

Synthesizing Theories of Motivation into a Planning & Control Mechanism

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Abstract

Theories of motivation are composite tools for both public and private managers to comprehend and handle motivational issues as per guidelines of the researchers or advocates of different theories. Apparently, each theory seems different from the other; however, a deeper analysis reveals that all theories are connected because every theorist is talking about the same thing but with different priorities for different contents, processes and issues.

Public and private sector-employees work in absolutely different work environment with multiplicity of differences emerging from one top-level difference of ‘command and control’ over the whole organization. For example, ‘Job-Security’ of public sector employee is far greater as compared to private sector employee, where it is squarely anchored on the ‘sweet-will’ of the employer. Physical differences on the top obviously germinate psychological and cognitive divisions between public and private workforce.

The major ‘Claim’ in this paper is based on the premise (Warrant) that ‘Public and private sector managers face different types of situations where they need different motivation system’ to get their subordinates ready to work willingly. This paper proposes a ‘Planning and Control Mechanism – PCM’, which provides different options for public (Model-1) and private sector (Model-2) organizations. All motivation theories do not work simultaneously, however, similar theories work together as per immediate requirements of ‘Public’ or ‘Private’ context. Each model aims at helping the managers in making best use of motivation theories as per their respective contributions towards understanding and handling motivation function in the background of their respective organizational work environment.

Keywords: Motivation-Theories, Public & Private Sector Employees, Planning & Control Tool Mechanism for Motivation.

1. INTRODUCTION

Motivation is needed in every type of organization irrespective being public or private. However, both the work-environments are altogether different particularly in the developing countries like Pakistan. High job security in public sector and low job security in private sector demands different approaches and models by the respective managers to develop, implement and control their motivation systems (Gay, 2000;). In public sector, immediate boss (supervisor) is more powerful than in the private sector where owner of the organization is everything (Rashid & Rashid, 2012; Bunchoowong, 2015).

Motivation is the major ‘instrumental’ function of the managers in every organization to keep workforce moving. This is what makes the employees ready to take interest in the work and thereby give required performance (Locke, 1968). Unless a manager is well aware of the ‘contents’, ‘process’, and ‘theories’ of motivation, it is difficult to create a motivated team to take on all the responsibilities wholeheartedly (Luthans, 2005). Knowledge of contents, process and theories educate the managers in comprehending motivation as a tool. For instance, need theories inform about the contents to create a workable list of internal and external human-needs, which if satisfied, can prepare the employee to work willingly. Process theories focus on the way motivation happens however, theories of motivation talk about both contents and processes and a lot more (Grant, 2012).

Motivation is used by managers to inspire the employees in the favor of organization by addressing their needs. When an employee is assisted in satisfying his/her need with organizational support, in exchange, they are more likely to do as the management wants them to behave (Locke & Latham, 2006). Motivation is a management tool to motivate different workers by identifying their individual and collective needs and then meeting them accordingly. Furthermore, lack of awareness about motivation theories can lead the management to believe monetary incentives as the only motivator of the staff. It results into many problems of human resource management. For example, hard workers are likely to be ignored and thereby demotivated (Latham & Budworth, 2007). Similarly, non-deserving employee may get more benefits and favors from management and consequently further demotivating the ignored hard workers who know well about who is and who is not contributing to the organization (Norris, 2004).

A pragmatic view of organizational motivation has been to energize employees for performing their organizational duties. Researchers have identified multiple sources of motivation for employees such as: rewards, financial incentives, career development opportunities, job contents, social security, and respect (Conway & Biner, 2002; Coyle- Shapiro, 2002). Other researchers have verified these contents by examining differences between the employees of public and private sector organizations (De Vos et al., 2003).

