	46.7
	Agree	61	40.7	40.7	87.3
	Strongly Agree	19	12.7	12.7	100.0
	Total	150	100.0	100.0	

Transportation facilities as a motivational factor represent in table 32

Table 32. Frequency Table of Motivational factors (Transportation facilities / bonuses)  
(Source: Author's Compilation)

<b>15.Motivational factors</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	15	10.0	10.0	31.3
	Neutral	24	16.0	16.0	47.3
	Agree	57	38.0	38.0	85.3
	Strongly Agree	22	14.7	14.7	100.0
	Total	150	100.0	100.0	

Reasonable salary and the job performance frequency table represents in table 33

Table 33. Frequency Table of Performance Level (Reasonable Salary Enhancements)  
(Source: Author's Compilation)

<b>1.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	12	8.0	8.0	8.0
	Not affect my job results	18	12.0	12.0	20.0
	Neutral effect on my job results	23	15.3	15.3	35.3
	Somewhat effect on my job results	28	18.7	18.7	54.0
	Definitely, have a positive effect on my job results	69	46.0	46.0	100.0
	Total	150	100.0	100.0	

Fringe benefits and other Privilege effect on the job performance criteria related frequency table represent in table 34

Table 34. Frequency Table of Performance Level (Fringe Benefits & Privileges) (Source: Author's Compilation)

<b>2.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	15	10.0	10.0	10.0
	Not affect my job results	39	26.0	26.0	36.0
	Neutral effect on my job results	19	12.7	12.7	48.7
	Somewhat effect on my job results	22	14.7	14.7	63.3
	Definitely, have a positive effect on my job results	55	36.7	36.7	100.0
	Total	150	100.0	100.0	

Impact on job performance - Good evaluation methods and Promotions related frequency table represents in table 35

Table 35. Frequency Table of Performance Level Good evaluation methods and Promotions) (Source: Author’s Compilation)

<b>3.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	28	18.7	18.7	18.7
	Not affect my job results	15	10.0	10.0	28.7
	Neutral effect on my job results	14	9.3	9.3	38.0
	Somewhat effect on my job results	32	21.3	21.3	59.3
	Definitely, have a positive effect on my job results	61	40.7	40.7	100.0
	Total	150	100.0	100.0	

Holding responsibilities and impact on the job performance frequency table represents in table 36

Table 36. Frequency Table of Performance Level (The Responsibilities) (Source: Author’s Compilation)

<b>4.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	12	8.0	8.0	8.0
	Not affect my job results	24	16.0	16.0	24.0
	Neutral effect on my job results	13	8.7	8.7	32.7
	Somewhat effect on my job results	45	30.0	30.0	62.7
	Definitely, have a positive effect on my job results	56	37.3	37.3	100.0
	Total	150	100.0	100.0	

Training and workshops have impact on the job performance represents in table 37

Table 37. Frequency Table of Performance Level (The Training & Workshops programs) (Source: Author’s Compilation)

<b>5.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results	29	19.3	19.3	19.3
	Neutral effect on my job results	12	8.0	8.0	27.3
	Somewhat effect on my job results	58	38.7	38.7	66.0
	Definitely, have a positive effect on my job results	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Good leadership skills among managers have an impact on the performance represents in table 38

Table 38. Frequency Table of Performance Level (Good leadership skills) (Source: Author's Compilation)

<b>6.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	7	4.7	4.7	4.7
	Not affect my job results	31	20.7	20.7	25.3
	Neutral effect on my job results	25	16.7	16.7	42.0
	Somewhat effect on my job results	24	16.0	16.0	58.0
	Definitely, have a positive effect on my job results	63	42.0	42.0	100.0
	Total	150	100.0	100.0	

Appreciation or recognition for a job well done has an impact on the performance shows in table 39

Table 39. Frequency Table of Performance Level (Appreciation or recognition) (Source: Author's Compilation)

<b>7.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	12	8.0	8.0	8.0
	Not affect my job results	10	6.7	6.7	14.7
	Neutral effect on my job results	21	14.0	14.0	28.7
	Somewhat effect on my job results	56	37.3	37.3	66.0
	Definitely, have a positive effect on my job results	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Job Security has an impact on the performance represents in table 40

Table 40. Frequency Table of Performance Level (Job Security) (Source: Author's Compilation)

<b>8.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	48	32.0	32.0	32.0
	Not affect my job results	15	10.0	10.0	42.0
	Neutral effect on my job results	28	18.7	18.7	60.7
	Somewhat effect on my job results	30	20.0	20.0	80.7
	Definitely, have a positive effect on my job results	29	19.3	19.3	100.0
	Total	150	100.0	100.0	

Work conditions and safety have an impact on the performance represents in table 41

Table 41. Frequency Table of Performance Level (Work conditions and safety) (Source: Author's Compilation)

9.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	19	12.7	12.7	12.7
	Not affect my job results	12	8.0	8.0	20.7
	Neutral effect on my job results	35	23.3	23.3	44.0
	Somewhat effect on my job results	50	33.3	33.3	77.3
	Definitely, have a positive effect on my job results	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Paid Insurance and vacations have an impact on the performance represent in table 42

Table 42. Frequency Table of Performance Level (Paid Insurance and vacations) (Source: Author's Compilation)

10.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	32	21.3	21.3	21.3
	Not affect my job results	18	12.0	12.0	33.3
	Neutral effect on my job results	30	20.0	20.0	53.3
	Somewhat effect on my job results	33	22.0	22.0	75.3
	Definitely, have a positive effect on my job results	37	24.7	24.7	100.0
	Total	150	100.0	100.0	

Unbiased feedback has an impact on the performance represents in table 43

Table 43. Frequency Table of Performance Level (Unbiased feedback) (Source: Author's Compilation)

11.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	22	14.7	14.7	14.7
	Not affect my job results	34	22.7	22.7	37.3
	Neutral effect on my job results	22	14.7	14.7	52.0
	Somewhat effect on my job results	40	26.7	26.7	78.7
	Definitely, have a positive effect on my job results	32	21.3	21.3	100.0
	Total	150	100.0	100.0	

Job rotation has an impact on the performance shows in table 44

Table 44. Frequency Table of Performance Level (Job rotation) (Source: Author's Compilation)

