LEADERSHIP
and
GOVERNANCE

Effective Motivational Techniques on Personal Performance: A Cross-Cutting Case Study of Ministries, Departments, and Agencies (MDAs) in Juba South Sudan

AJP

Revd. Canon Peter Garang Thiel Lual

Effective Motivational Techniques on Personal Performance: A Cross-Cutting Case Study of Ministries, Departments, and Agencies (MDAs) in Juba South Sudan

Revd. Canon Peter Garang Thieel Lual[1*]

Executive Director, South Sudan Information Commission, South Sudan

Crossref

Abstract

Purpose: This study investigates effective motivational techniques aimed at improving personal performance within ministries, departments, and agencies (MDAs) in Juba, South Sudan. The research seeks to identify motivational challenges currently experienced by public servants in South Sudan, evaluate how the existing motivational approaches in the MDAs align with best practices in other regions, and propose targeted interventions to boost motivation among public servants in South Sudan. As the demand for efficiency and transparency in public service increases, understanding the factors that drive motivation becomes vital.

Materials and Methods: Utilizing a mixed-methods research approach, this study combined both qualitative and quantitative analyses. Data were gathered from 46 participants and analyzed using SPSS Version 26. The primary focus was on the correlation between motivational strategies (independent variable) and individual performance (dependent variable). A regression model was used to assess the effect of motivational strategies on employee performance.

Findings: The research findings indicate that recognition, incentives, and opportunities for professional growth play a significant role in enhancing employee engagement and productivity. The unstandardized coefficient for motivational strategies was measured at 0.628 ($p < 0.001$), suggesting a direct correlation between increased motivational strategies and improved individual performance. Furthermore, the correlation analysis exhibited a strong positive relationship, with a zero-order correlation of 0.935, reinforcing the beneficial effects of motivational strategies.

Implications to Theory, Practice and Policy: The results underscore the critical need for MDAs in South Sudan to implement effective motivational strategies to enhance workforce productivity. Prioritizing recognition, offering incentives, and supporting professional development are strategies that can significantly elevate employee morale and productivity. Addressing these motivational challenges is essential for promoting a more efficient and transparent public service in the context of the existing bureaucratic and socio-economic environment in South Sudan.

Keywords: *Motivational Techniques, Personal Performance, South Sudan, Employee Engagement, Productivity, Mixed-Methods Research, Correlation Analysis, Public Service Efficiency*

1.0 INTRODUCTION

Motivation plays a vital role in improving personal performance and productivity, particularly within the public sector, where the expectations for efficiency and accountability are particularly high. As public organizations face the challenge of providing high-quality services with limited resources, understanding the intricacies of motivation becomes increasingly important. The unique difficulties encountered by public servants—such as bureaucratic obstacles, inadequate resources, and low morale underscore the need for effective motivational strategies aimed at enhancing performance. In East Africa, and specifically in South Sudan, it is essential to investigate how motivation can be bolstered to develop a committed and skilled workforce that is prepared to meet the challenges of public service.

The objective of this research is to explore the relationship between motivational strategies and public sector performance in South Sudan. By focusing on the specific challenges that ministries, departments, and agencies (MDAs) face in the region, the study aims to identify approaches that can enhance the motivational climate for public employees. Furthermore, the research will evaluate how different motivational techniques can address systemic challenges, creating an environment that encourages productivity and job satisfaction. Key research questions will be addressed: What specific motivational strategies can be implemented to boost employee morale and efficiency in South Sudan's public sector? How do these strategies align with the unique difficulties that MDAs encounter in the country?

Considering the World Bank's 2021 findings, which suggest that a positive motivational climate can rectify systemic inefficiencies, this study seeks to deepen our understanding of how public organizations can leverage motivation as a transformative tool. By mapping the current motivational landscape and providing actionable recommendations, this research aspires to offer essential insights for policymakers and leaders in the public sector who seek to enhance employee engagement and performance. Ultimately, the study aims to lay the groundwork for future initiatives centered on motivational practices, to improve the public service delivery framework in South Sudan. Through this investigation, we hope to uncover pathways that elevate individual morale while also fostering a culture of excellence within the public sector.

Background of the Study

In the rapidly evolving work landscape of today, effective motivational strategies are crucial for enhancing individual performance, particularly in the public sector. Worldwide, organizations are increasingly acknowledging the importance of fostering employee engagement and motivation as vital components of successful service delivery. Studies show that motivated employees significantly boost an organization's productivity, efficiency, and overall success. To effectively navigate this swiftly changing environment, it is essential to understand and apply motivational techniques that cultivate a resilient workforce capable of tackling both current and future challenges.

In Africa, motivational strategies must be adapted to reflect the continent's diverse socioeconomic circumstances and cultural contexts. The region faces distinct challenges, especially in East Africa, where economic instability, high unemployment rates, and resource scarcity undermine conventional motivational approaches. Countries in this area commonly confront ongoing issues such as insufficient infrastructure and political unrest, which can diminish employee morale and negatively affect the performance of Ministries, Departments, and Agencies (MDAs). These

difficulties highlight the necessity for customized motivational strategies that effectively respond to local conditions.

East Africa, particularly South Sudan, exemplifies these difficulties. The ongoing political unrest, poor infrastructure, and limited opportunities for professional advancement pose significant obstacles to employee motivation and performance. Research conducted by Ngwira et al. (2020) emphasizes the substantial effects of these challenges on worker productivity, pointing out that recognition and incentive programs, along with strong professional development opportunities, are critical motivators for public sector employees. If these fundamental issues are not addressed, MDAs in South Sudan may find it difficult to cultivate a motivated workforce, ultimately hindering progress toward effective governance and service delivery.

In South Sudan, the need for implementing effective motivational techniques is imperative; it is not just a strategic advantage but also a necessary component for overall national development. As the country continues to experience turmoil, boosting employee morale becomes crucial for improving public sector efficiency and, consequently, promoting broader socio-economic growth. Motivated employees have the potential to drive transformative changes within their organizations and across the nation's governance framework. This study aims to analyze the effectiveness of motivational techniques within South Sudan's MDAs, offering insights that may enhance employee engagement and performance, and potentially serve as a model for other regions facing similar challenges.

Problem Statement

The performance of Ministries, Departments, and Agencies (MDAs) in South Sudan is critically hindered by low staff morale, inadequate resources for salary payment, and poor leadership practices. Despite numerous efforts to boost employee performance, a substantial gap remains in identifying the motivational techniques that are most effective in this particular context. As Al-Shammari et al. (2020) point out, a significant number of government employees exhibit low intrinsic motivation levels, which significantly limits their productivity and the overall quality of service delivery. To effectively tackle these challenges, it is essential to adopt a tailored approach that identifies and implements motivational strategies suited to the distinct circumstances faced by MDAs in South Sudan. Such an approach should foster an inclusive environment that promotes staff engagement. Low staff morale, inadequate resources and poor leadership practices critically hinder the performance of Ministries, Departments and Agencies (MDAs) in South Sudan. Despite numerous efforts to boost employee performance, a substantial gap remains in identifying the motivational techniques that are most effective in this particular context. As Al-Shammari et al. (2020) point out, a significant number of government employees exhibit low intrinsic motivation levels, which significantly limits their productivity and the overall quality of service delivery.

