

FACTORS INFLUENCING MOTIVATION LEVEL OF ACADEMIC STAFF IN EDUCATION SECTOR OF PAKISTAN

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Abstract: *The aim of the research was to determine the relationship between rewards and work motivation of Public Sector College teachers of Pakistan. A Questionnaire was used to collect information from 200 respondents. It was composed of 37 items that measured rewards and overall motivation of academic staff. Rewards were measured using five dimensions namely: pay, working conditions, job security, work itself and recognition. Data analysis was done using correlations and regression techniques. Work itself and recognition had statistically strong positive and significant association with motivation of teachers. However weaker relationship was found with working conditions and pay. This study conducted upon college/university teachers can also be conducted upon school teachers and other sector organizations. Dimensions of rewards, other than the five, used in this study can also be taken to determine their association with motivation as well as impact of demographics on motivation.*

Keywords: Motivation, pay, recognition, work itself, working condition, job security

1.0 Introduction

Human Resource Management refers to the management of intellectual resources and focuses on fulfilling requirements of management. Needs and wants of workers can be met through well organized management (Torrington & Hall, 1998). Today, the most valuable aspect for the economic stability of a country is the knowledge and competence of employees. These human skills come from job satisfaction and motivation that enable employees to carry out their routine tasks effectively (Litschka, Markom, & Schunder, 2006). To enable workers to get motivated, managers must understand the trends that mould their behavior (Hanson & Miller Jr, 2002).

The term “motivation” originated from the Latin word “movere” which mean to make some movement (Kreitner & Kinicki, 2004). Over the years, many analysts have defined it in a variety of ways. They are of the view that it is the behavior intended towards a specific aim. We can define motivation as “internal and external factors that inspire the eagerness and enthusiasm in individuals to be devoted towards a task and to make constant exertion to accomplish that task.” (Shafiq, Mariam, & Raza, 2011). Aim of this study is to determine the relationship between rewards and motivation level of academic staff of four public sector colleges, located in Lahore, Pakistan.

2.0 Literature Review

Motivation of employees is thought to be the most important objective of human resource practitioners as approximately all of them have basic intention to instill in them a feeling of commitment, devotion and satisfaction towards their work (Jerris, 1999). Lawler (1973) was of the view that motivation is the best predictor of employee performance. Robbins (2001) defined motivation as the “a person’s interest to make high level of exertion to accomplish organizational goals, conditioned by effort’s capability to fulfill an individual’s need”. Motivation is basically an internal force (Pepitone & Bruce, 1998). It is a tool that leads human behavior towards satisfaction of his desires and wants (Schuler, 1998). Nohria, Groysberg, and Lee (2008) found that motivation can be determined by variety of factors that include retention, commitment and satisfaction. Many theories have been developed concerning motivation of employees.

A lot of work has been done in the literature concerning motivational factors. In order to maximize the performance of employees, organizations must formulate such policies, procedures and reward system which would improve employees’ satisfaction and motivation. Performance of an organization depends upon the performance of its employees. Employees’ rewards and incentives can be the tools for improving their performance.

Several theories have been developed by various analysts relating to employees' motivation towards work. These theories are still widely implemented in various organizations. These involve content as well as process theories. Content theories are based upon such elements that exist inside human beings that tend to motivate them and describe the reason behind changing needs of a person with the passage of time, whereas process theories provide description of behavior that is evolved by a person. These are explained below.

Maslow's Hierarchy of Needs: Abraham Maslow (1954) developed a theory called Hierarchy of Needs. He identified five levels of needs in the hierarchy and displayed these in the form of a pyramid with the most fundamental needs at the bottom and the need for self-actualization at the top of pyramid. It includes the physiological needs (food, shelter for living and certain material wants); safety and security needs (protection from physical and mental destruction); social needs (sense of affection, concern, belongingness and friendship with others); self-esteem (acknowledgement and admiration); and self-actualization need (to have those rights which a person deserves).