To handle these differences of work environment at the global level, a diversity of theories are available to ‘view’ and ‘understand’ the concept of ‘organizational-motivation’ as a function of both public and private managers and a requirement for every single employee of any organization irrespective of being in public, private, small, medium and large enterprises (Locke & Latham, 2004). Obviously, each theory discusses one or another aspect of the motivation with priority. Some attach more importance with contents while others focus on the process of motivation (Norris, 2004). Sometimes a single theory may be enough to vibrantly explain the situation and help organization in handling motivation however, most of the time all theories need to active in the minds of managers and workforce so that a set of different theories should be figured out as per situational requirements of a particular work setting (Rashid & Rashid, 2012).

Keeping in view the work environment of Public and Private Sector organizations in ‘Developing-Countries’ like Pakistan, this paper is an effort to generate a ‘Unified-View’ of leading theories of motivation for the managers to prepare a customized model of their motivation practices. The proposed ‘Planning and Control Mechanism – PCM’ is a kind of guideline for the public and private sector managers

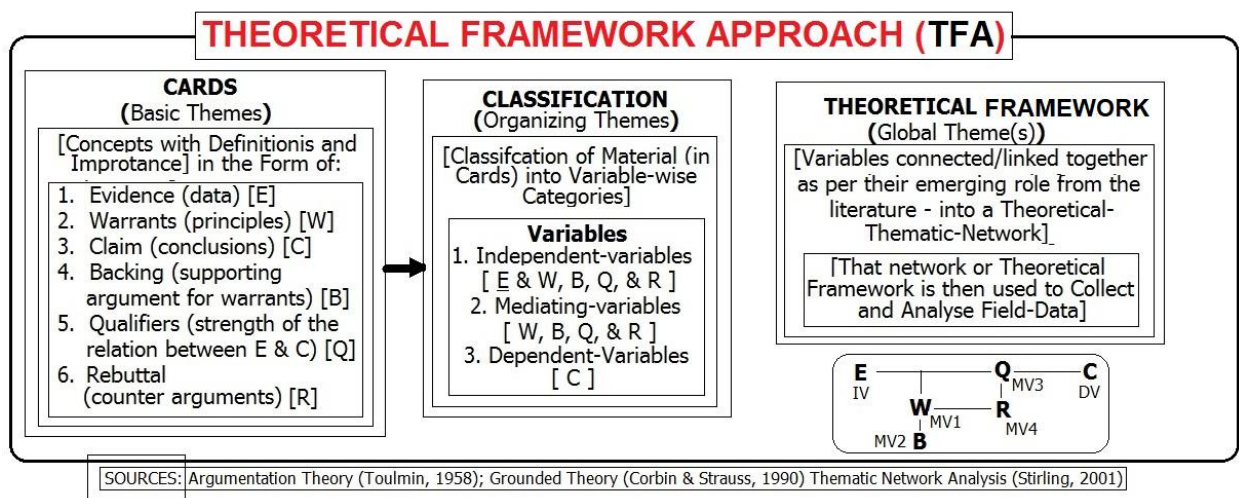
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to figure out workable combination of theories for planning and control of their own tailor-made motivation system. Since public sector employees have greater job security therefore external incentives become less effective unless the employee is internally motivated to work with interest (Benson, 2008). In private sector high job insecurity keeps the employees always ready to quit unless external benefits keep them motivated to continue. Thus, public sector employees give performance when internally motivated while private sector workers are mostly dependent on the external motivators to take interest because internal motivation is very dim due to job insecurity.

2. RESEARCH DESIGN

Theoretical framework approach (TFA) has been used for qualitative data analysis (QDA). TFA uses ‘Theory’ as the model for data collection, analysis and presentation of the findings. Theory is made of variables, interrelationships and the hypothesis emerging from these relations between different variables i.e. independent and dependent variables. TFA is based on ‘Thematic’ data manipulation for data collection while ‘Argumentation’ is used to analyze qualitative facts and figures. The whole process is detailed in the following Figure.

