cognitive, psychological and social skills which will aid individuals in the development of knowledge and new skills (Ryan, 2000).

Even though intrinsic motivation can be an innate element within an individual, intrinsic motivation can also be found between individuals and the activities they perform. Hull (as cited in Ryan, 2000) stated with his learning theory that the behaviour of an individual can be motivated by activities that satisfy and fulfil their psychological needs, for example their need to feel productive, competent, autonomous, and the sense of belonging by being part of a team. Considering this, the factors that intrinsically motivate employees differ among each other depending on the type of activity they are given, so what may look like an appealing task or activity for one employee may not actually be for another.

Now that it has been recognised that individuals can be intrinsically and extrinsically motivated, we can move on to have an overview of motivational theories to find out what factors they promote as important when it comes to motivating individuals generally as well as in the workplace.

Theory 1- Maslow's Hierarchy of Needs Theory

In 1943 American psychologist Abraham Maslow who was a major contributor to the humanistic approach in psychology developed a theory called "A theory of human motivation" which comprises five sets of needs to be fulfilled hierarchically by the individual in order to achieve self-actualization, such needs are prioritized from bottom to top as: Psychological, Safety, Love/Belonging, Esteem and Self-Actualisation (see table 1).

The theory suggests that each set of needs has to be fulfilled before the individual moves on to the next one, and so on until the last and most important stage is achieved. With this theory Maslow intended to understand what it is that motivates people, focusing in the fact that an individual's performance is the outcome of a motivational system rather than a reward or an unconscious desire system. His theory proposes that the basic needs (psychological, safety, love/belonging) and

growth needs (Esteem) of individuals need to be covered first in order for the individual to achieve self-fulfilment and thus happiness (Maslow, 1943).

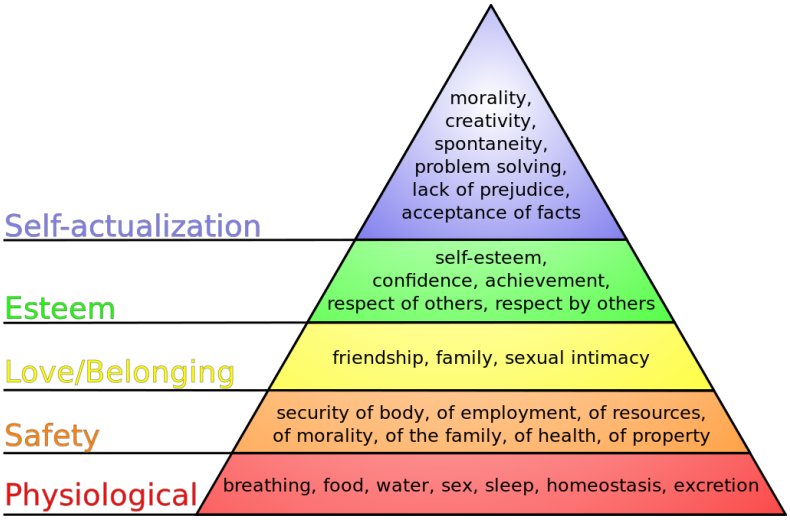

Table 1. - An interpretation of Maslow's hierarchy of need, portrayed as a pyramid with the more basic needs at the bottom.

Maslow's theory from the business perspective

Category 1 – Physiology

From the business perspective, the first stage which covers the basic needs of the individual, refers to the fact that employees would expect to receive at least a decent salary and acceptable working conditions that will allow them to pay for their most basic human needs such as food, clothing and shelter. It is important to consider however that employee engagement doesn't play an important role at this stage, therefore business owners, managers and leaders should bear that in mind (Maslow and Stephens, 2000).

Category 2 – Safety

In the second stage, which relates to the safety needs of the individual, the person would develop the need for job security which in most cases means signing a long-term or permanent contract. Helminger (as cited in Kamery, 2004) suggests that after the physiological needs are met, the motivators can vary widely making it harder for

managers to decide what set of rewards will be the most adequate to fulfil the employees' needs that will lead to achieving corporate goals. Extrinsic motivators such as financial rewards or fear are more likely to be useful in the short term, and could end up being unfavourable for the company in the long run, thus it is important that managers identify and consider possible employees intrinsic motivators to help the company maintain sustainability (Voge, 2007).

Kamery (2004) states that some organisations provide educational assistance, saving plan benefits or stock options, with the aim of providing long-term security for employees to increase their commitment. He states that many companies encourage employees to continue with their education in order to increase their effectiveness at work, and prepare them if a better position becomes available within the company, the aim is to provide a sense of security in order to enhance the engagement from workers with the company.