Theory X and theory Y: This theory was developed by (McGregor, 1960). According to theory X, organization considers that its employees are very idle and lethargic. Moreover managers consider that their employees do not like to work, they usually avoid performing their duties, and they have no aim to flourish in life. According to theory Y, supervisors believe that employees are energetic, active; self-determined and implement willpower. They assume that employees enjoy their job, they take it as a challenge, and they don't take it as a burden, try their best to complete their tasks within the limited time and are goal oriented.

Herzberg's Two Factor Theory: Herzberg (1959) proposed a theory in which he differentiated between factors of satisfaction and factors of dissatisfaction at work, known as Two Factor theory. Herzberg broadened the theory that was proposed by Abraham Maslow. He carried out a study that revealed factors that caused satisfaction and dissatisfaction among employees. He divided the factors causing satisfaction and dissatisfaction into motivators and hygiene factors. Motivators involved recognition, advancement, growth etc. i.e. the factors that caused intrinsic satisfaction. Hygiene factors involved working environment, company policy, supervisor support etc. i.e. the factors that were associated with job dissatisfaction when they were not present, but their presence do not make employees much satisfied.

Three Needs Theory: (McClelland, 1961) developed a theory in which he states that every human being requires to have met three fundamental needs that play a very important role in motivating them during their work. These needs involve achievement, affiliation and power. Individuals that have high needs for achievement have passion to succeed and go beyond others. They prefer to perform task in such a manner that has never been accomplished before by anyone. Individuals that have high affiliation needs prefer to work with others, they like to make friends and want a companionship of others. Individuals having high needs for power desire to get hold of others, they want to supervise and control others and to lead them in the direction they desire to take them.

Goal-Setting Theory: Locke (1960) proposed a theory known as Goal Setting Theory. This theory states that goals lead towards improvement in employee performance. Bottomline of this theory is that employee performance increases when they try to achieve some specific goals rather than pursuing general goals. Moreover by setting complex goals, employee motivation increases which results in increased performance.

Reinforcement Theory: (Skinner, 1953) proposed a theory which states that human behavior depends upon the consequences that caused it. "Reinforcement is a term in operant conditioning" ("Reinforcement," 2013, para. 1), "which is a type of learning in which an individual's behavior is modified by its consequences" ("Operant conditioning," 2013, para. 1). The central operators of operant conditioning are reinforcement and punishment which are either positive or negative, "This creates a total of four basic consequences in operant conditioning, with the addition of a fifth procedure known as extinction" ("Operant conditioning," 2013, "Reinforcement," para. 1).

The behavior of manager towards employees is said to be a positive reinforcement (reinforcement) when it is followed (stimulated) by employees' behavior (e.g. good performance) that is rewarding

(pleasant). If the employees' behavior (e.g. poor performance) sends a aversive (unpleasant) stimulus to the manager, the manager will try to remove it by employing more strict policies. If only by doing so improves the performance, the manager will continue to adopt more strict policies, this is known as negative reinforcement (escape). A punishment (e.g. reducing bonus of certain employees) incase these employees are not performing well after receiving bonus will be considered as positive punishment (punishment) when after it is being done by manager results in better performance by those employees in future. A punishment (e.g. demoting an employee) in case the employee does something that is against the rules and regulations of the organization will be considered as negative punishment (penalty) when after it is being done by manager results in avoiding such mistakes by that employee in future. Extinction occurs when management has to withdraw a set of newly implemented improvement policies or restrictions because such policies or restrictions are bringing no improvement in the organization.

Expectancy Theory: This theory was proposed by Victor Vroom (1964). He introduced new concepts of Valence, Instrumentality and Expectancy. Expectancy refers to the certainty that the work performed by individual would help him to achieve desired performance. Instrumentality refers to such a condition in which a person is sure that he will receive a reward if he performs well. Valence refers to the worth that an individual places to rewards earned by him.

Equity Theory: It was developed by John Stacy Adams in 1963. This theory states that employees should receive same and equal rewards as those received by their peers. He said that employees demand fairness between the efforts they are putting in and the results they are getting against these efforts and the output of their colleagues. This theory implies that an employee gets motivated when he believes that his mates are also getting the same reward as they are getting.