Figure 1 Dynamics of Theoretical Framework Approach - TFA



3. MOTIVATION/MOTIVES

3.1 Overview of Motivation

The concept of ‘motivation’ is derived from Latin term ‘movere,’ which means ‘to move.’ Motivation process, therefore, moves from needs to drives and ends with rewards or incentives. The needs are physiological or psychological imbalances in the human body i.e., humans need food regularly as recurring deficiency and need to socialize till death (Pardee, 1990). The drives or motives are needs with direction to goals/incentives and are the behaviors to handle imbalance. Finally the incentives or rewards are the way to address the deficiency. Food and friends are examples of goals achieved to satisfy the employees (Luthans, 2005). People have diversity of needs. A manager needs to comprehend the diversity of

employees' drives. Humans have multiple competing and recurring needs/drives, which change with the passage of time.

The researchers have classified them into primary, secondary and general categories (Luthans, 2005). Primary Motives are physiologically-based and unlearned refer to the basic needs of every human-being emerging from physiological and psychological deficiencies. Secondary Motives are learned and psychologically based. For example, the need for power, achievement, affiliation, security and status are all learned and not instinctive motives. They are learned through interactions with the environment and fellow workers. When people join the organizations their needs for power, achievement, affiliation, security, and status are created. General Motives are unlearned and not physiologically based. Primary motives seek to reduce the drive by fulfilling the needs while general motives inspire and motivate to increase the intensity (Pardee, 1990). The most popular general motives are Curiosity, Manipulation, Activity, and Affection (Norris, 2004).

3.2 Theories of Motivation

3.2.1 Incentive Theories

As the title shows, the incentive theories focus on the internal and external incentives which can be manipulated by the managers and others to motivate their group/team members. The incentive is “a thing that motivates or encourages someone to do something.” It is the excitement, inducement, encouragement, and reason for an individual to do something and achieve something of interest (Wilson & Lassiter, 1982).

a. Intrinsic Motivation (IM)

Intrinsic motivation is the inner desire of a person to gain knowledge, or to look for the new opportunities and challenges (Ryan & Deci, 2000a). It is driven by joy, pleasure of achievement, and self-interest in the task, and it is the inner-drive of a person beyond the outside expectations and pressures. The concept emerged from the experiments on animal behavior. IM is a natural motivational tendency of humans which play a vital role in their learning and achievements. Two rudiments of IM are: self-determination and high perceived competence. In IM, cause of behavior is internal, called “internal locus of causality,” and the individual must believe that the task increases his/her proficiency (Ryan & Deci, 2000b).

Intrinsic motivation has several merits like; it can be self-sustaining and long-lasting (Wigfield et al., 2004). Efforts for IM focus on the subject and not on rewards or punishments (Benjamin, et al., 2013). There is also downside of IM: It can be slow in influencing behavior and may demand long term planning and preparation (Root III, 2014). Different strategies are required to motivate different type of people; therefore, the interests of each group of employees must be known to connect them with the organizational goals (Parker & Wang, 2016).

b. Extrinsic Motivation (EM)

Extrinsic motivation, unlike intrinsic motivation, is the completion of tasks to achieve the desired outcome (Wilson & Lassiter, 1982; Ryan & Deci, 2000b). Typically EM is used to achieve the goals which are not possible through IM (Ryan & Deci, 2000a). Commonly extrinsic motivators refer to rewards for exhibiting required behavior, and punishment on unwanted behavior. For example, competition is an extrinsic motivator for which an employee tries to out win co-workers. Likewise, a cheering crowd and winning a trophy are examples of extrinsic incentives/motivators (Dewani, 2013).

Social research reveals overwhelming role of extrinsic rewards than the intrinsic motivation. It implies that individuals/employees may be so possessed with the extrinsic rewards that their total efforts are to achieve that reward instead of focusing on the learning process which is supposed to be rewarded (Wilson & Lassiter, 1982). People spend less time on the activity itself and more focus on the question of ‘how to become qualified for earning the reward. This attitude certainly results into undermining of the intrinsic motivation (Lepper et al., 1973; Marinak & Gambrell, 2008).

