

Alderfer's Erg and McClelland's Acquired Needs Theories - Relevance in Today's Organization

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Abstract

Original Research Article

Many scholars have been interested in the evolution of management theories, principles, and concepts and their application. This study looked into the utility of the Alderfer's ERG and the McClelland Acquired Need theories in today's workplace. A narrative and desk review methodology were used to thoroughly review and document the works of other scholars. Before narrowing it down to the immediate environment, references were made to the application of the theories in global space. The study's findings revealed that the two theories are deeply rooted in today's management approaches, but they are not static. As society changes, so do the dynamics of management. The study showed that no single theory is applicable in every organisation, but rather a combination of two or more theories. Because the application of management theories has evolved over time to meet changing internal and external requirements of firms, they are influenced by the current business environment. Colonialism, culture, technological advancement, and socio-economic theories have all had impact on Nigerian management theory and practise. In a nutshell, management theory is progressing rather than coming to an end.

Keywords: Achievement, Affiliation, Existence, Growth, Power, Relatedness.

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1. INTRODUCTION

Much literature has been produced over the years concerning the most appropriate approach to management. While some authors argue that a specific method is required to bring out the best in employees and achieve organisational goals, others argue that a blend of two or more approaches may be more appropriate in management pursuits of productivity and excellence. The introduction of these approaches to African countries, particularly Nigeria, has proven difficult due to cultural and value differences between Nigerians and the Western countries where these approaches were developed. Environmental and sociocultural factors also play a role in these disparities (Fashoyin, 2005; George, Owoyemi & Kuye, 2012; George, Kuye & Onokala, 2012).

One of the most important human activities is management. Since the period when humans formed social organisations to achieve goals and objectives that they could not have achieved as individuals, management has been essential to ensure the coordination of the efforts of individuals (Olanrewaju & George, 2014). As society has become more reliant on

group effort, and as many organised groups have grown in size, the task of managers has grown in importance and complexity. As a result, managerial theory has become increasingly important in how managers manage complex organisations.

Management is based on two major components: theory and practise (Lawal, 2012). Stoner (1978) asserts that any manager who wishes to remain relevant in management practise must be familiar with existing management theories. According to Daft (1986), management theory is interested in facts and sound principles that prescribe what to do in order to achieve desired outcomes in the organisation (practise).

Inyang (2008) captured the relationship between management theory and practise perfectly. He maintains that management theory serves as the foundation for management practice, which in turn helps to reinforce the development of management theory. Management practise thus entails the application of existing management knowledge, and theories in order to achieve the dual goals of organisational efficiency and effectiveness. Management practitioners and

professionals are at the forefront of management practise, and their work allows for a review of existing management theories, as well as the development of new ones. Management theorists and practitioners are constantly interacting with one another. Both are necessary to improve our understanding of management in society (Inyang, 2008).

According to McGregor (1987), theory and practise are inextricably linked, and understanding one can help predict the other. He claims that every managerial action is founded on assumptions, generalisations, and hypotheses, or theory. Our assumptions are frequently implicit, sometimes unconscious, and frequently contradictory; nevertheless, they influence our predictions of the outcomes of our actions. He also maintains that theory and practise are inseparable. Management theory is thus not only related to management practise, but also benefits as management practise develops. According to Miner (1980), the more one knows about organisations and their methods of operation, the better one's chances of dealing with them effectively. Understanding is more advanced than prediction, but both allow you to influence or manage the future. Theory provides a solid foundation for action. However, in order for action to be effective, the theory must be adequate and appropriate to the task at hand, as well as to improved organisational performance (Mullins, 2011).

The universalism and transferability of management approaches, as well as their application in Nigeria, have sparked a great deal of interest. Many scholars believe that without these foreign approaches to management, Nigerian organisations will struggle to thrive, while others believe that the consistent reliance on western management approaches has hampered the growth of indigenous management theories (Fashoyin, 2005; Osuntokun, 2001).