12.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	16	10.7	10.7	10.7
	Not affect my job results	23	15.3	15.3	26.0
	Neutral effect on my job results	46	30.7	30.7	56.7
	Somewhat effect on my job results	36	24.0	24.0	80.7
	Definitely, have a positive effect on my job results	29	19.3	19.3	100.0
	Total	150	100.0	100.0	

Incentives/increments have an impact on the performance represents in table 45

Table 45. Frequency Table of Performance Level (Incentives/increments) (Source: Author's Compilation)

13.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	29	19.3	19.3	19.3
	Not affect my job results	21	14.0	14.0	33.3
	Neutral effect on my job results	19	12.7	12.7	46.0
	Somewhat effect on my job results	30	20.0	20.0	66.0
	Definitely, have a positive effect on my job results	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Annual Leave bonuses have an impact on the performance shows in table 46

Table 46. Frequency Table of Performance Level (Annual Leave bonuses) (Source: Author's Compilation)

14.Performance Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	17	11.3	11.3	11.3
	Not affect my job results	15	10.0	10.0	21.3
	Neutral effect on my job results	23	15.3	15.3	36.7
	Somewhat effect on my job results	28	18.7	18.7	55.3
	Definitely, have a positive effect on my job results	67	44.7	44.7	100.0
	Total	150	100.0	100.0	

Transportation facilities / bonuses have an impact on the performance represents in table 47

Table 47. Frequency Table of Performance Level (Transportation facilities / bonuses) (Source: Author's Compilation)

<b>15.Performance Level</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affect my job results at all	17	11.3	11.3	11.3
	Not affect my job results	32	21.3	21.3	32.7
	Somewhat affect on my job results	30	20.0	20.0	66.0
	Definitely, have a positive affect on my job results	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

### Ranking Method

The Mann-Whitney test is performed by ranking points regardless of team variable. Author has examined whether this difference is large enough to reach significance.

The motivational factor 12 (Job rotation) is not significant as the  $0.53 > 0.05$  confidence level. Unbiased feedback and Incentives/increments considered as insignificance according to the study. According to the response, the results have been come out as it is. The incentive and unbiased feedback are insignificant factors according to the Mann-Whitney U Test. But Author states that there is a significant relationship between these motivational factors and job performance when we consider all factors together. Individually these motivational factors may insignificant but with the supervision and other responsibilities, the factors have a strong influence. (See Annex 02)

The Table 48 summarizes the Mann-Whitney Test results.

Table 48. Results of Mann-Whitney U Test: Existence of Statistically Significant Difference

<b>Motivational Factors</b>	<b>Sig.</b>	<b>Difference in Opinions</b>
1.Motivational factors	0.004	Exists
2.Motivational factors	0.002	Exists
3.Motivational factors	0.004	Exists
4.Motivational factors	0.001	Exists
5.Motivational factors	0.001	Exists
6.Motivational factors	0	Exists

7.Motivational factors	0	Exists
8.Motivational factors	0.001	Exists
9.Motivational factors	0.048	Exists
10.Motivational factors	0.002	Exists
11.Motivational factors	0.004	Exists
<b>12.Motivational factors</b>	<b>0.53</b>	<b>Does not Exists</b>
13.Motivational factors	0.001	Exists
14.Motivational factors	0.019	Exists
15.Motivational factors	0.003	Exists
1.Performance Level	0	Exists
2.Performance Level	0	Exists
3.Performance Level	0	Exists
4.Performance Level	0	Exists
5.Performance Level	0	Exists
6.Performance Level	0	Exists
7.Performance Level	0	Exists
8.Performance Level	0.001	Exists
9.Performance Level	0.001	Exists
10.Performance Level	0.005	Exists
11.Performance Level	0.381	<b>Does not Exists</b>
12.Performance Level	0	Exists
13.Performance Level	0.489	<b>Does not Exists</b>
14.Performance Level	0	Exists
15.Performance Level	0.021	Exists

### 3.2. Results from Survey Analysis

The study is the purpose for the identity of the relationship between employee motivation and job performance in Sri Lanka. As mentioned in the above chapters, the information obtained from the questions obtained in the study of private and government institutions in Sri Lanka is analyzed here. Inferential statistic methods are used in this regard. It uses table charts taken for predictions using the SPSS software

Here, four hypotheses are mainly analyzed.

**H1:** There is a significant relationship between salary, other benefits, and Job performance in Sri Lanka

**H2:** There is a significant relationship between Supervision and Responsibilities and Job performance in Sri Lanka

**H3:** There is a significant relationship between Training and Job performance in Sri Lanka

**H4:** There is a significant relationship between Job Security and Job performance in Sri Lanka

Note: See Figure 15.

In this analysis, the prediction is made based on the information obtained from the questionnaire.

The questionnaire is applied to test the validity of these hypotheses, which include 15 motivation-related questions and 15 performance-related questions. The validity of these questions is discussed in the chapters above. The study also uses a multiple linear regression approach technique. This is because different variables effect on the Job performance.

Tests of the research hypotheses

Hypothetical tests are performed, and their correlations are examined, with the study of one variable and the study of multiple variables discussing its validity.

**H1:** There is a significant relationship between salary, other benefits, and Job performance in Sri Lanka

Table 49 represent the variables entered or removed of Reasonable Salary Enhancements

Table 49. Performing Variables Entered/Removed (Reasonable Salary Enhancements) (Source: author’s compilation)

<b>Variables Entered/Removed<sup>a</sup></b>			
Model	Variables Entered	Variables Removed	Method
1	1.Motivational factors <sup>b</sup>	.	Enter
a. Dependent Variable: 1. Performance Level			
b. All requested variables entered.			