The sense of motivation and safety can be highly influenced by good quality working conditions, clear short-term or long-term objectives, evidence of strong and effective leadership and a set of useful rewards available to employees among others (Kamery, 2004). Capozzoli (as cited in Kamery 2004) agrees with the previous statement suggesting that employees can't be expected to perform well and be motivated if the working conditions are poor, for example high levels of noise during a task that requires concentration or inadequate levels of temperature on site.

Category 3– Social Belonging

In the third category, which relates to social needs, the employee is expected to have already fulfilled his physiological and safety needs and thus will start developing the need to build social relations. What was not important before suddenly becomes the top priority, since the physiological and safety needs are already satisfied belongingness becomes the top priority at this stage (Maslow, 1970). Considering this it can be expected that the the individual will search for social relatedness in the sense of positive social relations, good team work and a friendly atmosphere with colleagues and superiors in order to feel more engaged with the organisation.

"In its highly regarded Q12, which is a measure of employee engagement, Gallup includes the following question: "Do you have a best friend at work?" Why does this question matter?... Because based on Gallup's research, employees who answer in the affirmative are more likely to be engaged than those who don't."

Kelleher, 2014

Organisations that consider social activities important have shown to enjoy a higher degree of employee engagement in comparison to companies that focus entirely on business related activities (Kelleher, 2014).

Category 4– Self Esteem

In the fourth stage Maslow (1970) argues that most people (except for some pathological exceptions) experience a need for self-respect or self-esteem, and simultaneously the respect and esteem of others. He divides the need for self-esteem into two sets: 1) a need or desire for achievement, mastery, competence, independence, and confidence in the face of the world; 2) Reputation or prestige, status, dominance, recognition, dignity, appreciation or importance. He argues that if an individual fulfils his self-esteem needs it will boost his self-confidence, if those same needs are not met however, then the individual will experience feelings of inferiority, weakness and helplessness. Maslow emphasises then that the encouragement or discouragement of these feelings will set the trend of the individual's behaviour. If employees feel that their contribution to the company is recognized, then they will experience a sense of achievement, if feel that their work is acknowledged by the organisation and that their efforts matter they will keep motivated.

> *"Employee recognition is a key part of engagement. At its core, recognition builds esteem. Unfortunately, even though recognition has so much impact — and is often free — it remains low on most companies' list of priorities."*

Kelleher, 2014

Kelleher states that when employees are confident and happy with the quality of their work, and they are recognized for the same reason, they will feel that others believe in them which in turn will increases their engagement and productivity.

Category 5 – Self Actualization

This is the last stage of Maslow's hierarchy, where he argues that even if all the previously mentioned needs are met, the individual will still not be fully content if he/she is not doing what he/she is fitted for, for example, a musician must make music and a poet must write in order to feel truly happy with themselves (Maslow, 1970). He mentions that the term self-actualization was first stated in 1939 by American psychologist Kurt Goldstein, where he referred to self-actualization as an act from within the individual "self-made" and not as a result of external forces.

In terms of business, Kelleher (2014) argues that self-actualization relates employees performing at their full potential, therefore managers should help staff realise how they can achieve their full potential within the organisation, because it is only then when staff will feel trustworthy and will take full ownership of their job, this will make them feel empowered and thus will make them fully engaged to the organisation. Kelleher warns managers though, that workers will only be able to reach self-actualization if the tasks given to them are, although challenging, also within the limits of their capability.

Kelleher highlights that employee engagement can't be fully achieved if the needs of workers are not met; he gives the example of dropping levels of engagement in the case of a companywide layoff, explaining that even valuable workers who will remain in the company and have nothing to worry about still experience feelings of fear, because the company failed to meet the needs in level two which are related to safety; those valuable workers although "safe" at that particular moment in time, will doubt the future of the company and will possibly start to look for new opportunities in the market to recover that sense of security.

> *"A healthy, fully engaged workforce is one that has collectively reached level five, or self-actualization. This occurs in organizations that have built a line of sight between where the company is going and each employee's job or role. Level five is where you win over employees' heads and hearts."*
>
> *Kelleher, 2014*

Theory 2 – Alderfer's Existence, Relatedness and Growth Theory

When it comes to work motivation Maslow's theory lacks the empirical evidence to prove that his proposed hierarchy is to be followed in that strict order within the workplace environment. Between 1967 and 1969 American psychologist Clayton Paul Alderfer tried to address the discrepancies in Maslow's theory to make it more efficient by aligning the elements in the hierarchy with empirical research, his theory of needs as opposed to Maslow's hierarchy of needs is more focused in the impact that the need satisfaction of the individual has in his self-esteem and consequently what impact that has on his job performance (Robbins, as cited in Arnolds and Boshoff, 2002).