1.1 Objectives

The objectives of the study were:

To give details of the Alderfer's ERG and McClelland Acquired Needs Theory, their meaning, paying particular attention to their assumptions, argument for and against them.

To analyse their applicability in the Nigerian corporate environment.

1.2 Methodology

Desk research approach was adopted in this research. This descriptive and historical study relied heavily on secondary information sources gathered by the researcher through many books and articles written by other researchers. Secondary data is preferred because it is less expensive to collect than primary data (Zikmund, 1984), and it does not require contact with respondents or subjects because it is historical and data already collected by previous researchers on the subject (Ember and Levinson, 1991). Secondary sources

methodology aids in explaining, describing, and validating findings, as well as inferring from all validated findings (Black and Champion, 1976).

2. THEORETICAL REVIEW

2.1 Alderfer's ERG Theory

Clayton P. Alderfer developed the Alderfer's ERG theory in 1969. Alderfer, an American psychologist, simplified Maslow's hierarchy of needs theory by proposing the ERG theory, where E stands for Existence, R stands for Relatedness, and G stands for Growth, hence the name ERG theory. According to this theory, a person's needs are divided into three categories. These categories are existence, relatedness, and growth. These core groups are very similar to Maslow's needs theory, also known as the hierarchy of needs theory. Both theories contend that people strive to meet their basic needs throughout their lives. Once these needs are met, they strive to meet higher levels of need.

In accordance with Maslow's hierarchy of needs, which he classified as physiological needs, Alderfer referred to them as existence needs. The physiological needs of Maslow's (1954) hierarchy of needs addresses basic human needs such as air, water, food, and shelter. Alderfer expressed a similar sentiment regarding employment, property, and health. The second level in Maslow's hierarchy of needs is that of belonging to others and having social relationships. Similarly, Alderfer's relatedness expresses the same concept. Humans, according to both theories, require social interactions to live a healthy life. Second, humans strive to gain the respect of others. Growth is the third component of ERG theory. Humans must develop self-esteem, confidence, and a focus on personal development. During this stage, a person strives to become the best version of themselves. According to Maslow's hierarchy of needs, a person realises their abilities and potential and eventually moves towards self-actualization. In other words, Alderfer's growth need category corresponds to Maslow's level of self-esteem and self-actualization.

According to Alderfer's ERG theory, a person can be motivated by different levels of needs at any given time. Any need that is important to them may change from time to time. To put it another way, a person's priorities, needs, and motivations change over time. They can progress from basic needs to relatedness to growth. According to Maslow's hierarchy of needs, a person can only progress to a higher level of needs if their lower needs are met. For example, if a person lacks basic needs such as water, he will not prioritise social connections. However, according to ERG theory, a person's needs do not always progress from one level to the next. For example, the progression from relatedness to growth does not necessitate their satisfaction of existence needs.

If higher-level needs go unsatisfied, it can lead to frustration. In this case, a person will regress to one of

the lower, more easily satisfied needs. Simply put, if a person is having difficulty satisfying their higher needs, an already satisfied need becomes more active. As a result, a person who is dissatisfied with their lack of growth may turn to relatedness as a motivator. According to the theory, if a person has one level of needs met, it may act to strengthen the lower level of needs and keep it satisfied. In other words, when it fails to satisfy high-level needs, an already satisfied need can maintain or strengthen lower-level needs iteratively.

Supporters of the ERG theory argue that it is more consistent with our understanding of individual differences between people (Snehajm, (2021). Education, family background, and cultural environment can all influence the importance or driving force that a group of needs has for a specific individual. The evidence shows that people from different cultures rank need categories differently. For example, natives of Spain and Japan prioritise social needs over psychological needs. This is consistent with the ERG theory. As a result, the ERG theory represents a more accurate version of the need hierarchy (Snehajm, 2021). Despite some evidence to the contrary, contemporary analysis of motivational work tends to support Alderfer's theory. Overall, the ERG theory appears to take advantage of the previous theories' strong points while being less restrictive and limiting.