Model Summary of Reasonable Salary Enhancements data represents in Table 50

Table 50. Performing Variables Model Summary (Reasonable Salary Enhancements) (Source: author's compilation)

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.404 <sup>a</sup>	.163	.158	1.22965	2.416
a. Predictors: (Constant), 1. Motivational factors					
b. Dependent Variable: 1. Performance Level					

ANOVA table of Reasonable Salary Enhancements summarizes in Table 51

Table 51. Performing Variables ANOVA Table (Reasonable Salary Enhancements) (Source: author's compilation)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.712	1	43.712	28.909	.000 <sup>b</sup>
	Residual	223.781	148	1.512		
	Total	267.493	149			
a. Dependent Variable: 1. Performance Level						
b. Predictors: (Constant), 1. Motivational factors						

It can be pointed out that this model and the hypotheses can be substantiated, and that the H<sub>0</sub>: the hypothesis is rejected at 0.00 < 0.05 (95% confidence level), and that the H<sub>1</sub>: hypothesis, there is a significant relationship between salary, other benefits, and Job performance in Sri Lanka is accepted. But a low R-value and an Adjusted R Square value of 0.158 indicates that it is less good. If this value is close to 1 then the validity here is very good.

So here we will not just study this variable but also study several variables. Consider the Dependent variable and a few independent variances. The following tables consider the motivational factors 1, 2, 13, 14,15 as the independent factors (Motivational Factors) to test the **H<sub>1</sub>** hypothesis. {Reasonable Salary Enhancements, Fringe Benefits & Privileges, Incentives/increments, Annual Leave bonuses, Transportation facilities / bonuses }

The variables entered or removed of Salary and benefits related Independent Variables in Table 52

Table 52. Performing Variables Entered/Removed (Salary and benefits related Independent Variables) (Source: Author’s Compilation)

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	15. Motivational factors, 14. Motivational factors, 2. Motivational factors, 1. Motivational factors, 13. Motivational factors <sup>b</sup>	.	Enter
a. Dependent Variable: 1. Performance Level			
b. All requested variables entered.			

Table 53 interpret the data related to Salary and benefits and job performance

Table 53. Performing Variables Model Summary (Salary and benefits related Independent Variables) (Source: Author’s Compilation)

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.623 <sup>a</sup>	.389	.367	1.06567	.389	18.309	5	144	.000
a. Predictors: (Constant), 15. Motivational factors, 14. Motivational factors, 2. Motivational factors, 1. Motivational factors, 13. Motivational factors									
b. Dependent Variable: 1. Performance Level									

In this case, the value is higher than the previous value and the value F is lower. Table 51 indicates F= 28.909 and Table 53 indicates F=18.309.

ANOVA table 54 represents the Salary and benefits related Independent Variables.

Table 54. Performing Variables ANOVA (Salary and benefits related Independent Variables) (Source: Author’s Compilation)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.960	5	20.792	18.309	.000 <sup>b</sup>
	Residual	163.533	144	1.136		
	Total	267.493	149			
a. Dependent Variable: 1. Performance Level						
b. Predictors: (Constant), 15. Motivational factors, 14. Motivational factors, 2. Motivational factors, 1. Motivational factors, 13. Motivational factors						

Coefficients table 55 represent of the Salary and benefits related Independent Variables and the job performance.

Table 55. Performing Variables Coefficients (Salary and benefits related Independent Variables) (Source: Author’s Compilation)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.446	.280		5.165	.000
	1.Motivational factors	-.289	.121	-.335	-2.389	.018
	2.Motivational factors	.359	.125	.352	2.866	.005
	13.Motivational factors	.447	.224	.426	1.994	.048
	14.Motivational factors	.249	.108	.257	2.316	.022
	15.Motivational factors	-.051	.238	-.052	-.213	<b>.831</b>

a. Dependent Variable: 1. Performance Level

In the Table 55 shows the multivariable factor which is 15 motivational factors is insignificant here. This factor is referred for the transportation benefits and Salary impact on the Job performance has been rejected at  $0.831 > 0.05$  (95%) Confidence level. It has nothing to do with the salary related Job performance.

If we take into consideration for all independent variables for the Salary related Job performance indicator as per the bellow.

Figure 18 plotted the data of regression standardized residual of Salary and benefits related Independent Variables and the job performance.

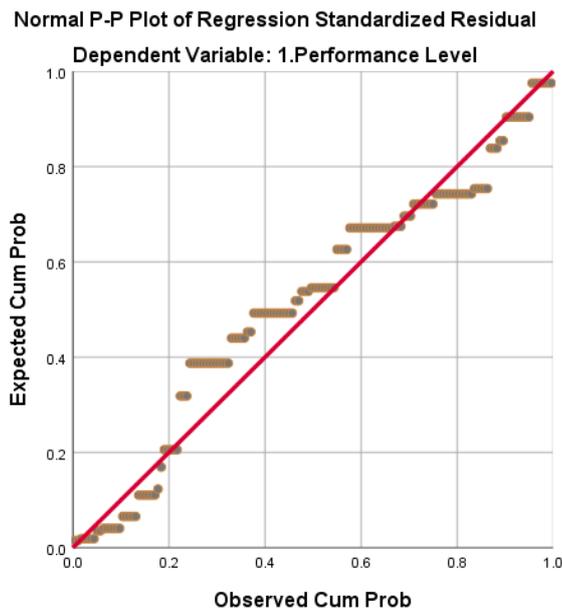


Fig. 18. Normal P-Plot Regression Standardized Residual -. Relation between Salary and other benefits and Job Performance. (Source: Author’s Compilation)

Linearity is strong and except Motivational factor 15 others are significant for the Salary enhancement has an impact on Job Performance in Sri Lanka.

And the **H1**: Hypothesis is accepted at the significant level  $0.00 < 0.05$ .

**H2**: There is a significant relationship between Supervision and Responsibilities and Job performance in Sri Lanka

Here the considered motivational factors are Good evaluation methods and Promotions, Holding responsibilities, Good leadership skills among managers, Unbiased feedback, Job rotation and Job Performance

Table 56 summarizes the Supervision and Responsibilities related Independent Variables which have been entered or removed for the regression model.

Table 56. Performing Variables Entered/Removed (Supervision and Responsibilities related Independent Variables) (Source: author’s compilation)

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	12.Performance Level, 3. Performance Level, 4. Performance Level, 11. Performance Level, 6. Performance Level <sup>b</sup>	.	Enter
a. Dependent Variable: 3. Motivational factors			
b. All requested variables entered.			

There is no Item removed and as per the below tables can be identified R-Value and F-Value Supervision and Responsibilities related to Independent Variables and the job performance regression model summary has been representing the table 57.