3.2.2 Cognitive/Process Theories

Cognitive theories hold motivation in terms of how people think about situations. These theories are intellectually based and psychologically driven. Cognitive models emphasize more on the intellectual and cognitive qualities of the individual and groups. Following are main models in this category.

a. Goal-Setting Theory [GST]

Goal-setting theory advocates that individuals have a drive to achieve objectively defined goals, which is mostly in the form of a reward. The efficacy of a goal/objective is determined by three distinct features: proximity, difficulty and specificity. A widely used goal setting model contains SMART criteria wherein goals are: “specific, measurable, achievable, relevant, and time-bound (Skinner, Roche, O'Connor, Pollard, & Todd, 2005).” It should however be noted that time factor heavily contributes to the goal achievement. For example, too much time generates distraction and procrastination thereby steering an individual’s attention away from the main objective (Rain, Lane, Steiner, 1991). It must be made sure that the time between start and end of behavior is close (Mount, Ilies, Johnson, 2006). However, time management should not turn into constraints, which might deter the individual from achieving the goal due to insufficient and irrational time frame (Weiler, 2016).

Most people like challenging work and work environment while at the same time they also want surety of high probability of successful performance. Thus, the goals must be objectively mentioned as well as intelligible for the individuals (Weiler, 2016). According to Maslow, final goal becomes easy to achieve provided the employee first has tiny goals to achieve, which make him/her ready for the bigger and hard objectives (Rode, 2004). For instance, an ambiguously defined goal is to persuade someone for a marathon while he/she has no such training (Skinner et al., 2005).

b. Expectancy Theory

Victor H. Vroom (1964) has introduced the expectancy theory. It details the behavioral process that how a person opts for one behavior over another, and considers why and how this decision is made with regard to the goal. The theory can also be presented in the form of an equation: $M = E \times I \times V$

1. M (Motivation): The level of an individual's motivation.
2. E (Expectancy): An individual's assessment of how well and what kind of effort will lead to best performance.
3. I (Instrumentality): A person's perception that performance will be rewarded or punished.
4. V (Valence): The perceived amount of reward or punishment as a consequence of performance (Pardee, 1990; Judge, Thoresen, Bono, Patton, 2001).

3.2.3 Content Theories

The content theories are the oldest models for managing organizational motivation. Content theories are also called needs theories, because their focus is on the role of what needs motivate people. They try to identify the employee 'needs' and how can they be used to motivate workers if their needs are fulfilled. Thus, contents theories are based on the premise that satisfying the employees by meeting their needs is the way to make workers ready for work (Weiss, 1996).

a. Maslow's Hierarchy of Needs

The hierarchy of needs was suggested by an American Psychologist Abraham Maslow (1954) explaining that humans are motivated by the unfulfilled needs, which if identified by the management and met, the employees are likely to take interest in their work with the expectation that management is taking care of their needs. This theory is based on the proposition that individuals are innately good and have a constant drive to do something good, which is their potential quality. Maslow introduced a common scheme for categorizing human drives into five categories (Brief, 1989). According to him, people are motivated by unsatisfied needs. The classification and priorities of needs is as follows (Weiss et al., 1999): (i) Physiology (hunger, thirst, sleep); (ii) Safety/Security; (iii) Love/Friendship; (iv) Self-esteem/achievement; and 5. Self-actualization.

The first level of needs in the hierarchy is physiology, where if there is deficiency, all efforts will be busy in balancing this imbalance. Obviously, if someone has not eaten for a while, he/she is less likely to be interested in the desires like self-esteem. Next level is about safety and security of food, sleep etc. After realizing first two needs, the intention of person shifts to self-esteem, the fourth level of motivation. On the top of hierarchy is self-actualization (Pardee, 1990).

b. Herzberg's Two-Factor Theory

Frederick Herzberg's two-factor theory differentiated between (1). Motivators (e.g. challenging work, recognition, responsibility) which give positive satisfaction, and (2). Hygiene factors (i.e. salary, status, job security, and other similar benefits), which do not motivate rather demotivate if they are absent (Herzberg, Mausner, & Snyderman, 1959). Following is a list of hygiene factors and motivators as classified by the advocate of this theory.