Critics of the ERG theory argue that it does not provide clear guidelines (Shanmugapriya, 2021). The ERG model assumes that individuals will be motivated to engage in behaviour that will satisfy one of the theory's three sets of needs. To predict what behaviour a given person will be motivated to engage in, an assessment of that person is required to determine which of the three needs is most salient and important to him or her. The individual would then be expected to engage in a specific behaviour, which would result in the attainment of outcomes capable of meeting the critical needs. The ERG theory is newer than the Hierarchy of Needs theory and has not yet achieved the same level of currency or research interest as the need hierarchy theory. As a result, the empirical status of the ERG theory must be described as somewhat uncertain at this time. Alderfer's research has indicated some support for the theory, but it is simply too early to pass judgement on the theory's overall validity.

2.2 The McClelland's Acquired Theory of Needs

The McClelland theory was developed by David C. McClelland, an American psychologist, in 1972. The theory describes the uniqueness of each individual's needs, demonstrating that people's individuality causes them to have a different perception of reality and, as a result, need to satisfy different emotional needs (Kolb; Rubin and Mcytire, 1978). The theory belongs to the axis known as the Psychology of Differences, also known as the Psychology of Individualities, which deals with the study of human

behaviour based on the principle that each individual's behaviour, regardless of how influenced by the environment or various factors involved, differs in individuality. The individual aspect is the strategic point of behaviour that causes individuals to present themselves in a unique way to others, even if they are subtle differences, and this branch of psychology is concerned with understanding the consequences of psychological individualities in human beings (Jonassen and Grabowski, 2001). Faced with the psychologist's belief in the connection of individual emotions with their forms of motivation, he was able to formulate his theory of acquired needs, in addition to his studies on customs and experiences of economically developed nations.

The theory is useful in understanding individual motivations by supplying socially acquired needs in life (Perilla, 1998). It can also be understood with its connection that is not only focused on the individual and their behaviours and motives, but also acting with the environment and the most viable reactions so that the individual can be accepted in front of a group and their rules. Gomes (2002) emphasises the theory of acquired needs, which has as one of its characteristics the individual present in a certain environment having to deal with learning and problem solving, demonstrating that in certain situations, the individual can change their interaction with others, not only to their needs, but to a certain way of surviving the environment.

McClelland recognised that people ranked their needs differently, identifying three distinct needs: the need for achievement (NAch), the need for power (NPower), and the need for affiliation (NAff). And, while all three needs are present in people to some extent, the degree to which they are prioritised by people varies (Lloyd, 2019). McClelland distinguishes three types of special needs that are learned or acquired in some way as a result of the individual's experiences (Portal Educaço, 2013). The three Needs are discussed below.

2.2.1 Need for Achievement (NAch)

It is characterised by a distinct type of need. The main distinction is that it is more closely related to the individual's introspective context, and thus parallel to the attitudes of the group into which the individual is inserted. People who have this type of surfaced need seek to improve their performance; gain relevant feedback, that is, from individuals who can criticise the task performed with high attention; feel control over your obligations; gain greater knowledge and involvement with learning, so that it becomes a more agile process; achieve greater challenges with moderate risks or only essential to the situation (Stoner and Freeman, 1999). Many empirical studies show that those in their models have the greatest need for achievement. The need for achievement can be defined as a pattern of motivation that demonstrates self-confidence, great initiative, is guided by clearly defined goals, accepts moderate responsibilities and risks, and prefers situations that

provide feedback for performance improvement (Sivarajah & Achchuthan, 2013; Ferreira; Loiola & Gondim, 2017).