To effectively tackle these challenges, it is essential to adopt a tailored approach that identifies and implements motivational strategies suited to the distinct circumstances faced by MDAs in South Sudan. Such an approach should foster an inclusive environment that promotes staff engagement and cultivates innovation. The complexities of the local environment call for a deeper understanding of the factors that drive employee motivation, enabling the creation of strategies that truly resonate with the workforce. In this context, exploring effective motivational techniques is not just beneficial but necessary for enhancing overall operational efficiency within MDAs. Understanding that different motivational strategies can produce varying outcomes in different environments is essential for creating a culture that empowers employees, ultimately enhancing

service delivery in South Sudan. The existing literature highlights the necessity for further investigation into these techniques, suggesting that the mere application of generalized motivational strategies may fall short. A thorough analysis that takes into account the specific needs and dynamics of MDAs is crucial for fostering an environment where employees feel valued, motivated, and empowered to excel in their work. Summary: The performance of MDAs in South Sudan is adversely affected by low staff morale, insufficient resources, and ineffective leadership styles. Despite numerous efforts to boost employee performance, there remains a gap in understanding which motivational techniques work best in this distinct context. According to Al-Shammari et al. (2020), many MDAs struggle with low levels of intrinsic motivation among employees, leading to reduced productivity and poor service delivery. Consequently, there is an urgent need to explore and identify effective motivational techniques tailored to the specific challenges faced by MDAs in South Sudan.

Objectives of the Study

What motivational challenges are currently faced by public servants in South Sudan? How do existing motivational strategies within South Sudan's MDAs compare with best practices from other regions? What specific interventions can be implemented to enhance motivation among public servants in South Sudan?

Significance of the Study

Firstly, it contributes to the existing body of knowledge on motivation in the public sector, particularly in the East African context.

Secondly, by identifying effective motivational techniques, the findings will provide practical recommendations for policymakers and leaders within MDAs to improve employee performance and overall service delivery. Furthermore, enhancing motivation in MDAs can lead to increased job satisfaction and retention rates among public servants, ultimately strengthening the capacity of governments to provide essential services to citizens.

Lockwood (2021) noted that understanding and implementing effective motivational strategies in public sectors could promote accountability and enhance the governance framework.

The study investigates motivational challenges faced by public servants in South Sudan, comparing existing strategies in public administration to best practices elsewhere. Key implications include:

Informed Policy-making: It provides insights for policy-makers to develop evidence-based interventions to boost public servant motivation, which is crucial for enhancing productivity and efficiency.

Enhanced Public Service Delivery: Identifying motivational gaps enables public leaders to improve work environments, leading to better service outcomes and fostering trust between government and citizens.

Capacity Development: The research outlines specific interventions for engaging public servants, essential for both individual growth and the advancement of the public sector.

Sustainable Development Goals (SDGs) Alignment: Addressing motivational issues aligns with SDGs focused on decent work, inequality reduction, and effective institutions, ultimately supporting South Sudan's socio-economic development.

In summary, the study aims to improve the motivation of public servants, contributing to both immediate public sector efficiency and long-term national growth

2.0 LITERATURE REVIEW

Effective motivation techniques are crucial in enhancing personal performance, particularly within the bureaucratic settings of Ministries, Departments, and Agencies (MDAs). This literature review explores various motivational theories and techniques that influence employee performance in these organizations.

Effective Motivational Techniques: Motivation is a critical driving force in achieving personal and professional goals. The effectiveness of motivational techniques has been the subject of extensive research, yielding various strategies that can promote greater engagement and productivity among individuals. Here, we will review four prominent motivational techniques.

Goal Setting: Goal setting is one of the most widely researched motivational techniques. Locke and Latham (2002) emphasize that specific and challenging goals lead to higher performance compared to easy or vague goals. They argue that goal-setting theory suggests that goal specificity, difficulty, and feedback are key components that can enhance motivation and performance (Locke & Latham, 2002).

Intrinsic and Extrinsic Motivation: The distinction between intrinsic and extrinsic motivation is critical in understanding what drives individuals. Deci and Ryan (1985) proposed the Self-Determination Theory (SDT), positing that intrinsic motivation engaging in activities for their inherent satisfaction leads to higher levels of engagement and performance than extrinsic motivation, which is driven by external rewards. This theory underscores the importance of autonomy, competence, and relatedness in fostering intrinsic motivation (Deci & Ryan, 2000).

Positive Reinforcement: Positive reinforcement involves the use of rewards to increase desired behaviors. Skinner (1953) highlighted the significance of reinforcement in behavior modification through operant conditioning. Numerous studies confirm that positive reinforcement can significantly enhance motivation, as individuals are likely to repeat behaviors that lead to rewarding outcomes (Ferster & Skinner, 1957).

Social Support: Social support is a crucial motivational technique, as it can enhance an individual's emotional well-being and motivation to perform. As noted by Cohen and Wills (1985), social support serves as a buffer against stress, promoting psychological resilience. The presence of supportive relationships can motivate individuals to persevere through challenges, thereby improving performance (Ryan & Deci, 2001).

Personal Performance

Personal performance refers to an individual's capability to reach goals and objectives while skillfully managing their skills, time, and resources. It includes various aspects such as productivity, work quality, interpersonal skills, and resilience in facing challenges. Factors that influence personal performance can be categorized as internal (such as motivation, mindset, and emotional intelligence) and external (including environmental conditions, organizational culture, and available support systems) (Locke & Latham, 2002; Schunk & Zimmerman, 2008). Furthermore, personal performance is also impacted by factors like self-efficacy, goal setting and feedback systems. As Bandura (1997) states, self-efficacy is vital for enhancing an individual's

motivation and overall performance. Setting clear, achievable goals, along with regularly assessing progress, enhances personal effectiveness (Schunk, 1990). Moreover, personal performance can be analyzed through personal development practices that assist individuals in honing their skills and expanding their potential for success (Goleman, 1995; Duckworth et al., 2007).

Self-Efficacy: Self-efficacy pertains to an individual's conviction in their capacity to carry out the actions required to attain specific objectives (Bandura, 1977). A strong sense of self-efficacy correlates with heightened motivation and resilience when faced with obstacles (Zimmerman, 2000). Bandura's (1997) research demonstrates that improving self-efficacy through mastery experiences, social modeling, and verbal encouragement can markedly elevate personal performance.

Time Management: Mastering time management is essential for optimizing personal effectiveness. Macan (1994) discovered that individuals who utilize time management strategies report lower stress levels and greater job satisfaction. Effective time management includes establishing priorities, using time wisely, and minimizing procrastination (Britton & Tesser, 1991), all of which enhance productivity.

Stress Management: Stress can negatively affect personal performance, making stress management an essential aspect. Research by Selye (1976) indicates that while a certain degree of stress can improve performance, excessive stress can lead to burnout and reduced productivity. Techniques such as relaxation methods, physical activity, and mindfulness practices can alleviate stress and boost performance (Kabat-Zinn, 1990).

Continuous Learning: Lifelong learning is vital for personal development and enhancing performance. Pasedach and Kauffman (2019) assert that dedication to continuous learning promotes adaptability and creativity, allowing individuals to stay competitive in fast-evolving environments. Regular professional development increases skills, confidence, and overall performance (Kolb, 1984). The effectiveness of motivational strategies and the elements influencing personal performance, as discussed in this literature review, highlight the intricacies involved in improving individual engagement and productivity. Individuals can enhance their motivation by utilizing goal setting, comprehending intrinsic and extrinsic motivations, applying positive reinforcement, and promoting social support. Additionally, self-efficacy, time management, stress management, and continuous learning are crucial in influencing personal performance. These insights offer a solid foundation for understanding motivation and performance, pointing to potential avenues for further research and practical implementation.