Table 3.1 Hygiene Factors and Motivators

Hygiene Factors	Motivators
1. Company policy and administration	Achievement
2. Supervision, technical	Recognition
3. Salary	Work itself
4. Interpersonal relations, supervisor	Responsibility
5. Working Conditions	Advancement

3.2.4 Behaviorist Theories

Behaviorists focus only on observable behavior and evidence derived from experiment. Behaviorism views motivation as a question about what factors cause or prevent different behaviors. Cognitive theories capitalize on values, needs, or drives, which are not observable directly, while behaviorists are interested in the observable variables, which influence the type, strength, frequency and length of visible behavior. Through the research by Pavlov, Watson and Skinner, multiple basic mechanisms to govern behavior have been identified and most significant of these are classical-conditioning and operant-conditioning (Cooper, 2007).

a. Classical Conditioning

Classical conditioning is a learning procedure where a biologically potent stimulus (food) is paired with a formerly neutral stimulus (bell). It also refers to the learning process that results from this pairing, through which the neutral stimulus comes to elicit a response (salivation) that is similar to the elicitation by potent stimulus (Pardee, 1990). Both operant and classical conditioning became the foundation of behaviorism (a distinct school of psychology), which dominated in mid-20th century and still continues influencing the practice of psychological therapy.

In classical conditioning, behavior is viewed as responses triggered by certain environmental or physical stimuli. Regarding motivation, classical conditioning is seen as an explanation to why an individual gives certain responses and behaviors in specific situations (Donahoe, 2004; Cooper, 2007). A dentist might wonder why a patient is not motivated to visit him/her. One explanation would be that the patient might have paired the dentist (conditioned stimulus) with pain (unconditioned stimulus) that elicits a fear response (conditioned response), thereby making patient reluctant to go for doctor.

b. Operant Conditioning

In operant conditioning, the type and frequency of behavior is determined mainly by its consequences. If a certain behavior, in the presence of a certain stimulus, is followed by a desirable consequence (a re-enforcer) the emitted behavior will increase its frequency in the future. Conversely, if the behavior is followed by something undesirable (a punisher), the behavior is less likely to occur in the presence of the stimulus (Donahoe, 2004; Cooper, 2007).

The strength of reinforcement or punishment is dependent on schedule and timing. A re-enforcer or punisher affects the future frequency of a behavior most strongly if it occurs within seconds of the behavior. If a behavior is reinforced sporadically and with random gaps, it is more persistent and robust (Donahoe, 2004; Cooper, 2007).

4. SYNTHESIZING MOTIVATION THEORIES [PCM]

4.1 Public vs Private Sector Motivation-Systems

Research tells that ‘what motivates employees in public and private sectors’ is altogether different from public setting to private enterprises, for example, “there is evidence that public servants are less motivated by financial rewards than private sector employees (Khojasteh, 1993).” Public sector employees place a secure future on top priority, while on the contrary, private employees place high salary on top as motivator (Jurkiewicz et al., 1998). Literature shows that motivation and its management of public sector employees is altogether different from their counterparts in private sector (Wright, 2001). It is also reported in studies that “people who give high importance to pay will seek employment in the private sector (Lewis & Frank 2002).”

A general consensus has been reported about the existence of differences between public & private sector workforce (Goulet & Frank, 2002). Private sector is generally perceived to pay more than the public or para-public sectors for comparable jobs. Likewise, it has been found that rewards and benefits in public organizations are different those given in private sector (Boyne, 2002; Lewis & Frank 2002). A researcher has also reported that public sector organizations are habitual in giving low salaries with small pay increases as compared to private enterprises (Hansen, et al., 2003). A study in Italy has verified that public servants are motivated by other incentives and benefits than the private sector workers (Burgess & Ratto, 2003; Borzaga & Tortia, 2006).” Some researchers have noted that employees in private sector prefer big salaries as compared to public sector workers (Frank & Lewis, 2004). Given all this, it is argued that public sector uses ‘internal-motivation’ system while private sector applies ‘external motivation’ tools and techniques to run her motivation mechanism (Norris, 2004).