Alderfer (1969) further expanded on Maslow's hierarchy suggesting that it is too rigid and that some of the levels overlap, he shortened the list of needs in the hierarchy from five to three categories (see table 2) which according to him are sufficient to understand motivational theory within the workplace; he emphasised that despite being in a hierarchy, the three categories have a different level of importance at any given time depending on the situation of the individual.

The three categories proposed by Alderfer's ERG theory are:

Existence-

This level covers the first two levels of Maslow's hierarchy (Safety & Physiological needs). It refers to the need of an individual to stay alive and safe at present as well as in the future; it suggests that when a person satisfies his existence needs he feels physically comfortable to strive for the fulfilment of other needs.

Relatedness-

This level covers the third and fourth levels of Maslow's hierarchy (Social needs & Self-esteem). It suggests that when an individual feels physiologically safe and feels secure, the individual then starts looking into fulfilling the social needs, he/she suddenly becomes interested in maintaining important interpersonal relationships with other people such as friends, family, co-workers and employers. Relatedness gives the individual a sense of identity and acceptance, and thus, the individual experiences a sense of belonging within his/her immediate society.

Growth-

Similar to Maslow's theory, this level covers the highest level of the hierarchy (Self-actualization). It suggests that when the individual feels safe, secure and has recognized his own identity then he can seek to grow by being creative and productive, by expressing and implementing his own ideas in the working environment making him feel that his input is an important element in the achievement of meaningful tasks within the organisation.

Aderfer's theory has also being criticized for not having extensive research that supports its suggested re-arrangements to Maslow's hierarchy (Ivancevich and Matteson 1999), however it is considered as a more valid version of the hierarchy and has received more support from contemporary researchers in relation to motivation in the workplace because it is more focused in job-related circumstances (Luthans, 1998). The theory highlights elements such as pay and fringe benefits, the importance of interpersonal relations with colleagues and management as well as the opportunity to grow within the workplace and the satisfaction it brings to the individual.

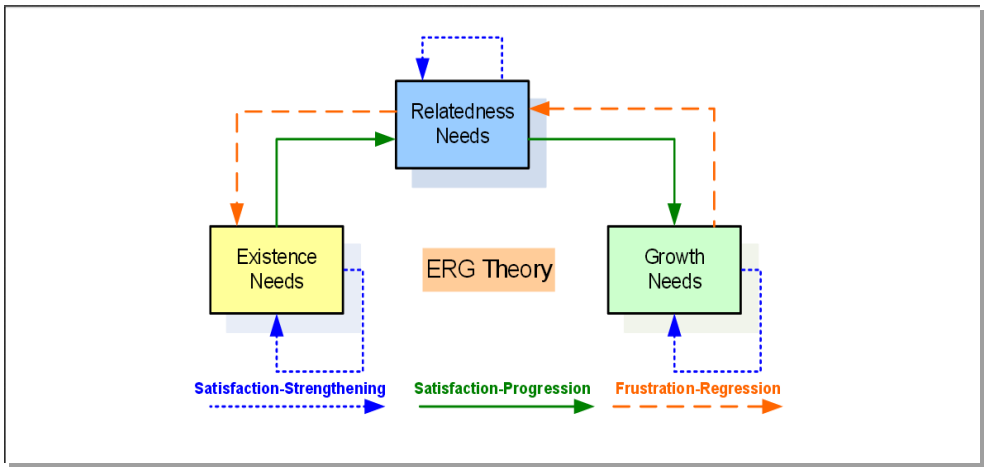

Table 2 – The concept of ERG theory
(Data source: Alderfer 1969)

The ERG theory states that human needs are difficult to predict and therefore can't follow a strict five-level hierarchy as proposed by Maslow, also, considering that every human being is different, in the workplace employees will be different from each other and their needs could vary from one to another, or from the same

employee over time. The theory highlights the fact that the needs of an employee may need to be satisfied simultaneously, considering this managers should bear in mind not to focus in satisfying one single need in particular since this could result in employee demotivation which could lead to a decrease in performance, and in the long term a decrease in employee engagement (Arnolds and Boshoff, 2002).

The Frustration- Regression Principle

According to Alderfer (1969), if a need is satisfied on a specific level then the employee can progress to the next level, however if that same need is not satisfied then instead of moving on to a higher level the individual will regress to a lower need which he feels is easier to fulfil, for example if an employee is striving for self-actualization but the opportunities to grow within the company are limited or null, then he may regress to the relatedness need and socialise more with colleagues since it seems easier to fulfil that need at that particular moment, the employee will continue fulfilling the lower need until an opportunity to satisfy the higher need becomes available. This is an example of the frustration-regression principle, and is important to be recognised by managers at an early stage in order to implement the best procedures to minimize frustration as much as possible in order to maintain employee engagement.