Table 57. Performing Variables Model Summary (Supervision and Responsibilities related Independent Variables) (Source: author’s compilation)

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 <sup>a</sup>	.403	.382	1.21683
a. Predictors: (Constant), 12. Motivational factors, 3. Motivational factors, 4. Motivational factors, 11. Motivational factors, 6. Motivational factors				
b. Dependent Variable: 3. Performance Level				

Supervision and Responsibilities related to Independent Variables and the job performance has been summarized in ANOVA table 58.

Table 58. Performing Variables ANOVA (Supervision and Responsibilities related Independent Variables) (Source: author’s compilation)

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143.857	5	28.771	19.431	.000 <sup>b</sup>
	Residual	213.217	144	1.481		
	Total	357.073	149			
a. Dependent Variable: 3. Performance Level						
b. Predictors: (Constant), 12. Motivational factors, 3. Motivational factors, 4. Motivational factors, 11. Motivational factors, 6. Motivational factors						

The coefficients table of Supervision and Responsibilities related Independent Variables represent table 59.

Table 59. Performing Variables Coefficients (Supervision and Responsibilities related Independent Variables) (Source: author’s compilation)

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.656	.317		5.228	.000
	3.Motivational factors	.711	.174	.668	4.085	.000
	4.Motivational factors	.191	.248	.157	.773	<b>.441</b>
	6.Motivational factors	.220	.266	.217	.827	<b>.410</b>

11.Motivational factors	-.422	.220	-.349	-1.916	<b>.057</b>
12.Motivational factors	-.144	.113	-.119	-1.273	<b>.205</b>
a. Dependent Variable: 3. Performance Level					

The dependent variable is identified as the impact on Good evaluation methods and Promotions and the above-identified motivational factors considered significant levels according to the 0.05 confidence level as per the table 30 model summary shows R- 0.635 and Adjusted R Square – 0.382. The model is significant, but the Coefficients table shows some insignificant factors such as Factor 4,6,11,12 which is not significant as at 0.05 confidence level. Individually the factor 03 is significant for Job performance.

Thus, **H2:** Hypothesis is accepted as at 0.00 significant level and needs to emphasize the factors such as other responsibilities, feedbacks, Job rotation, and Managers Leadership skills are problematic and appear to be not very appropriate motivational factors. This cannot be identified as the clearest and best model for employee performance here. But, when all the factors are taken together, this inconsistency seems to be valid. Therefore, it appears that motivational factors are important, but they do not act alone.

Finally, this assumption seems plausible. As at R-value is not too close to 1 but it has normal goodness.

Responsibilities were related to Independent Variables of the regression analysis summarized in table 60.

Table 60. Performing Variables Model Summary (Responsibilities related Independent Variables) (Source: author’s compilation)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 <sup>a</sup>	.517	.500	.93748
a. Predictors: (Constant), 12. Motivational factors, 3. Motivational factors, 4. Motivational factors, 11. Motivational factors, 6. Motivational factors				
b. Dependent Variable: 4. Performance Level				

Here Table 60 explains the Responsibilities which they get at work effect on Job performance and this model shows the 0.5 Adjusted R Square at the significant level 0.05. This means the responsibilities have to with the job performance and it has good validity.

Therefore, as explained above these factors are not individually activating and it has inter-relationship and interdependency.

Figure 19 represent histogram of Responsibilities and Job Performance

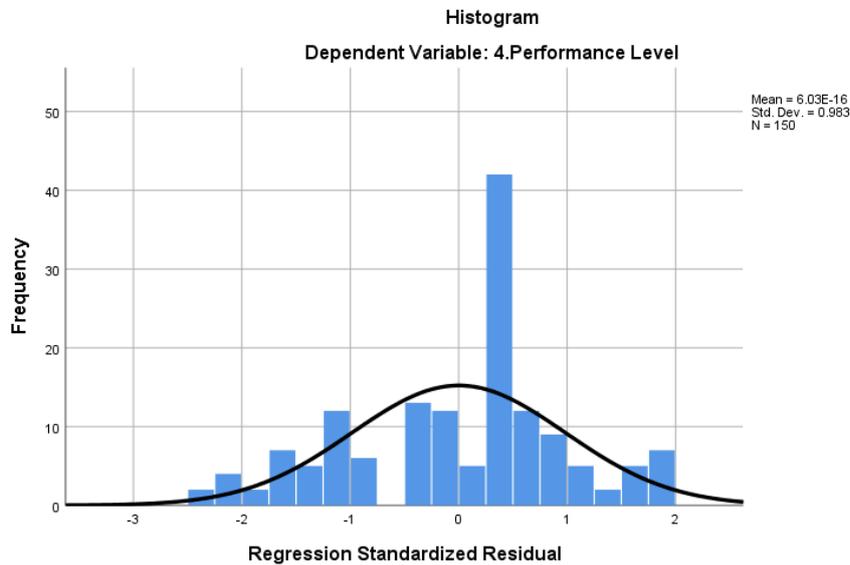


Fig. 19. Normality Histogram on Responsibilities and Job Performance (Source: author’s compilation)

**H3:** There is a significant relationship between Training and Job performance in Sri Lanka

Table 61 shows Training & Workshop Programs for the Job Performance which Variables Entered/Removed.

Table 61. Variables Entered/Removed -Training & Workshop Programs for the Job Performance (Source: author’s compilation)

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	7.Motivational factors, 5. Motivational factors <sup>b</sup>	.	Enter
a. Dependent Variable: 5. Performance Level			
b. All requested variables entered.			

The Model Summary of Training & Workshop Programs for the Job Performance shown in Table 62.

Table 62. Model Summary- Training & Workshop Programs for the Job Performance (Source: author’s compilation)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734 <sup>a</sup>	.539	.533	.74391
a. Predictors: (Constant), 7. Motivational factors, 5. Motivational factors				

b. Dependent Variable: 5. Performance Level

ANOVA table of Training & Workshop Programs for the Job Performance shown in Table 63.

Table 63. ANOVA table -Training & Workshop Programs for the Job Performance (Source: author's compilation)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.244	2	47.622	86.054	.000 <sup>b</sup>
	Residual	81.349	147	.553		
	Total	176.593	149			
a. Dependent Variable: 5. Performance Level						
b. Predictors: (Constant), 7. Motivational factors, 5. Motivational factors						

Coefficients table of Training & Workshop Programs for the Job Performance shown in Table 64 which summarized the t-value.