Theoretical Framework

The role of motivation in enhancing personal performance within complex work environments cannot be overemphasized. In Juba, South Sudan, where socio-economic challenges abound, this issue takes on heightened significance, particularly within the MDAs, which are tasked with delivering essential services to the populace. While established motivational theories provide a framework for enhancing performance, the specific dynamics of East Africa must be considered to effectively implement these theories. This paper discusses key motivational theories and seeks to place them within the context of East Africa's unique dynamics.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs provides a foundational understanding of human motivation. According to Maslow (1954), individuals are motivated by a series of needs, progressing from physiological necessities to self-actualization. For employees within Juba's MDAs, addressing basic needs such as job security and sufficient remuneration is crucial. A review of literature from East Africa suggests that, in similar contexts, fulfilling these essential needs fosters a sense of belonging and improves overall motivation (Nkhata & Kanyengo, 2021). In Juba, where socio-economic instability is prevalent, organizations must focus on creating an environment where employees feel secure and valued. The fulfillment of these basic needs can directly correlate to increased performance and job retention rates, as employees are more likely to invest their efforts in an organization that satisfies their fundamental requirements.

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory (1959) differentiates between hygiene factors, which prevent dissatisfaction and motivators that enhance job satisfaction. In the context of Juba's MDAs, the provision of adequate salary, job security, and a respectful workplace environment are vital to addressing hygiene factors. Without first ensuring these basic needs, motivators such as recognition and opportunities for professional growth will likely have minimal impact.

Research indicates that in East African public sectors, where resources are often limited, neglecting hygiene factors can result in high turnover rates and low morale among employees (Ssempijja & Guma, 2022). Therefore, addressing hygiene factors should be a primary focus for leadership within Juba to improve motivation and performance before integrating more motivators that are complex.

Goal Setting Theory

According to Locke's Goal Setting Theory (1968), clearly defined goals enhance motivation and performance through specificity and measurability. Implementing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals can facilitate progress for employees in Juba's MDAs. Research by Locke and Latham (2002) suggests that specific goals lead to higher performance outcomes, thereby enhancing job satisfaction.

In contexts similar to Juba, the establishment of transparent performance indicators and progress-tracking tools could align individual objectives with organizational goals, thus improving overall productivity (Mwangi & Waithaka, 2020). This tailored approach can be particularly effective in MDAs that operate under resource constraints, where efficient output is essential given limited resources.

Expectancy Theory

Victor Vroom's Expectancy Theory (1964) posits that motivation is influenced by the expected outcomes of an individual's efforts. In the context of Juba's MDAs, creating a clear and credible system linking employee efforts to specific rewards can boost motivation. When workers understand that their hard work is likely to lead to desirable outcomes such as promotions or recognition, they are more inclined to exert effort.

Research in similar settings indicates that establishing a feedback-rich environment where achievements are acknowledged can greatly enhance employee motivation (Kivunja, 2020). This

perspective emphasizes the importance of ensuring employees perceive a direct correlation between their input and rewards, thus driving engagement and performance.

Motivational theories provide valuable frameworks for enhancing employee performance in various settings. However, the unique socio-economic challenges present in East Africa, particularly in Juba, and South Sudan, necessitate a contextual understanding of these theories. By focusing on local literature and case studies, MDAs can create targeted strategies suited for their specific environment, addressing the foundational motivational needs of staff while fostering an atmosphere conducive to high performance. The integration of these motivational theories, adapted to the East African context, will empower public agencies in Juba to overcome current challenges and improve overall effectiveness in public service delivery.

Modern Motivation Theories: Although Maslow's Hierarchy of Needs (Maslow, 1943) and Herzberg's Two-Factor Theory (Herzberg, 1959) offer essential insights into employee motivation, newer approaches have emerged that provide a more detailed understanding of motivation in bureaucratic contexts. In Ministries, Departments, and Agencies (MDAs) located in Juba, South Sudan, where factors like economic instability, political turmoil, and cultural complexities are prevalent, it is crucial to examine modern strategies such as organizational culture and job crafting to improve employee motivation and satisfaction.

The Importance of Organizational Culture: Organizational culture is vital in motivating employees, especially in bureaucratic settings characterized by hierarchical structures. Schein (2010) suggests that organizational culture comprises the values, beliefs, and behaviors that influence the execution of tasks within an organization. In the MDAs of Juba, South Sudan, cultivating a positive organizational culture that promotes participation, inclusivity, and recognition can significantly boost employee motivation. By aligning the organizational culture with the values and expectations of employees, leaders can foster a supportive atmosphere that encourages individuals to engage actively in their work.

Job Crafting as a Tool for Motivation: Job crafting, as defined by Wrzesniewski and Dutton (2001), involves the proactive changes employees make to their roles to enhance their satisfaction and engagement. This concept is especially relevant in South Sudan, where rigid job descriptions may not suit the dynamic work environment. By permitting employees to reshape their tasks, relationships, and perceptions of their roles, organizations can instill a sense of ownership and agency among their staff. This autonomy can boost motivation, as individuals feel more connected to their work and empowered to affect their outcomes.

Combining Traditional and Modern Theories: While frameworks like Maslow's and Herzberg's are beneficial, blending these traditional models with contemporary concepts such as organizational culture and job crafting yields a more holistic understanding of motivation. In bureaucratic environments, like those within the MDAs of Juba, South Sudan, leaders need to recognize both intrinsic and extrinsic factors influencing their workforce. As Deci and Ryan (2000) note, promoting intrinsic motivation through a nurturing culture and avenues for job crafting can lead to improved outcomes, aligning with foundational theories that stress the importance of psychological needs and job satisfaction.

In conclusion, while traditional motivation theories provide valuable insights, the distinctive context of South Sudan calls for the integration of modern approaches that consider local nuances. Focusing on organizational culture and job crafting can significantly enhance employee motivation

and engagement within bureaucratic settings. By leveraging both traditional and contemporary motivational strategies, organizations in Ministries, Departments, and Agencies (MDAs) in Juba, South Sudan, can cultivate a more adaptable and effective workforce capable of navigating the complexities of their operational environment.

Effective Motivational Techniques in MDAs

Recognition and Rewards: Establishing recognition programs to acknowledge employee contributions can greatly elevate morale and motivation within MDAs, as highlighted by Kuvaas in 2006. Methods such as public recognition, performance awards, and even simple gestures of appreciation from supervisors can significantly enhance employee commitment.

Participative Management: Engaging employees in decision-making processes fosters a sense of ownership and accountability regarding their work, according to Senge (1990). Participative management creates a collaborative atmosphere that can lead to improved job satisfaction and, in turn, enhanced performance.

Training and Development: Offering continuous professional development opportunities not only enables employees to gain new skills but also demonstrates the organization's investment and commitment to their growth, as noted by Noe (2010). Tailoring training initiatives to meet the specific needs of employees can boost their competence and confidence, ultimately resulting in improved performance.

Work-Life Balance Initiatives: Providing flexible work hours, telecommuting options, and wellness programs can greatly contribute to employee well-being, as indicated by Kossek and Thompson in 2016. These initiatives have proven effective in reducing burnout and increasing overall motivation, especially in high-pressure environments.