After finding the differences of public and private sector motivation factors and processes, it is argued that knowledge of different motivation theories helps to understand the issue in letters and spirit as well as guide in the development of a ‘Planning & Control Mechanism – PCM’ based on most relevant theories. Every theory is substantial and holds factual statements explaining one or another critical dimension of motivation (Pardee, 1990). The researchers have analyzed four different sets of theories and, based on their relative attributes, developed a possible PCM for the prospected users to use it for as a model for practical implementations or further research.

4.2 Planning & Control Mechanism [PCM]

4.2.1 Philosophical Foundations [An Applied Argument]

EVIDENCE	WARRANTS	CLAIMS
1. Work motivation and its management in	1. There is general consensus that differences between public and private sector employees exist (Goulet & Frank, 2002). WARRANT	1. Public & Private sector motivation systems are different.

public sector is very different from that of their private sector counterparts (Wright, 2001).	2. Rewards and benefits vary differently between public and private sector organizations (Boyne, 2002). BACKING	So they need different planning and control mechanisms for their motivation system.
2. Public servants are less motivated by financial rewards than private sector employees (Khojasteh, 1993).	1. Civil servants are motivated by other benefits and incentives than private sector workers (Burgess & Ratto, 2003). WARRANT 2. Public sector people place a stable and secure future on the top (Jurkiewicz et al., 1998). BACKING 3. Money is not the only motivating factor for public servants (Burgess & Ratto, 2003). BACKING	2. Public sector employees are motivated by non-monetary rewards.
3. Private sector is perceived to pay more than public sector (Lewis & Frank 2002).	1. People who give importance to pay will seek employment in the private (Lewis & Frank 2002). WARRANT 2. Private sector people put high salary on the top of the rank order in terms of motivational factors (Jurkiewicz et al., 1998). BACKING 3. Private sector employees, in fact value high salaries significantly more than the public servants (Frank & Lewis, 2004). BACKING	3. Private sector employees are motivated by monetary/external rewards.

A combination of the few relevant theories can help preparing and planning and control tool for every different situation (Pardee, 1990). Organizational and non-organizational situations are different therefore need a unique merging of selected theories which are more compatible with the requirements of each work environment. Motivation is a critical issue for every individual, group and organizations all around the world because motivation is the willingness of an individual or group to behave in the required manner (Norris, 2004). One has to motivate himself/herself as well as others to perform as needed according to the situation and context.

Table 4.1 Contents of Proposed PCM

	PLANNING TOOLS	CONTROL TOOLS	PURPOSE/ CONTEXT
Model-1 Public Sector <i>High Job Security</i>	Incentive Theories a. <i>Intrinsic Motivation</i> b. <i>Extrinsic Motivation</i> Identifying internal & external incentives	Cognitive/Process Theories a. <i>Goal-Setting Theory</i> b. <i>Expectancy Theory</i> Execution and Control of the learning Mechanism	Learning & Education of People including Employees

Model-2 Private Sector <i>Low Job Security</i>	Content Theories a. <i>Needs Theory</i> b. <i>Two-Factor Theory</i> Employees need analysis	Behavioral Theories a. <i>Classical Conditioning</i> b. <i>Operant Conditioning</i> Managing need-based control	Organizational Learning and Motivation
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4.2.2 Public Sector Motivation-System

a. Planning Tools

Research tells that public sector employees are more motivated by power, authority, responsibility, career advancement, and job security, than simply earning a good salary (Nel et al., 2001). Another researcher found that public sector employees enjoy risk-free and secured jobs. These employees are least interested in innovative and challenging jobs (Norris, 2004). Similarly, Lyons et al. (2006) recent study shows that public servants value challenging work more than private sector employees.