Table 64. Coefficients table -Training & Workshop Programs for the Job Performance (Source: author's compilation)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.172	.157		13.823	.000
	5.Motivational factors	-.145	.147	-.185	-.990	.324
	7.Motivational factors	.656	.135	.909	4.867	.000
a. Dependent Variable: 5. Performance Level						

Here the factor of training and workshop has no direct strong relationship individually where Job performance can be enhanced and impact. It has the appreciation and recognition motivation factor along with that for the Job performance. Which shows on the table significant level  $0.00 < 0.05$  and as an individual factor for training and workshop is insignificant (Table 37.-  $0.324 > 0.05 =$  insignificant)

As a model which can be emphasized R- .734a and Adjusted R Square= 0.533. F-Value is higher - 86.054

Here the **H3**: Hypothesis is accepted as at  $0.00 < 0.05$  confidence level.

Figure 20 represents the regression trend p-plot for Training & Workshop Programs on Job Performance.

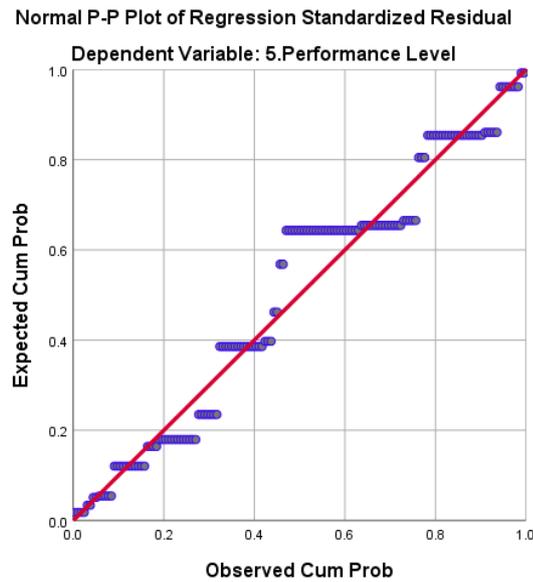


Fig. 20. P-Plot of Training & Workshop Programs on Job Performance (Source: author’s compilation)

Figure 21 represents the distribution of standardized residual of Training & Workshop Programs on Job Performance.

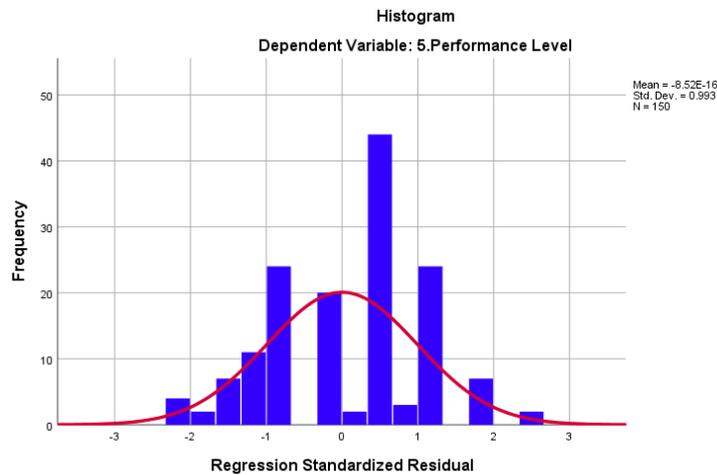


Fig. 21. Histogram of Training & Workshop Programs on Job Performance (Source: author’s compilation)

The two diagram diagrams shown above represent the standard deviations of the data scatter as well as the standardized linearity.

**H4:** There is a significant relationship between Job Security and Job performance in Sri Lanka Variables Entered/Removed of Job Security and the Job Performance represents in Table 65

Table 65. Variables Entered/Removed - Job Security and the Job Performance (Source: author's compilation)

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	10. Motivational factors, 8. Motivational factors, 9. Motivational factors <sup>b</sup>	.	Enter
a. Dependent Variable: 8. Performance Level			
b. All requested variables entered.			

Model summary of Job Security and the Job Performance for the regression analysis shown in table 66.

Table 66. Model Summary- Job Security and the Job Performance (Source: author's compilation)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521 <sup>a</sup>	.271	.256	1.32089
a. Predictors: (Constant), 10. Motivational factors, 8. Motivational factors, 9. Motivational factors				
b. Dependent Variable: 8. Performance Level				

ANOVA table of Job Security and the Job Performance for the regression analysis and F-value shown in table 67.

Table 67. ANOVA- Job Security and the Job Performance (Source: author's compilation)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.740	3	31.580	18.100	.000 <sup>b</sup>
	Residual	254.733	146	1.745		
	Total	349.473	149			
a. Dependent Variable: 8. Performance Level						
b. Predictors: (Constant), 10. Motivational factors, 8. Motivational factors, 9. Motivational factors						

Coefficients table of Job Security and the Job Performance for the regression analysis and t-value shown in the table 68.

Table 68. Coefficients- Job Security and the Job Performance (Source: author's compilation)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.372	.309		4.436	.000
	8.Motivational factors	.288	.118	.254	2.437	.016
	9.Motivational factors	-.865	.226	-.681	-3.819	.000
	10.Motivational factors	1.023	.221	.861	4.635	.000
a. Dependent Variable: 8. Performance Level						

When examining the relationship between job security and performance, the above model (Table 66) shows that the R-value is 0.521 and the Adjusted R Square is as low as 0.256. Therefore, accept this hypothesis with a confidence level of  $0.00 < 0.05$ , and since R is far from 1, it can be stated that a very good representation of these variables cannot be seen.

But the H4: hypothesis acknowledges that the two variables considered here are job security and that there is a relationship between the work environment and safety and employee performance.

But this is something that will be further investigated by showing less R-value and It is true that this is solely considered the employee Job performance and their motivational factors. Therefore, this job security and safety can be both sides of positive and negative impacts on job performance. Because the job security is high such as in government sectors in Sri Lanka, the employees are performing low in their job since they have no risk of losing the jobs. Therefore, this model can accept the low inclination reflected by the decrease in R-value.