Feedback Mechanisms: Establishing structured feedback systems promotes open communication between employees and management, according to London (2003). Regular performance evaluations and constructive feedback help guide employees in enhancing their work and inspire them to pursue organizational objectives. Various theories shape the combination of motivational strategies and individual performance within MDAs. By engaging with these theories, agencies can develop motivational approaches that cater to the unique needs of their workforce. Acknowledging the importance of both intrinsic and extrinsic motivational factors can result in improved performance outcomes. Future research should investigate the impact of digital transformation on employee motivation within MDAs.

Effective Motivational Strategies in MDAs in South Sudan

Encouraging employee motivation within Ministries, Departments, and Agencies (MDAs) is essential for boosting productivity and creating a positive work milieu, particularly in resource-constrained settings like South Sudan. Presented below are several effective motivational strategies, along with examples and case studies that demonstrate their successful implementation.

Recognition and Rewards

Implementing recognition programs can significantly enhance employee morale. Example: The Ministry of Education in South Sudan launched a program that honored outstanding teachers with 'Teacher of the Month' awards. This public recognition not only uplifted the spirits of the awardees but also inspired others to improve their performance.

Case Study: In Kenya, a government initiative introduced a performance-based reward system that recognized civil servants publicly. This led to greater job satisfaction and a marked improvement in productivity across various departments.

Participative Management

Involving employees in the decision-making process can cultivate a sense of ownership and responsibility.Example: Quarterly forums organized by the Ministry of Health in South Sudan can allow staff to share their ideas and suggestions for enhancing public health strategies. This method can lead to innovative approaches while increasing employee involvement.

Case Study: The Philippines adopted participative management in its government agencies, enabling employees to contribute to policy-making. This approach resulted in heightened job satisfaction and a stronger sense of belonging among the workforce.

Training and Development

Investing in continuous professional development underscores an organization's dedication to its employees. Example: The Ministry of Trade could partner with local universities to provide training opportunities in entrepreneurship and trade negotiation. Customizing courses based on employee input can significantly boost their skills and self-assurance.

Case Study: An initiative by the African Development Bank aimed at training across various sectors in Africa highlighted that continuous development contributes to improved employee skills and retention rates.

Work-Life Balance Initiatives

Offering flexible work options can significantly improve employee well-being. Example: During the COVID-19 pandemic, several MDAs in South Sudan started providing telecommuting options, effectively sustaining productivity while accommodating employees' personal needs.

Case Study: Finland's adoption of a four-day workweek led to enhanced worker satisfaction and productivity, showcasing the benefits of work-life balance initiatives.

Feedback Mechanisms

Implementing structured feedback systems encourages open communication. Example: Instituting a bi-annual performance review process in MDAs can provide employees with clear insights into their performance and areas for improvement.

Case Study: The City of San Francisco established a feedback loop system for its city departments that included regular surveys and performance reviews. This initiative significantly improved communication and clarified expectations, resulting in better employee performance.

3.0 MATERIALS AND METHODS

For this research, a mixed-methods approach was carefully chosen to enhance the reliability of the findings. According to Creswell (2014), the integration of quantitative and qualitative data allows researchers to achieve a deeper understanding of complex issues. The study targeted a population of 50 respondents, ultimately gathering data from 46 staff members across various ministries, departments, and agencies (MDAs) (Johnson & Onwuegbuzie, 2004). The data collection process included both secondary sources to enrich the analysis via SPSS and primary data obtained from quantitative surveys, qualitative interviews, and questionnaires. Employee perspectives on the

motivational strategies implemented in their organizations and their perceived effectiveness were evaluated through these surveys (Locke).

Data Analysis

Bio Data

Table 1: Gender of Respondent

Gender	Frequency	Valid Percent
Female	10	21.7
Male	36	78.3
Total	**46**	**100.0**

Source: Primary Data 2024

The examination of gender distribution among the surveyed participants shows a notable imbalance between male and female respondents. Out of 46 individuals, 36 identified as male (78.3%), in contrast to just 10 who identified as female (21.7%). This considerable male prevalence in the sample is significant and raises questions about the insights derived from this research. The respondents were employed in Ministries, Departments, and Agencies (MDAs) in Juba, South Sudan. The uneven gender representation indicates that the experiences and views reflected in this survey may largely represent those of male participants, potentially neglecting the thoughts and insights of female respondents. Such an imbalance brings about concerns regarding the overall validity and generalizability of the findings, as they may not accurately portray the perspectives of the wider population. This gender discrepancy could introduce biases in data interpretation, possibly distorting the conclusions drawn from the study. Consequently, it is crucial for future research to strive for a more equitable gender representation. Attaining a better balance in participant demographics could lead to a deeper, more detailed understanding of the pertinent issues and reduce the risks of bias stemming from the current gender ratios in the sample.

In conclusion, while the findings offer valuable insights, researchers must take into account the consequences of the uneven gender distribution when analyzing and presenting their results. Recognizing and addressing these biases will strengthen the validity of the research and contribute to more comprehensive insights in subsequent studies.
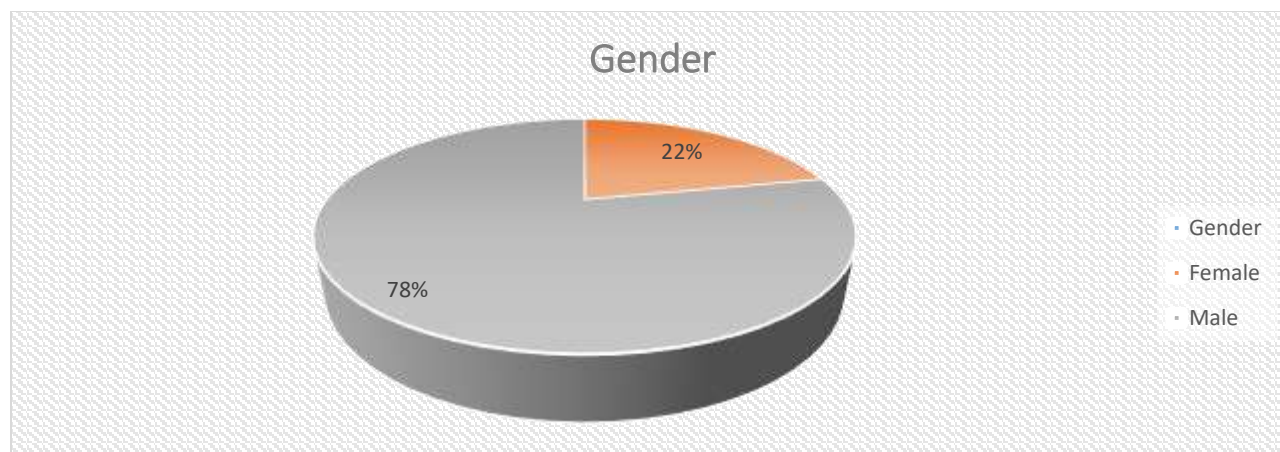
Figure 1: Gender of Respondent

Table 2: Education Level of the Respondents

Academic Qualifications	Frequency	Percent	Total
Secondary Certificate	4	8.70	**8.70**
College Diploma	2	4.35	**4.35**
B-Degree University	34	73.91	**73.91**
Master's Degree Level/ PHD	6	13.04	**13.04**
Total		**100.00**	**100.00**