Planning for developing a customized ‘system of motivation’ is indispensable so that its execution can be undertaken properly (Pardee, 1990). Incentive theories are more powerful for public sector where ‘intrinsic’ motives of the employee can be activated to take greater interest in the learning process (Rashid & Rashid, 2012). Intrinsic drives when combined with the ‘extrinsic’ motivations, can come up with the best possible theories of motivation to encourage the learners to capitalize more on their intrinsic powers and use the extrinsic motivation arrangements as the support for getting more from combined use of both dimensions of incentive theories.

b. Controlling Tools

Goal setting theory and expectation theories are both goal oriented and their model can be used to keep control of the learners as per the trajectory detailed theories are the best tools for learning management to check the learners’ performance using the steps by both of the theories. In the learning and educational setup, goal setting and expectancy mentioned in both the models (Pardee, 1990). The personal and group motivation model based on incentive theories can then be executed through goal setting and expectancy frameworks and thus managing motivation of the learners properly (Norris, 2004).

In the organizational work environment, the classical and operant conditioning are effective tools to manage motivation of the employees for their work. Classical and operant conditioning operate on ‘stimulus-response’ mechanism which can be used by the managers to check the motivational contents of employees in the background of motivation system grounded in the content theories (Norris, 2004). Management has to carefully perform need analysis to plan the motivation framework and then use behavioral theories to control the motivation process.

4.2.3 Private Sector Motivation System

a. Planning Tools

Content theories provide planning guidelines through sorting out the external incentives/rewards to help managers in identifying their existence among the individuals and groups and plan accordingly to satisfy them for creating motivation among the workforce. Maslow's hierarchy of needs offers a natural classification and growth process of needs and drives from lower levels to higher levels of motivating factors for the employees (Pardee, 1990). Physiological and security/safety needs have to be planned for immediate satisfaction to ignite the motivation process while upper levels emerge with the passage of time (Rashid & Rashid, 2012). Likewise, Herzberg's two-factor theory offers a framework of hygiene and motivator factors which can be used as base of planning the motivation system by arranging for the satisfaction of the employee needs.

b. Controlling Tools

Both classical and operant conditioning are well-established implementation and control tools for motivating the subjects through physical reward/incentive systems. As private sector employees are more interested in the temporal rewards therefore management can motivate and control the employees as per organizational requirements through offering opportunities for the workforce in classical as well as operant conditioning models. Pairing of employee needs and their satisfaction (rewarding/incentives) with organizationally demanded behavior can help in controlling the motivated workforce.

5. CONCLUSIONS

Ideally, if every employee/individual tries to give his/her best performance, the organizational objectives are also achieved quickly; however practically, it is not the case. Most of the organizations lag behind due to the demotivated staff. Thus, understanding nature of humans is indispensable for effective motivation in a workplace for effective leadership and management. All the organizations have to achieve specific objectives wherein the employees are have to contribute in achieving corporate objectives, which is possible only when the workers are motivated on the basis of their individual objectives and goals. Contemporary world is characterized by stress-ridden work environment where it has turned more critical for the organizational management to motivate their staff in improving their performance. Furthermore, the research verifies that motivated workforce is more creative/productive in their performance.

Motivation theories are the tools for managers to motivate employees in the best manner thereby helping the employees in performing better. The major objective of organizational behavior and human resource management is to so motivate the employees that they like working in the employer organization with interest and continue working in the organization. It is, however that motivation is easier said than done because there is no straight and simple answer for how to motivate employees. This can be achieved through capitalizing on theories of motivation and their implementation to achieve best possible results.

In this paper, authors have tried to postulate an argument hypothesizing the motivational differences of public and private sector employees in general. The argument has been logically constructed and supported with evidence and backing material from the existing experts in QDA. A final description of the 'thesis' will be: 'the motivational differences of public vs. private sector workers are explicit in terms of the factors, which motivate them to work with interest. The workers joining public organizations come with a

personality-type, who work for higher level objectives as compared to monetary rewards. While the workers preferring ‘making-money out of job, join private sector. Thus, public and private sector employees must be treated through separate motivation system, based on different contents, processes and implementation mechanism to be compatible with the kind of workers the system has to motivate.’

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