### 3.3. Results from Interviews

This chapter based on data and information obtained from expert interviews. The issues related to the motivation of Sri Lankan public and private sector employees as well as their performance were discussed. Bellow table has summarized the understanding given by the experts. The study conducted as a semi-structured interview.

This study has been conducted as per the table 69.

Table 69. Expert Interview Structure – (Source: Author’s Compilation)

<b>Sem-Structure Interview</b>	<b>Sector</b>	<b>Detail of the Specialized Area</b>
Expert 01	Government Sector	Economist, Statistician Prof. in Economics and Environmental Director.
Expert 02	Government Sector	Senior Prof. in Sociology Socioeconomic research and training
Expert 03	Private Sector	Airport & Aviation Service Assistant Director, MSc
Expert 04	Private Sector	Apparel Industry, Assistant Manager, BSc, MBA in Administration
Expert 05	Private Sector	Manufacturing Industry, Manager, BSc.

Summary of the Expert Interview shown in table 70

Table 70. Summary of the Qualitative study on Sem-Structure Interview performed with Experts. (Source: author’s compilation)

<b>Question</b>	<b>Information given by the Expert</b>
What is your understanding about the reasonable salary & other benefits and impact on the Job Performance in Sri Lanka?	There is a training period for any employee in Sri Lanka when they first enter the service. In these government institutions they must work under special legal and regulatory systems for a period of three years, and they do not enjoy certain privileges as an ordinary permanent employee during that period. As a result, salaries and other benefits of public sector employees are increasing or decreasing. Most of the time they are likely to lose some of the privileges like getting a loan but during this time they can recognize that their job performance is at a very good level because this is a crucial time for them and here their performance is important to confirm. As such, salaries and other benefits to public sector employees are often not expected during this period. They perform very well by earning low wages early on in order to gain more privileges in the long run. However, public-sector employees in Sri Lanka are underpaid. But there is a tendency for them to stay in the job for a longer period of time due to their freedom of

	<p>employment and long-term benefits in the form of pensions and other benefits and leave.</p> <p>Salary is a critical factor for private-sector employees and often directly affects their performance, otherwise, they can often be seen leaving the job. Salary and other benefits also have a direct impact on their daily attendance and performance.</p>
<p>Do you believe Evaluation, Supervision, and Providing Responsibilities can help to improve Job Performance?</p>	<p>All five respondents agreed that this would lead to social interaction and communication and the creation of a suitable work environment and that this would lead to team performance rather than individual performance.</p> <p>There are some government jobs that do not have accurate job descriptions and all the work falls on them, but the point is that there is a specific job description in the private sector, and it is clearly explained at the time of recruitment. In government employees' performance on the job appears to be lower as political intervention is higher.</p>
<p>What is your opinion on Training and Workshops and their impact on Job Performance?</p>	<p>There is a positive and correlation between these two factors and it, directly and indirectly, affects the personal development as well as the training and development of the employees.</p> <p>Involving employees in a variety of trainings is a reason to make their performance effective and efficient. But what is being said here is that even though they have been given training, in some cases it has been difficult to achieve the satisfaction of the employees, especially in government institutions, so they can achieve a temporary performance by providing training. But the emphasis is on training because employees are organized and developed because of the training and it has an impact on the job performance. But training, as well as other privileges, are essential to keep them on the job or to achieve long-term performance.</p>
<p>How do you see Appreciation and Recognition at work and</p>	<p>This is a very important point where the employees get an identity, and this is very important for their hard work and satisfaction so that this factor can have a direct or indirect impact on the</p>

<p>the relationship with Job Performance?</p>	<p>performance. Many of these are of concern in the private manufacturing sector, as they are provided with free meals or concessional meals to satisfy them. Not only that; By providing such as annual functions and trips. This fact is used to give an identity and to enhance the team spirit which makes the employees feel close to the organization.</p> <p>In the Government sector employees do not gain such recognition inside the organization. But public servants have a better identity outside the workplace, and they are respected in the outside world in terms of job positions.</p> <p>As a result of this prestigious position, many young people are also inclined to seek employment in the public sector.</p> <p>This is crucial because this situation has led to job retention in the public sector rather than performance.</p>
<p>Do You think Job security helps to improve Job Performance?</p>	<p>This factor can be a positive effect on job performance or a negative. Because in the Private sector they do not have good Job Security and always need to perform well in the job to keep the job. And workers with low job security lose confidence in their future and it affects performance.</p> <p>Job security is very high for government employees and they are less likely to have a job risk and therefore may not have a major impact on their performance.</p>

## CONCLUSION AND RECOMMENDATIONS

The following **conclusions** have been derived from the research:

1. Based on the analysis of the literature, it was confirmed that work environment for the employee and their job performance has strong positive relationship.
2. There is a significant difference of the wage distribution in public and private jobs in Sri Lanka. Even though Sri Lanka is a developing country, has less unemployment rate, and a developing emerging market.
3. The first stated hypothesis (H1: There is a significant relationship between salary, other benefits, and Job performance in Sri Lanka) has been accepted. Based on the model statistics (Table 49) salary alone is not the decisive factor in job performance and can be pointed out as an individual factor, but it has a strong positive relationship when considered with other motivational factors.
4. The second research hypothesis (H2: There is a significant relationship between Supervision and Responsibilities and Job performance in Sri Lanka) has been accepted. The Supervision and Responsibilities and the Job Performance has strong positive relationship (Table 57).
5. The third research hypothesis (H3: There is a significant relationship between Training and Job performance in Sri Lanka) has been accepted. Training and Job performance has strong positive relationship. Individual empowerment has a positive impact for the job performance (Table 62).
6. The fourth research hypothesis (H4: There is a significant relationship between Job Security and Job performance in Sri Lanka) has been accepted (Table 66). The government sector has less risk, and more job security leads to less performance because employees do not have a risk at their jobs. But in the private sector employees need to perform well to secure their jobs and it increases the job performance.
7. The author recognizes that each of these motivational factors together can have a powerful impact on job performance. The established goal of the research (to determine the relationship between motivation and job performance and to identify the most powerful motivating factors influencing employees' job performance) has been achieved. The most important factors affecting employees' job performance in Sri Lanka are Supervision, Training, Salary, and other fringe benefits.

8. Multiple linear regression model is the most effective method to identify the relationship between motivational factors and job performance.