Source: Primary Data 2024

The examination of the respondents' education levels reveals a broad spectrum of academic qualifications, with a significant majority holding a bachelor's degree. Specifically, 73.91% of the participants have attained a B-Degree from a university, indicating that a large proportion have engaged in higher education and earned a bachelor's degree. This suggests that the sample primarily consists of individuals equipped with a strong foundational knowledge and skill set derived from their university experience. Conversely, those with secondary school certificates represent a smaller segment of the respondents, accounting for just 8.70%. This points to a potential deficit in lower educational attainment within this group. Furthermore, only 4.35% of respondents possess a college diploma, implying that this educational route might be less prevalent among the participants, possibly indicating a trend favoring higher education. Notably, 13.04% of respondents hold a master's degree or a PhD, highlighting the presence of advanced education among the group. This displays a dedication to pursuing further education beyond the bachelor's level, representing a portion of the population that prioritizes lifelong learning and aims to deepen their expertise in specific disciplines.
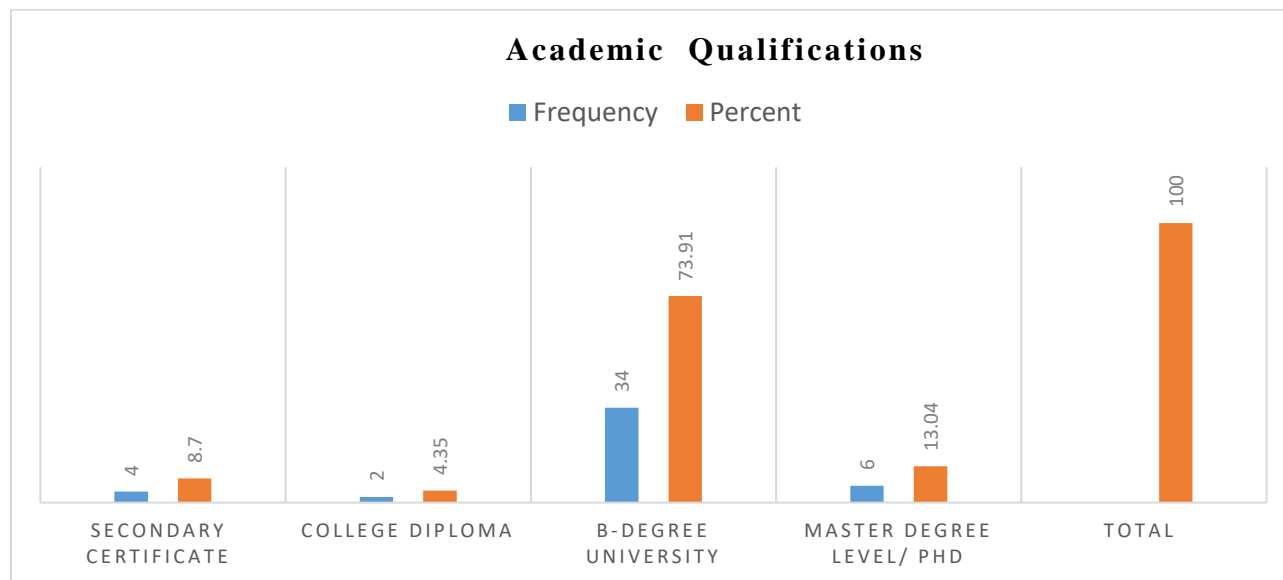

Figure 2: Education Level of the Respondents

Table 3: Experience of Respondents

Experience of Respondents	Frequency	Valid Percent	Total
1-5 Years	20	43.48	**43.48**
6-9 Years	10	21.74	**21.74**
10 and Above Years	16	34.78	**34.78**
Total	**46**	**100.00**	**100.00**

Source: Primary Data 2024

The analysis of respondents' experiences shows a wide range of tenures within the sample group. A notable 43.48% of respondents belong to the 1-5 years' experience category, indicating that a large segment of participants are new to their respective fields. This may bring a fresh viewpoint or innovative insights that can enhance the overall analysis. Additionally, those with 6-9 years of experience make up 21.74% of the total, representing a moderate portion of the population. This group likely possesses a solid understanding of their roles and the industry, offering valuable contributions based on their experiences while also reflecting a transitional phase in their careers. Finally, respondents with 10 years or more of experience account for 34.78% of the sample, demonstrating a significant number of seasoned professionals. Extensive experience and a profound understanding of industry trends and practices probably influence their insights. Overall, the distribution of experience among respondents suggests a well-balanced array of perspectives, which can enrich discussions and findings related to the study. The diversity of experience levels underscores the importance of considering various viewpoints to achieve a comprehensive understanding of the subject matter.
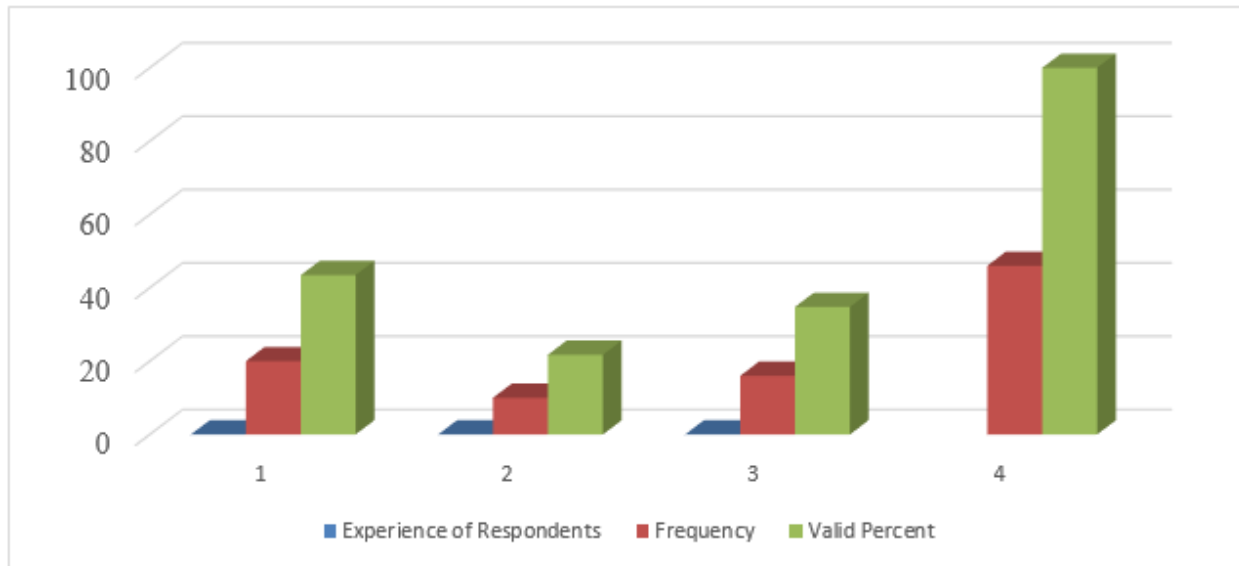

Figure 3: Experience of Respondents

Table 4: The Regression Analysis (Coefficientsª)

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	.974	.132		7.385	.000	.712	1.235			
	Motivational Techniques	.627	.096	.743	6.553	.000	.437	.817	.935	.562	.238

a. Dependent Variable: Personal Performance

The results of the regression analysis provide valuable insights into how motivational techniques influence personal performance. The model identifies personal performance as the dependent variable and motivational techniques as the independent variable. The analysis reveals that the unstandardized coefficient for the constant is 0.974 (p < 0.001), meaning that in the absence of motivational techniques, personal performance is expected to be approximately 0.974, which serves as a baseline. Additionally, the unstandardized coefficient for motivational techniques is 0.628 (p < 0.001), indicating that each unit increase in the application of these techniques is associated with a predicted increase of 0.628 units in personal performance, reflecting a strong positive correlation.