2.2.2 Need for Power (N-Power)

Need for Power (N-Power) directs an individual's attention and interest in anything that can give him status and rise above others. This need is specific to individuals who want to take possession of a certain authority; to be seen as valuable and admirable by others; to practise influence so that your opinion is noticed and duly taken into account; and to inspire all those with whom he works (McClelland, 1972). Such individuals view the facts of the organisation from a more competitive standpoint and see success as a result of having a great deal of power in their role.

People with a high need for power are perceived to have an impact on others and are openly seeking to improve their reputations, position, and authority. It has been established that people who have a strong need for power behave in a more active, assertive, and controlling manner in their interactions with others. Power motivation is more concerned with making an impact and wielding persuasive power than with being more autocratic and authoritative in achieving organisational goals (Jha, 2010).

According to McClelland and Boyatzis (1982), the need for power is significant because it indicates an individual's desire for influence over others. In terms of making important decisions, a low need for affiliation is probably preferable because it is accompanied by a low concern about being liked. Those with a strong desire for power are not power mongers! Instead, they understand the use of power and how it enables people to get things done and make a positive difference. People with a healthy need for power exhibit the following traits: They enjoy being in charge. Part of this is because they are aware of their own strengths and weaknesses and are confident in their own judgement and abilities. They frequently doubt the abilities of others, so they prefer to be in charge. They strive for influence over others because they know they can be effective. People in positions of power enjoy competition and status. They enjoy prestige, which can sometimes interfere with their effectiveness on the job.

2.2.3 Need for Affiliation (NAff)

Individuals who take the initiative to insert themselves in groups with the intent of getting to know and interact with their coworkers exhibit the Need for Power Affiliation (NAff). According to Jaepil (2006), the individual with this need seeks to convey a good and positive image to those with whom he interacts in order to build partnerships and feel better positioned or suited to the organisation. This need is strongly presented by collaborators with a high capacity to build Networking. It is an intriguing requirement for companies that place a

high value on teamwork; brainstorming process; organisational climate (Robbins, 2005).

Those who have strong need for affiliation, according to McClelland, are drawn to friendly relationships and interactions with other people. This person has a strong desire to be liked, accepted, and valued. These individuals are frequently motivated to be team players in the workplace and prefer cooperative work situations where they can interact with a large number of people (Moberg and Leasher, 2011). McClelland (1965) defines "affiliation" as the formation, maintenance, or repair of a strong emotional bond with another person. The desire to make close friends, stay out of trouble, and behave well are all manifestations of affiliation needs (Lussier & Achua, 2015). Individuals with a high nAff will work hard to establish and maintain harmonious interpersonal interactions. They are not interested in winning arguments; rather, they will try to resolve conflicts amicably in order to gain the favour of others.

Those who support the McClelland theory argue that the biggest advantage is that employees are assigned tasks based on their needs, which helps in motivating them, as the biggest problem that an individual faces in the workplace is that they do not get the work that they want, resulting in them doing the job half-heartedly, which is bad for both the individual and the company (Parikh, 2018). The McClelland theory solves this problem by first identifying employees' needs and then assigning them job roles based on those needs. Employees are pleased as a result.

Critics of McClelland theory believe it fails to address basic human needs. It focuses on needs for achievement, power, and affiliation while ignoring basic needs like food, shelter, and safety, which are primary needs that must be met before considering other needs (Parikh, 2018). They believe that employees are stereotyped. If an employee falls under the need for achievement matrix, he or she is likely to be stereotyped and may never work in a department where the need for power or affiliation is required, even if the employee has the necessary qualifications for the job. It can be difficult to find a position that meets all of your requirements. Once the organisation has identified people needs, it is possible that positions that match the needs of the organization's employees are causing a problem for top management. For example, if the organization has 10 positions for people with a need for power, but the employees with a need for power number 20, the company will struggle to accommodate all of the employees.