The following **recommendations** were formulated by the author of the Master Thesis:

1. For future researchers is recommended that the cluster sampling method can be used to evaluate the relationship between employee motivation and job performance in both private and public sectors separately.
2. It is recommended to the human resource departments in Sri Lankan companies to provide employees with additional benefits such as financial and non-financial apart from their salary which will increase job performance.
3. It is recommended to Sri Lankan Government policymakers direct and supervise the public sector in unbiased integrity and an independent manner.
4. The human resources departments in Sri Lankan companies should arrange training and workshops which will specifically relate to employees' job position.
5. Human resources department and outsourcing agencies are recommended to deliver the awareness of the performance evaluation methods at the workplace at the time of recruitment which will escalate the job performance.
6. Government job positions need to have standard evaluation method to enhance job performance and it is recommended to monitoring departments and inspection authorities in Sri Lanka.

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## **ANNEXES**

## Annex 1. [Survey Questionnaire]

### " Relationship between Employee Motivation and Job Performance in Sri Lanka."

The purpose of the study is to find the relationship between employee motivation and job performance in Sri Lanka. I assure you that these questions protect your privacy and the confidentiality of all your information and are intended for my postgraduate study. Answer the questions will take approximately 15 min. Thank You

\* Required

#### Section A: Respondent Profile

1. Gender \*

*Mark only one oval.*

Male

Female

Prefer not to say

2. Age \*

*Mark only one oval.*

18 -25

26-45

46-64

>64

3. Residence place \*

*Mark only one oval.*

Western Province

Southern, Sabaragamuwa, Central, North Central, Eastern Province

Other:

4. Education level \*

*Mark only one*

*oval.*

- Up to Ordinary Level Education
- Up to Advanced Level Education
- Degree/ Diploma Level Education
- Post Graduate Level Education

5. Occupation status

*\* Mark only one*

*oval.*

- Employed
- Unemployed
- Retired
- Student
- Other: \_\_\_\_\_

6. What is your job position type

*\* Mark only one oval?*

- Staff/ Intern or Minor Staff
- Executive & Senior Executive
- Manager (Middle and Senior)
- Top Manager (Director, CEO, Chairman)

7. If Employed; What sector do you work in? \*

*Mark only one oval.*

- Government Sector (Semi-Government)
- Private Sector
- Self- Employed
- Other:

8. The average income per month, Net \*

*Mark only one oval.*

- Less than 30,000 LKR (130 EUR)

- 30,001 – 50,000 LKR (131 - 250 EUR)
- 50,001 – 200,000 LKR (251 - 1000 EUR)
- More than 200,001 LKR (>1001 EUR)

9. How long you have been working in your current position? \*  
*Mark only one oval.*

- Less Than 01 year
- 01 - 05 Years
- More than 05 Year

### **Section B: Employee Motivation & Job Performance**

What are the driven factors of your work environment?

10. Are you self-motivated in the work environment? \*

Please describe your motivation level by 1-5-point scale, where 1 is “I am totally demotivated” and 5 is “I am totally motivated”

*Mark only one oval.*

1      2      3      4      5

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11. Levels that can be considered motivational factors in your job.  
*Check all that apply.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reasonable Salary Enhancements are motivational factors	<input type="checkbox"/>				
Fringe Benefits & Privileges are motivational factors	<input type="checkbox"/>				
Good evaluation methods and Promotions are motivational factors	<input type="checkbox"/>				
Holding responsibilities are motivational factors	<input type="checkbox"/>				
Training & Workshop Programs are motivational factors	<input type="checkbox"/>				
Good leadership skills among managers are motivational factors	<input type="checkbox"/>				
Appreciation or recognition for a job well done are motivational factors	<input type="checkbox"/>				
Job Security is a motivational factor	<input type="checkbox"/>				
Work conditions and safety are motivational factors	<input type="checkbox"/>				
Paid Insurance and vacations are motivational factors	<input type="checkbox"/>				
Unbiased feedback is a motivational factor	<input type="checkbox"/>				
Job rotation is a motivational factor	<input type="checkbox"/>				
Incentives/increments are	<input type="checkbox"/>				

---

motivational factors

---

Annual Leave bonuses are motivational factors

---

Transportation facilities / bonuses are motivational factors

12. Choose the level of Motivational factors that affect your performance \*

"1" - This factor does not affect my job results at all"; "2" - This factor does not affect my job results;  
"3" - This factor neutral effect on my job results ; "4" - This factor somewhat effect on my job results;  
5" - Definitely, will have a positive effect on my job results

Check all that apply.

	1- Not affect my job results at all	2- Not affect my job results	3- Neutral affect on my job results	4- Somewhat affect on my job results	5- Definitely, have a positive affect on my job results
Reasonable Salary Enhancements have an impact on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Fringe Benefits & Privileges I receive have an impact on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good evaluation methods and Promotions I receive has an impact on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Responsibilities I get at work affect my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Training & Workshops programs I receive has an affect my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good leadership skills among managers have an impact on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appreciation or recognition for a job well done has an impact on my performance	<input type="checkbox"/>				
Job Security has an impact on my performance	<input type="checkbox"/>				
Work conditions and safety have an impact on my performance	<input type="checkbox"/>				
Paid Insurance and vacations have an impact on my performance	<input type="checkbox"/>				
Unbiased feedback has an impact on my performance	<input type="checkbox"/>				
Job rotation has an impact on my performance	<input type="checkbox"/>				
Incentives/increments have an impact on my performance	<input type="checkbox"/>				
Annual Leave bonuses have an impact on my performance	<input type="checkbox"/>				
Transportation facilities / bonuses have an impact on my performance	<input type="checkbox"/>				

**Annex. 02 [Mann-Whitney Test]**

Table 71. of Annex 3 Mann- Whitney Test for the motivational Factors (Source: Author's Compilation)