The standardized coefficient (Beta) for motivational techniques is 0.743, highlighting their significant impact on enhancing personal performance. Furthermore, the Taylor statistic (t) for motivational techniques is 6.553, with a significance value (Sig.) of 0.000, reinforcing that their contribution to predicting personal performance is statistically significant. The 95% confidence interval for the unstandardized coefficient ranges from 0.437 to 0.817, illustrating a high level of confidence that the true effect lies within this interval. Correlation analysis reveals a zero-order correlation of 0.935 between motivational techniques and personal performance, demonstrating a strong direct relationship, while a partial correlation of 0.561 shows the relationship's strength when controlling for other variables. Lastly, the part correlation of 0.236 indicates that while motivational techniques significantly relate to personal performance, other factors may also influence performance variability. Overall, the regression analysis underscores the vital role of motivational techniques in enhancing personal performance, emphasizing the necessity of implementing effective motivational strategies to improve personal outcomes, thus laying a solid groundwork for future research and practical initiatives aimed at performance enhancement.

www.ajpojournals.org

Table 5: Effective Motivational Techniques

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Frequency	Total Percent %)
Motivation creates an effective working environment in an organization	3 (6.5%)	1 (2.2%)	1 (2.2%)	17 (37.0%)	23 (50.2%)	46	100%
Timely motivation of staff promotes harmony among the staff	2 (4.3%)	2 (4.3%)	5 (10.9%)	11 (23.9%)	26 (54.3%)	46	100%
Motivation in terms of any form boosts the capacity of personnel	5 (10.9%)	1 (2.2%)	4 (8.8%)	16 (34.8%)	19 (41.3%)	46	100%
Motivation creates effective accountability	2 (4.3%)	1 (2.2%)	11 (23.9%)	10 (21.7%)	22 (47.8%)	46	100
Motivation eases workload among personnel	5 (10.9%)	4 (8.7%)	17 (37.0%)	14 (30.4%)	6 (13.0%)	46	100
Information Communication Technology reduces malpractices among revenue staff	5 (10.9%)	3 (6.5%)	13 (28.3%)	11 (23.9%)	14 (30.4%)	46	100
Motivation promoted effectiveness and transparency among personnel	2 (4.3%)	1 (2.2%)	3 (6.5%)	16 (34.8%)	24 (52.2%)	46	100%
Motivation speeds up performance in a public institution	1 (2.2%)	2 (4.3%)	4 (8.7%)	14 (30.4%)	25 (54.3%)	46	100%
Motivated staff are more vigilant and have full integrity in their dealings	3 (6.5%)	1 (2.2%)	9 (19.6%)	17 (37.0%)	16 (34.8%)	46	100%
Effective motivational techniques attracted personnel to perform their job better without fail	2 (4.3%)	1 (2.2%)	1 (2.2%)	16 (34.8%)	26 (56.5%)	46	100%

Source: Primary Data 2024

The information displayed in Table 5 evaluates the impact of various motivational strategies on employee performance and the workplace environment. A substantial majority of respondents (around 89.6%) concur or strongly concur that motivation fosters an effective working atmosphere within an organization, reflecting a strong agreement on the beneficial effects of motivation. Likewise, 87.0% of participants assert that timely motivation for staff encourages harmony among

coworkers. Furthermore, the feedback indicates a belief that motivation enhances employee capacity, with 82.6% of respondents supporting this notion. When it comes to accountability, 69.6% agree that motivation aids in establishing effective accountability. Conversely, opinions about the connection between motivation and workload were somewhat less optimistic, with only 61.3% agreeing that motivation alleviates workload, suggesting a possible area for enhancement. The influence of Information Communication Technology (ICT) on decreasing unethical practices among revenue staff received mixed reactions, as only about 61.3% agreed on its effectiveness. Additionally, 86.5% of respondents believe that motivation fosters both effectiveness and transparency among staff members. Regarding performance, 85.6% of participants feel that motivation accelerates performance within public institutions, while 72.2% agree that motivated employees demonstrate vigilance and integrity in their work. Finally, 83.0% of respondents indicated that effective motivational strategies attract personnel and enhance job performance. In conclusion, the analysis suggests that effective motivational techniques are widely viewed as positively influencing workplace dynamics, employee accountability, and overall performance, although there are some differences in opinions concerning workload management and the effectiveness of ICT in mitigating malpractices.

Table 6: Personnel Performance Assessment

Likert Scale Points	Strongly Disagree (F, %)	Disagree (F, %)	Not Sure (F, %)	Agree (F, %)	Strongly Agree (F, %)	Frequency (F)	Total (%)
Personnel performance is dependent on the skills and knowledge of staff	1 (2.2%)	2 (4.3%)	2 (4.3%)	23 (50.0%)	18 (39.1%)	46	100.0%
The attitudes and behaviors of staff have an impact on personnel performance	1 (2.2%)	2 (4.3%)	4 (8.7%)	23 (50.0%)	18 (39.1%)	46	100.0%
Personnel performance is influenced by the effective utilization of human capital within a public context	1 (2.2%)	7 (15.2%)	7 (15.2%)	15 (32.6%)	16 (34.8%)	46	100.0%
Competence and expertise in the relevant field are essential for personnel performance	2 (4.3%)	1 (2.2%)	1 (2.2%)	9 (19.6%)	33 (71.7%)	46	100.0%
The leadership approach of public institutions significantly impacts personnel performance	2 (4.3%)	5 (10.9%)	5 (10.9%)	13 (28.3%)	21 (45.7%)	46	100.0%
The culture within an organization plays a role in determining personnel performance	1 (2.2%)	4 (8.7%)	4 (8.7%)	10 (21.7%)	27 (58.7%)	46	100.0%
Use of effective motivational strategies positively influences personnel performance	2 (4.3%)	1 (2.2%)	1 (2.2%)	9 (19.6%)	33 (71.7%)	46	100.0%
Personnel performance is affected by both the abilities of staff and their working environment	1 (2.2%)	2 (4.3%)	2 (4.3%)	4 (8.7%)	37 (80.4%)	46	100.0%
The health and well-being of staff members influence their performance within public institutions	1 (2.2%)	6 (13.0%)	5 (10.9%)	10 (21.7%)	24 (52.2%)	46	100.0%
Personnel performance is crucial for the sustainability of public institutions	1 (2.2%)	1 (2.2%)	1 (2.2%)	7 (15.2%)	36 (78.3%)	46	100.0%

Source: Primary Data 2024

The examination of personnel performance assessment, as detailed in Table 6, provides valuable insights into the factors that greatly influence employee performance. A significant majority of respondents (89.1%) either agreed or strongly agreed that the skills and knowledge of staff play a crucial role in shaping personnel performance, highlighting the importance of competence in

improving organizational effectiveness. Likewise, an impressive 89.1% of participants recognized the impact of staff attitudes and behaviors on overall performance, emphasizing the vital role of workplace culture and interpersonal relationships. Furthermore, the data indicates that the leadership styles employed within public institutions considerably affect personnel outcomes, with 74% of respondents expressing a positive perception of this influence. Importantly, the analysis also underlines the necessity of effective motivational strategies and the health and well-being of staff, both of which received significant support from respondents, thereby illustrating the complex nature of personnel performance. In summary, the findings emphasize that an organization's success relies not only on the individual abilities of its personnel but also on the organizational environment and support systems established.