Theory 3 – Frederick Herzberg's Two-Factor Theory

American psychologist Frederick Hertzberg became a big influence in the business management world with his two-factor theory, also referred as the dual-factor theory or motivation-hygiene theory. It is called the two-factor theory because it is composed of two independent set of factor named Motivation factors and Hygiene factors at work that cause either satisfaction or dissatisfaction, but that are not linked to each other and in fact are completely unrelated (Herzberg, 1959).

In the 1950's Herzberg performed a study on approximately 200 employees using a critical review method to identify the factors that affected their job attitudes. The employees who participated in the study were mainly engineers and accountants who were asked to highlight situation where they felt incredibly satisfied about their job

at the time and situations where they felt incredibly dissatisfied with their job at the time, and similarly with previous jobs they had. His finding were published in his book *The Motivation to work* in 1959, which showed that the analysis of the responses had a consistent pattern, where extrinsic factors which were items related to the job context or immediate work environment where the factors that triggered dissatisfaction, for example company policy and administration, supervision, salary, interpersonal relations and working conditions, this factors were called the "hygiene factors"; On the other hand the motivating factors that seemed to increase job satisfaction were found to be related to the content of the job, for example responsibility, achievement, the work itself, recognition and advancement (Herzberg, 1959).

Factors that affect job satisfaction

Factors leading to dissatisfaction (Hygiene Factors)	**Factors leading to satisfaction (Motivation factors)**
Company policy and administration	Achievement
Supervision	Responsibility
Salary	The work itself
Interpersonal relations	Recognition
Working conditions	Advancement

Table 3. An interpretation of Herzberg's two-factor theory as a table.

According to Herzberg et al. (1993), the motivator-hygiene factors are described as:

Hygiene Factors

- Company policy and administration: Factors emerging from the systems used in the company as a whole, they can include unclear channels of communication, poor authority to complete tasks successfully, disorganization and ineffective allocation of tasks.

- Supervision: The skills or lack of skills, fairness or unfairness of the supervisor or manager to delegate responsibility, and his or her interest or lack of interest in showing how a new task is done.
- Salary: Refers to all moves involved in compensating a job, for example a wage increase or the expectation of a salary increase that doesn't actually take place.
- Interpersonal relations: Is the interaction between employees and management, colleagues and other people related to the organisation with which direct contact takes place. The relationship can be either work related or simply social.
- Working conditions: Refers to the facilities where the job takes place, the workload and the tools made available to perform the job. It also refers to the overall environmental characteristics such as ventilation, lighting and space.

Motivation Factors

- Achievement: A job completed successfully, solving a problem, evidence of results of one's work. It includes the failure and absence of achievement.
- Responsibility: Includes responsibility for one's job, the job of others, or new responsibilities assigned.
- Work-itself: The good or bad feelings that the employee experience from doing the job. Jobs can be routinary or varied, they can be perceived as creative or useless, too easy or too difficult. These can impact job satisfaction positively or negatively.
- Recognition: Any sort of recognition from management, peers, clients or the general public. It may be an act of no-practice, praise or blame.
- Advancement: The opportunity for advancement, or the actual change of status or position of an employee within the organisation.

Hertzber's theory differs from the traditional view that job satisfaction is the opposite of job dissatisfaction which implies that increasing satisfaction automatically will reduce dissatisfaction; his theory argues that the factors causing job satisfaction and dissatisfaction are unrelated and thus provoke different feelings to the individual, he then argues that since the factors are opposite to each other they

should be treated as two separate set of factors that operate in parallel continuum. Therefore:

"The opposite of job satisfaction is not job dissatisfaction but, rather no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no dissatisfaction"

(Herzberg 1968, 56).

The motivation-hygiene has been highly criticised because of the following reasons:

a) The theory doesn't have a clear ability to generalize to other occupations (House and Wigdor, 1967; Schneider and Locke, 1971)

b) The theory uses a simplification of the nature of job satisfaction (Dunnette, Campbell and Kazel, 1967)

Despite of the criticism, several studies have been conducted in order to interpret and test Herzberg's theory on occupational groups different to the ones originally used in his study. Harpaz (1983) obtained mixed results; Bass and Barrett (1981) support the theory, whereas Dunnette, et al. (1967) failed to support it.

According to Hackman and Oldham (1980) the two factor theory has encouraged a lot of research and inspired several successful projects that involve job design, because it is simple, persuasive, and it directly affects the design and evaluation of organizational changes that indeed take place, that's why over the years it is still used by managers in US organisations.

Even though there are motivational theories available to managers and organisational leaders, some with empirical support like Herzberg's two-factor theory, and others although relevant because of the content, with not so much empirical support like Maslow's theory; in order to find out the most suitable motivational theory for The College to enhance engagement, the concept of employee engagement now needs to be defined.