<b>Ranks</b>				
	Age	N	Mean Rank	Sum of Ranks
1.Motivational factors	18 -25	23	50.22	1155.00
	26-45	120	76.18	9141.00
	Total	143		
2.Motivational factors	18 -25	23	49.37	1135.50
	26-45	120	76.34	9160.50
	Total	143		
3.Motivational factors	18 -25	23	49.65	1142.00
	26-45	120	76.28	9154.00
	Total	143		
4.Motivational factors	18 -25	23	45.48	1046.00
	26-45	120	77.08	9250.00
	Total	143		
5.Motivational factors	18 -25	23	47.22	1086.00
	26-45	120	76.75	9210.00
	Total	143		
6.Motivational factors	18 -25	23	43.80	1007.50
	26-45	120	77.40	9288.50
	Total	143		
7.Motivational factors	18 -25	23	43.28	995.50
	26-45	120	77.50	9300.50
	Total	143		
8.Motivational factors	18 -25	23	45.28	1041.50
	26-45	120	77.12	9254.50
	Total	143		
9.Motivational factors	18 -25	23	56.93	1309.50
	26-45	120	74.89	8986.50
	Total	143		
10.Motivational factors	18 -25	23	48.07	1105.50
	26-45	120	76.59	9190.50
	Total	143		
11.Motivational factors	18 -25	23	50.09	1152.00
	26-45	120	76.20	9144.00
	Total	143		
12.Motivational factors	18 -25	23	67.20	1545.50

	26-45	120	72.92	8750.50
	Total	143		
13.Motivational factors	18 -25	23	46.89	1078.50
	26-45	120	76.81	9217.50
	Total	143		
14.Motivational factors	18 -25	23	54.17	1246.00
	26-45	120	75.42	9050.00
	Total	143		
15.Motivational factors	18 -25	23	49.61	1141.00
	26-45	120	76.29	9155.00
	Total	143		
1.Performance Level	18 -25	23	36.28	834.50
	26-45	120	78.85	9461.50
	Total	143		
2.Performance Level	18 -25	23	36.33	835.50
	26-45	120	78.84	9460.50
	Total	143		
3.Performance Level	18 -25	23	41.70	959.00
	26-45	120	77.81	9337.00
	Total	143		
4.Performance Level	18 -25	23	31.22	718.00
	26-45	120	79.82	9578.00
	Total	143		
5.Performance Level	18 -25	23	45.02	1035.50
	26-45	120	77.17	9260.50
	Total	143		
6.Performance Level	18 -25	23	38.48	885.00
	26-45	120	78.43	9411.00
	Total	143		
7.Performance Level	18 -25	23	34.70	798.00
	26-45	120	79.15	9498.00
	Total	143		
8.Performance Level	18 -25	23	46.96	1080.00
	26-45	120	76.80	9216.00
	Total	143		
9.Performance Level	18 -25	23	46.76	1075.50
	26-45	120	76.84	9220.50
	Total	143		
10.Performance Level	18 -25	23	50.07	1151.50
	26-45	120	76.20	9144.50

	Total	143		
11.Performance Level	18 -25	23	65.24	1500.50
	26-45	120	73.30	8795.50
	Total	143		
12.Performance Level	18 -25	23	42.48	977.00
	26-45	120	77.66	9319.00
	Total	143		
13.Performance Level	18 -25	23	66.67	1533.50
	26-45	120	73.02	8762.50
	Total	143		
14.Performance Level	18 -25	23	42.33	973.50
	26-45	120	77.69	9322.50
	Total	143		
15.Performance Level	18 -25	23	54.17	1246.00
	26-45	120	75.42	9050.00
	Total	143		

## Annex 2. [Mann-Whitney Test]

Table 72. of Annex 3 Mann-Whitney Test and significant level (2-tailed) (Source: Author's Compilation)

	1.Motivatio nal factors	2.Motivatio nal factors	3.Motivatio nal factors	4.Motivatio nal factors	5.Motivatio nal factors	6.Motivatio nal factors	7.Motivatio nal factors
Mann-Whitney U	879.000	859.500	866.000	770.000	810.000	731.500	719.500
Wilcoxon W	1155.000	1135.500	1142.000	1046.000	1086.000	1007.500	995.500
Z	-2.879	-3.055	-2.914	-3.473	-3.241	-3.683	-3.733
Asymp. Sig. (2-tailed)	0.004	0.002	0.004	0.001	0.001	0.000	0.000

	8.Motiva tional factors	9.Motiva tional factors	10.Motiva tional factors	11.Motiva tional factors	12.Motiva tional factors	13.Motiva tional factors	14.Motiva tional factors	15.Motiva tional factors
Mann-Whitney U	765.500	1033.500	829.500	876.000	1269.500	802.500	970.000	865.000
Wilcoxon W	1041.500	1309.500	1105.500	1152.000	1545.500	1078.500	1246.000	1141.000
Z	-3.478	-1.974	-3.129	-2.875	-0.628	-3.295	-2.350	-2.935
Asymp. Sig. (2-tailed)	0.001	0.048	0.002	0.004	0.530	0.001	0.019	0.003

	1.Performa nce Level	2.Performa nce Level	3.Performa nce Level	4.Performa nce Level	5.Performa nce Level	6.Performa nce Level	7.Performa nce Level
Mann-Whitney U	558.500	559.500	683.000	442.000	759.500	609.000	522.000
Wilcoxon W	834.500	835.500	959.000	718.000	1035.500	885.000	798.000
Z	-4.756	-4.668	-3.996	-5.367	-3.595	-4.424	-4.942
Asymp. Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Mann - Whitney U	8.Performance Level	9.Performance Level	10.Performance Level	11.Performance Level	12.Performance Level	13.Performance Level	14.Performance Level	15.Performance Level
Wilcoxon W	804.000	799.500	875.500	1224.500	701.000	1257.500	697.500	970.000
Z	1080.000	1075.500	1151.500	1500.500	977.000	1533.500	973.500	1246.000
Asymp. Sig. (2-tailed)	-3.255	-3.298	-2.838	-0.875	-3.828	-0.692	-3.986	-2.315
	0.001	0.001	0.005	0.381	0.000	0.489	0.000	0.021

### **Author's Declaration**

I hereby declare that Masters Thesis “Relationship between Employee Motivation and Job Performance in Sri Lank” has been written independently, it neither violates the other party’s intellectual property rights nor includes plagiarism, i.e., another person's creative assets’ further expression in my own name. Other sources, definitions and quotations are cited with appropriate references. The other authors' study results and data sources are provided with the references. The Assignment has never been published and is submitted to the defense for the first time to

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