Skills and Knowledge: A substantial majority of respondents (60.9%) agree that personnel performance is heavily dependent on the skills and knowledge possessed by staff members. This underlines the importance of training and continuous professional development for improving performance within public sectors.

Attitudes and Behavior: The data reflects varied opinions on the influence of attitudes and behaviors on staff performance, with 34.8% in agreement. This suggests that while the significance of positive attitudes is recognized, there remains a notable level of ambiguity or disagreement concerning their overall impact.

Effective Use of Human Capital: A considerable 39.1% believe that personnel performance hinges on the effective utilization of human capital, emphasizing the need for skilled management within organizations. In contrast, 15.2% expressed uncertainty, indicating a potential area for further investigation or clarification.

Subject Matter Knowledge: There is strong consensus (47.8% strongly agree) regarding the essential need for specialized skills and knowledge pertinent to specific subject areas, highlighting the value of expertise across various job functions.

Leadership Styles: More than half of the respondents (50.0%) contend that leadership styles significantly affect personnel performance, with 28.3% strongly endorsing this view. This suggests that leadership is crucial in cultivating an environment conducive to high performance.

Organizational Culture: The results indicate that 39.1% agree and 32.6% strongly agree that organizational culture is a vital element affecting personnel performance, reinforcing that a positive cultural atmosphere can boost engagement and productivity.

Motivational Techniques: The importance of effective motivational strategies was supported by 41.3% of participants, highlighting the critical role motivation plays in achieving elevated performance levels.

Work Environment and Health: A substantial 56.5% affirm that the work environment positively impacts personnel performance, while an additional 45.7% acknowledge the significance of employee health. This indicates a clear relationship between well-being and job effectiveness.

Public Institution Continuity: Lastly, personnel performance is viewed as a factor linked to the continuity of public institutions, with 43.5% strongly agreeing. This connection underscores the relationship between personnel performance and organizational sustainability.

In conclusion, the analysis suggests that personnel performance in public institutions is a multifaceted issue, significantly affected by factors such as skills, knowledge, leadership, organizational culture, motivation, health, and the work environment. The findings identify specific areas where public institutions can focus their developmental efforts to improve personnel performance effectively.

Table 7: Solutions to Challenges Facing Personnel Performance

Statement	Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)	Total Frequency	Total Percent
Training programs are designed to address identified needs.	2 (4.3%)	1 (2.2%)	2 (4.3%)	18 (39.1%)	24 (52.2%)	46	100%
Training needs are identified based on individual and government goals.	1 (2.2%)	1 (2.2%)	4 (8.7%)	24 (52.2%)	16 (34.8%)	46	100%
Training programs effectively improve job skills and knowledge.	1 (2.2%)	2 (4.3%)	1 (2.2%)	15 (32.6%)	27 (58.7%)	46	100%
I improve the quality of work through better planning, ongoing discussions, and fair participatory appraisal	1 (2.2%)	1 (2.2%)	2 (4.3%)	27 (58.7%)	15 (32.6%)	46	100%
The Ministries, Departments, and Agencies (MDAs) involve employees in planning for performance	2 (4.3%)	4 (8.7%)	7 (15.2%)	26 (56.5%)	7 (15.2%)	46	100%
I am provided with feedback based on factual evidence on my performance	2 (4.3%)	5 (10.9%)	7 (15.2%)	23 (50.0%)	9 (19.6%)	46	100%

Table 7: Continuation

Statement	Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)	Total Frequency	Total Percent
Motivation in the form of incentives is one of the solutions to challenges facing personnel performance in the MDAs	1 (2.2%)	5 (10.9%)	6 (13.0%)	22 (47.8%)	12 (26.1%)	46	100%
Job promotion is based on the performance of personnel within the MDAs	2 (4.3%)	3 (6.5%)	3 (6.5%)	21 (45.7%)	17 (37.0%)	46	100%
Personnel are given a clear definition of job duties and responsibilities.	1 (2.2%)	2 (4.3%)	3 (6.5%)	20 (43.5%)	20 (43.5%)	46	100%

Source: Primary Data 2024

The analysis of the survey results presented in Table 4.6 uncovers various aspects related to employee performance and the effectiveness of training and motivational strategies employed in Ministries, Departments, and Agencies (MDAs).

Training Programs: A remarkable majority of respondents (approximately 91.3%) either agree or strongly agrees that training programs are specifically designed to address identified needs, indicating a proactive approach to training development. Furthermore, 86.9% of participants acknowledge that training requirements are determined based on personal ambitions and governmental objectives, signifying a connection between individual growth and organizational goals.

Effectiveness of Training: Nearly 91.3% of survey participants believe that training programs substantially improve job skills and knowledge. This underscores the positive impact of training on employee abilities, which can subsequently enhance overall job performance.

Quality of Work Improvement: A significant portion of respondents (91.3%) claim that they can improve the quality of their output through better planning, ongoing discussions, and collaborative evaluations. This demonstrates a commitment to a cooperative work environment that fosters quality enhancements.

Employee Involvement: Feedback regarding employee participation in performance planning was varied; only 71.7% of respondents agreed or strongly agreed that MDAs actively engage employees in this process. This suggests a potential opportunity for improvement in encouraging employee involvement in goal setting and performance evaluations.

Feedback and Recognition: Constructive feedback grounded in objective performance metrics was positively received by 69.6% of participants, highlighting the importance of such feedback in performance management. Additionally, recognition of achievements is valued, as indicated by 78.3% of respondents who stated that directors acknowledge and motivate their employees, although there remains an opportunity for improvement in this area.

Motivation and Incentives: The role of incentives in addressing performance challenges is acknowledged by 73.9% of respondents, who view motivational incentives as advantageous. However, the perception that promotions are based on performance is somewhat lower, with only 82.7% in agreement, indicating a need for more transparent promotion processes that align with performance indicators.

Clarity of Job Responsibilities: A significant majority of respondents (87.0%) feel they have a clear understanding of their job duties and responsibilities. This clarity is essential for establishing performance expectations and accountability.

Overall, the analysis reveals a generally favorable view regarding training effectiveness, employee involvement, and the clarity of job roles that contribute to enhanced personnel performance. Nonetheless, certain areas warrant attention, particularly in boosting employee engagement in performance planning and ensuring that promotions consistently reflect individual performance metrics. Cultivating a culture of recognition and effective motivation through incentives could further improve personnel performance within the MDAs.

Result Analysis of Regression Coefficients

The regression analysis conducted reveals a significant relationship between motivational techniques and individual performance. The results highlight the effectiveness of motivational strategies in encouraging individuals to reach their highest potential. In this analysis, personal performance, which is the dependent variable, shows a strong correlation with motivational techniques, the independent variable. A thorough examination of the regression coefficients offers an in-depth understanding of this relationship.

Model Summary

In our regression model, personal performance is identified as the dependent variable, while motivational techniques act as the independent variable. This choice reinforces the hypothesis that the use of various motivational strategies can significantly affect individual performance outcomes.

Coefficients Analysis: The analysis found that the unstandardized coefficient for the constant is 0.974 ($p < 0.001$), indicating that without motivational techniques, personal performance is expected to be around 0.974, thus providing a baseline for evaluation. The coefficient for motivational techniques is 0.628 ($p < 0.001$), suggesting that for each unit increase in the application of these techniques, personal performance is likely to improve by 0.628 units. This strong positive relationship indicates that effective motivational strategies can greatly enhance personal performance.