3.1 Alderfer's ERG - Relevance In Today's Organization

According to Egbuta and Omojola (2022), the E.R.G theory is not static, despite the fact that its propositions appear to be fixed. The theory holds that

human needs can be classified, but that man does not always seek to satisfy them in the same order. According to the earlier theory, when a man is hungry, his perspective of the world is coloured by eating, and other things are considered unimportant. The E.R.G theory, on the other hand, recognises that even when people are hungry, they still value the satisfaction of other needs, which contradicts Maslow's (1954) position. In a study of The ERG Theory and Workplace Engagement of Employees in Lagos State Health Sector, 400 questionnaires were distributed to varying levels of employees in Lagos State Health Sector, Nigeria, and 264 responded. At a significance level of 0.01%, four research questions and four hypotheses were tested. Descriptive statistics and a simple correlation investigation were used to analyse the data.

According to Egbuta and Omojola (2022), Work engagement is defined as a confident, fulfilling state of being, particularly at work. It is measured by demonstrated vigour, dedication, and absorption, and it describes a more consistent and convincing state that is not dependent on a specific object, event, individual, or behaviour. The word Vigour denotes a high level of energy and mental fortitude at work. It is a worker's willingness to put forth effort in assignments and persevere in the face of adversity. Dedication is defined as a worker's intense involvement in his or her work, accompanied by a sense of significance, enthusiasm, inspiration, pride, and challenge. The third component, absorption, refers to a worker who is completely focused and engrossed in his or her work (Bakker, Demerouti & Schaufeli, 2003).

Egbuta and Omojola (2022) findings revealed that as respondents' existence needs are met, their levels of work engagement rise. It was discovered that as respondents' relatedness needs increased, so did their levels of work engagement. As a result, it can be deduced that the more employees seek to connect with their coworkers, the more absorbed and engaged they are in their work. Furthermore, as respondents' interpersonal needs are met and reduced, their levels of work engagement rise, and vice versa. The findings also revealed that as respondents' growth needs are met and reduced, their work engagement levels rise, and vice versa.

Compensation, Esteem Valence, and Job Performance: An Empirical Assessment of Alderfer's ERG Theory was studied by Arnolds and Boshoff in 2004. The primary goal of the study was to determine whether top managers' and frontline employees' job performance can be improved by meeting the human needs they value at work. More specifically, the study investigates the extent to which a personality variable (self-esteem) acts as an intervening variable moderating the relationship between need satisfaction (as modelled by Alderfer) and top managers' and front-line employees'

performance intentions (as a surrogate measure of employee job performance).

According to the empirical findings, top managers are primarily motivated by growth needs, or higher-order needs. This means that a challenging working environment that allows for creativity, self-fulfilment, advancement, and autonomy is a key motivator of top managers' job performance. According to the findings, top managers' performance intentions are influenced by their perceptions of advancement opportunities and personal growth. Findings show further that front-line employees are motivated primarily by the satisfaction of relatedness needs from peers and existence needs, particularly monetary compensation. Need satisfaction from peers is a direct motivator as well as an indirect motivator through its effect on employee self-esteem. Front-line employees' self-esteem is not increased by remuneration or satisfaction with fringe benefits. They appear to be hygiene factors that must be present in order to avoid employee dissatisfaction.

Miller (2022) did a study of Nestlé, the world's largest food and beverage processing conglomerate, headquartered in Switzerland. Nestlé employs approximately 276,000 people around the world as of 2021. Nestlé employs a variety of strategies and theories to motivate and engage employees in the workplace in order to retain such a large workforce. To validate, ERG theory is directly related to Nestlé's HRM practises, and the company implements various employee motivational initiatives to meet the team's needs. Nestlé offers a variety of well-being and development programmes to help employees prioritise and meet their needs in order to motivate them to perform better.

Existence needs were met by Nestlé by introducing various employee health programmes such as "Know Your Numbers Programmes," which provided free health checkups for employees to identify multiple health risk factors affecting their bodies. They also provided various stress and health management programmes to help employees maintain a healthy lifestyle.