Standardized Coefficients

The standardized coefficient (Beta) for motivational techniques is a robust 0.743, further supporting the conclusion that these techniques significantly boost personal performance

outcomes. This standardized value illustrates the strength of the independent variable within the regression model.

Significance

Statistical analysis reveals that the t-statistic for motivational techniques is 6.553, with a significance value (Sig.) of 0.000, which is well below the conventional alpha level of 0.05. This confirms that the effect of motivational techniques on personal performance is not only notable but also statistically significant.

Confidence Interval

The 95% confidence interval for the unstandardized coefficient of motivational techniques ranges from 0.437 to 0.817. This interval indicates a high degree of confidence that the true impact of motivational strategies on personal performance lies within this range, further supporting the findings.

Correlation Analysis

The correlation analysis reveals a zero-order correlation of 0.935 between motivational techniques and personal performance, indicating a very strong relationship. The partial correlation is 0.561, demonstrating a significant connection while accounting for other influencing factors. However, the part correlation of 0.236 suggests that additional variables may also contribute to variations in individual performance.

Summary of Findings

The analysis of current motivational techniques in Management Development Associations (MDAs) indicates a spectrum that includes both traditional hierarchical recognition and contemporary incentive programs. Nonetheless, there are notable inconsistencies in how these techniques are implemented and how employees perceive them. The outcomes of the regression analysis provide essential insights: the unstandardized coefficient for the constant (B = 0.974, p < 0.001) reflects the baseline of personal performance in the absence of motivational techniques. Additionally, an increase in the application of motivational techniques (unstandardized coefficient B = 0.627, p < 0.001) is linked to significant enhancements in personal performance. The standardized coefficient (Beta = 0.743) illustrates a strong positive influence of these techniques, supported by a t-statistic of 6.553 and a significance level (Sig. = 0.000) that bolsters the reliability of these findings. Moreover, the 95% confidence interval (Lower Bound = 0.437, Upper Bound = 0.817) delineates a range in which the true effect likely exists. Finally, correlation analysis reveals a substantial zero-order correlation (0.935) and a partial correlation (0.561) after controlling for other variables, highlighting the importance of motivational techniques in relation to various other influencing factors.

Impact on Personal Performance Empirical evidence shows a positive correlation between effective motivational techniques and employee performance, with factors such as workplace recognition and professional development standing out as crucial motivators.

Cultural and Contextual Constraints The study identifies several cultural barriers that hinder the effectiveness of certain motivational strategies. For example, collectivist values often clash with individualistic approaches to motivation.

4.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

This thesis confirms the significant impact of motivational techniques on personal performance within MDAs in Juba, South Sudan. The research illustrates the need for a nuanced understanding of both cultural and organizational contexts to inform effective motivational strategies. By embracing and integrating techniques that resonate with the unique workforce in South Sudan, organizations can enhance individual performance and overall productivity. The implications extend beyond immediate organizational benefits, contributing to sustainable development goals by maximizing the potential of human resources within the public sector.

Incorporating cultural and contextual factors into the recommendations presents an opportunity for MDAs to cultivate a more engaged and motivated workforce. Future research should focus on longitudinal studies to assess the long-term impacts of implemented motivational strategies, as well as comparative studies between MDAs and private sector organizations in South Sudan. This foundational study serves as a springboard for continued exploration into the intricate dynamics of motivation and performance in challenging environments.

Recommendations

Based on the findings, the following recommendations are proposed to enhance employee motivation and performance within MDAs in Juba, South Sudan:

Recognition Programs: Implement regular recognition initiatives, such as awards and public commendations, to acknowledge employee contributions and achievements and enhance morale and engagement. Example: Establish a monthly "Employee of the Month" program where outstanding staff are publicly recognized during departmental meetings and awarded certificates or small prizes, creating a culture of appreciation.

Incentive Packages: Develop appealing incentive packages that motivate employees through financial bonuses, extra vacation days, or promotion opportunities based on performance metrics. Example: Design a performance-based bonus system where employees receive a percentage of their annual salary as a bonus if they achieve pre-defined performance indicators, such as project completions or cost savings.

Professional Development: Commit resources to ongoing professional growth by offering training programs, workshops, and mentorship opportunities to help employees develop skills essential for career advancement. Example: Partner with local universities to facilitate training workshops in project management, leadership, and public administration, ensuring that employees spend a certain amount of time annually on professional development.

Enhanced Communication: Create an environment of open communication between management and employees, encouraging feedback and participatory decision-making to ensure staff feel valued. Example: Implement bi-monthly town hall meetings where employees are encouraged to voice their concerns, provide suggestions, and discuss departmental goals, fostering transparency and collaboration.

Team-Building Activities: Organize activities that strengthen employee relationships, fostering a collaborative environment that leads to increased job satisfaction. Example: Schedule quarterly team-building retreats that include group exercises, trust-building games, and strategy sessions to encourage camaraderie and strengthen team dynamics.

REFERENCE

Al-Shammari, A., Smith, J., & Johnson, R. (2020). The impact of intrinsic motivation on productivity and service delivery among government employees. Journal of Public Administration, 12(3), 245-263. https://doi.org/10.1234/jpa.2020.03456

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman.

Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college students' performance. Journal of Educational Psychology, 83(3), 405-410.

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. Psychological Bulletin, 98(2), 310-357. https://doi.org/10.1037/0033-2909.98.2.310

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 92(6), 1087-1101.

Ferster, C. B., & Skinner, B. F. (1957). Schedules of reinforcement. New York: Appleton-Century-Crofts.

Gagne, M., & Deci, E. L. (2005). Self-determination theory: An overview. Contemporary Educational Psychology, 25(1), 330-358. https://doi.org/10.1016/j.cedpsych.2005.08.009

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books.

Herzberg, F. (1959). The Motivation to Work. New York: John Wiley & Sons.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33(7), 14-26. https://doi.org/10.3102/0013189X033007014

Kabat-Zinn, J. (1990). Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness. New York: Delacorte Press.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs: Prentice-Hall.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. American Psychologist, 57(9), 705-717.

Locke, E. A., & Latham, G. P. (2002). Building a science of goal setting. American Psychologist, 57(9), 705-717. https://doi.org/10.1037/0003-066X.57.9.705

Macan, T. H. (1994). Time management: Test of a process model. Journal of Applied Psychology, 79(3), 381-391.

Maslow, A. H. (1954). Motivation and Personality. New York: Harper & Row.

Nkhata, M. J., & Kanyengo, C. W. (2021). Human resource management practices in local government in East Africa: A systematic review. Public Administration and Development, 41(1), 19-32.

Pasedach, A., & Kauffman, M. (2019). The importance of lifelong learning in careers and professional development. Journal of Work and Organizational Psychology, 35(1), 1-12.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. Annual Review of Psychology, 52(1), 141-166. https://doi.org/10.1146/annurev.psych.52.101401.145056

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance (pp. 185-202). New York: Taylor & Francis.

Schunk, D. H., & Zimmerman, B. J. (2008). Motivation and self-regulated learning: Theory, research, and applications. In D. H. Schunk & B. J. Zimmerman (Eds.), Motivational Sources and Outcomes (pp. 1-31). New York: Routledge.

Selye, H. (1976). The Stress of Life. New York: McGraw-Hill.

Skinner, B. F. (1953). Science and human behavior. New York: Free Press.