Relatedness - Nestlé introduced the "InGenius project" to improve the onboarding process for new employees to learn about their office location, colleagues, and other company facilities and features. This project aided in meeting the employees' need for relatedness by providing opportunities for them to socialise and interact with co-workers while also becoming acquainted with the company.

Growth - As part of the same project, Nestlé launched the InGenius Innovation Ecosystem. The company is committed to developing an entrepreneurial team and a crowd-sourcing platform where employees can collaborate and innovate new ideas to help the company grow. Providing employees with a platform to

grow and innovate aided the company in meeting the employees' growth needs. By 2021, nearly 83,000 Nestlé employees from all over the world had generated 9,750 new ideas and cast over 128,000 votes and comments. Offering various development programmes to provide opportunities for growth and meeting the basic needs of employees aided in increasing employee productivity. Additionally, it aided employees in coming up with new ideas that can lead to personal and company growth.

Shanmugapriya (2021), conducted a study on the dimensions of Existential, Relatedness, Growth (ERG) needs of medical students for rural placement in India. To explain the needs of medical graduates and rurally placed physicians in the Indian context, an ERG motivational need questionnaire was developed. A literature search and pilot study were conducted with 64 medical students, and relevant items were extracted. The existential needs were information and communication technology facilities, a school for children, freedom from privacy challenges, physical safety, physical working conditions with water and electricity, satisfactory physical surroundings, salary and fringe benefits, pleasant working conditions, a safe and attractive work environment, freedom from social isolation, and job security, among the 28 items included in the tool. Effective teamwork, supervisor support, social contacts with colleagues after work, spousal fulfilment, and staff respect were identified as relatedness needs. Furthermore, the eight growth needs were opportunities for career advancement, job autonomy, opportunities to receive compensation for services performed outside of normal duties, flexibility for practise protocols, promotion opportunities, support for continuing education, initial training for learning, and a sense of value for what I do. According to the study, medical students in rural areas have higher expectations for basic needs, followed by growth needs, and then relatedness.

3.2 McClelland Acquired Needs Theory - Relevance in Today's Organization

According to Communication-theory.org (2023) an on-line Theory platform, employees have varying requirements. Some employees have a greater need for affiliation, while others have a greater need for power and still others have a greater need for achievement. The McClelland theory can assist in goal setting, giving instructions or directions, and providing feedback and rewards to employees based on their needs. Work can also be delegated based on their specific requirements. An employee with a high need for power, for example, would enjoy encouraging, leading, and guiding others and would prefer winning over losing. As a result, this employee could be given leadership or mentoring responsibilities, as well as be in charge of leading a team or managing a few interns. They may also be placed in situations where winning a negotiation is more important than maintaining a positive relationship with the opposing team. Employees who have a strong

need for affiliation will thrive on developing and maintaining positive relationships. They may not be very effective leaders or managers because pleasing and meeting the desires of everyone is more important to them. They can be good rule followers and contribute to team activities or goals because they are cooperative. Finally, employees with higher achievement needs are more likely to seek mastery and competence. They are hard workers who prefer difficult tasks that require effort. They are also more open to feedback because they want to grow and learn all the time. These employees would excel at hard work while also meeting challenging goals and demands at work. An organisation or workplace can effectively recruit, promote, or delegate work by understanding the needs of different employees.

Putri and Wahyuningtyas (2016) investigated the impact of McClelland's Theory of Needs on employee performance in a multinational agribusiness firm in Jakarta. According to the findings, employees' Need for Achievement is very high, followed by employees' Need for Power, and finally by employees' Need for Affiliation.

Thoughts and Theories of Entrepreneurial Emergence: A Critical Review of the Pioneer Perspectives and Their Relevance In Nigerian Society of Today is the title of a study by Dedekuma and Akpor-Robaro in 2014. They maintain that the McClelland theory has been deemed highly successful in the Nigerian context, despite its difficulty in explaining the entrepreneurial disparity among Nigerian tribes on the basis of tribal psychology. In Nigeria, as in other societies, the "need for achievement" is a critical, fundamental condition or factor for the emergence and behaviour of individuals as entrepreneurs. The point of departure, however, is that in Nigeria, the need for achievement is based on external stimuli of financial gain rather than intrinsic values or motives. In other words, the Nigerian entrepreneur is motivated not by a desire for success based on intrinsic values, but rather by a desire for success based on financial rewards.

The McClelland specifications in the psychology of the n- Ach individual do not appear to fit into the psychology of Nigerians in general. As a result, sustaining entrepreneurial drive among Nigerians is difficult. According to Dedekuma and Akpor-Robaro (2014), the Ibos are more similar to the McClelland n- Ach individual than other tribes in some ways. When judged on the basis of sustained business antecedents, the Ibo tribe appears to exhibit more of the n- ach characteristics than the other tribes. They have been known for their industry and creative efforts, and the majority of them have a proclivity to own and run their own businesses and be self-employed, though not without the goal of financial gain. Dedekuma and Akpor-Robaro (2014) concluded that the McClelland theory adequately explained the entrepreneurial situation in developing countries, particularly Nigeria. People/tribes

with a high need for achievement have a higher proclivity to be entrepreneurs than people/tribes with the opposite characteristics. Such people, however, have been enriched by their upbringing and the influence of sociological factors.

According to Orkuugh (2023), theories should be recast in the light of cultural differences. For example, there is no doubt that an individual's sense of responsibility and need for achievement may differ depending on the culture in which the person grew up. In the United States, Canada, and the United Kingdom, for example, the need for achievement appears to be based on two culturally based characteristics: a willingness to accept moderate degrees of risk and a strong concern for performance. As a result, people from Chile and Portugal may have employees who base their needs for achievement on different criteria and have different ideas about what constitutes a high (or low) need for achievement (Hofstede, 2001). In other words, all cultures have hierarchies of needs, but the order of the needs varies by culture. Furthermore, many needs are widespread. In many cultures, for example, the desire for accomplishment and the desire for interesting work are both highly motivating factors. Thus, while employees in different countries may have different absolute levels of needs, their relative ranks may be more consistent (Sagie, Elizur, & Yamauchi, 1996).

Ogunbiyi-Davies *et al.*, (2023) investigated the applicability of McClelland Acquired Need and Skinner's Reinforcement Management Theories in today's organisations. Both primary and secondary data were used. The primary source of data was a selected sample of employees from various hotels in Nigeria. Secondary data was gathered from a variety of reports, periodicals, journals, and official organisation files. Data were gathered by compiling responses to standard questionnaires that were personally distributed to selected hotel staff in Nigeria. There were approximately 500 surveys distributed, with 421 receiving responses. Because theories have evolved over time to meet changing internal and external requirements of firms, the study lends credence to the premise that management theories are influenced by the current business environment. Because contingency theory emphasises that there is no single best method of management, these approaches may continue to evolve. Management philosophy, according to the study, is advancing rather than stagnating.

4. CONCLUSION

The study concluded that the Alderfer's ERG theory and McClelland Acquired Need Theory are very relevant in today's work place. However, the application of these theories are not static but fluid. There isn't just one management strategy that works best, according to the contingency hypothesis. The colonial period, local culture, modern technology, and socio-economic theories have all had an impact on Nigerian management

theory and practise. For managers, the Alderfer's ERG theory and McClelland Acquired Need theory both hold true. Since they provide detailed directions for effective management, the concepts in the two theories have practical significance for managers. These theories also present managerial difficulties because each one has its own unique requirements, necessitating that managers utilise a variety of motivational techniques on different types of individuals. Maximising team member motivation is another skill possessed by effective managers. Two-way communication with employees is essential for success since it allows managers to pick up on their staff members' motivational tendencies.

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