Literature reveals that numerous studies have been carried out on motivational factors of employees. Monetary rewards have seen to be the most important motivator for employees, no other reward contributes so effectively as money does (Rynes, Gerhart, & Minette, 2004). But according to Fuhrmann (2006), salary is not the only factor that helps employees to get motivated; there are other factors as well e.g. advancement, feedback, participation in decision making etc. A study carried out by Danish and Usman (2010) on private sector employees of Pakistan reveals that rewards and recognition have a positive impact on employee motivation. Similarly a research conducted by Manzoor (2012) concludes that empowerment and recognition have significant impact on employee motivation. A study was conducted by Bosompem, Kwarteng, and Obeng-Mensah (2012) that investigated the relationship between levels of motivation, job satisfaction, supervision, work conditions, recognition, promotion, involvement in goal setting among agricultural science teachers of selected Senior High Schools in Central Region of Ghana. He found that the best determinant of teacher motivation were recognition and working conditions.

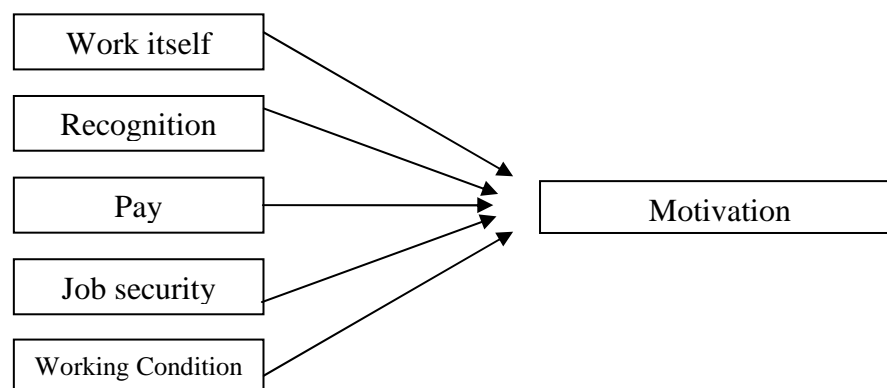


Figure 1: Research Model

Hypotheses

- H1:** Work itself has positive and significant relationship with work motivation of academic staff
H2: Recognition has positive and significant relationship with work motivation of academic staff
H3: Pay has positive and significant relationship with work motivation of academic staff
H4: Job security has positive and significant relationship with work motivation of academic staff
H5: Working condition has positive and significant relationship with work motivation of academic staff.

3.0 Research Methodology

Sample size consists of 200 academicians from four public sector colleges in Lahore, Pakistan. Convenience sampling is preferred in the current study. Information from respondents was collected through a structured questionnaire. The items for measuring the independent variables in the above model were adapted from three questionnaires: DeBeer (1987) "Work Satisfaction and Motivation questionnaire", Minnesota Satisfaction Questionnaire (1967) (MSQ), whereas items for measuring overall motivation were adapted from Salanova and Kirmanen (2010) questionnaire. Rating of the questionnaire was based on a five point likert scale ranging from strongly agree to strongly disagree consisting of scores from 1 to 5, where 1 denotes strongly disagree and 5 denotes strongly agree. A 37 items questionnaire was developed which was brought in its final shape after the approval of the supervisor. To determine its reliability, a pilot study was conducted on fifteen respondents. From which the value of Cronbach's alpha turned out to be 0.737. SPSS 16 was used for data analysis.

4.0 Data Analysis

Table 1: Demographics

		Frequency	Percentage
Gender	Male	72	36
	Female	128	64
Age Category(Years)	26-30	93	60.5
	32-38	66	26.5
	45-50	27	13
Marital Status	Single	93	46.5
	Married	107	53.5
Experience (Years)	1-5	146	73
	6-16	27	13.5
	20-27	27	13.5
Level of job	Lecturer	125	72.5
	Asst. Professor	28	14
	Asso. Professor	27	13.5
Qualification	Bachelors	40	20
	Masters	120	60
	M. Phil	40	20

Table 1 show that 36% of academic staff is comprised of males whereas 64% involve females.

Respondents falling in the age category of 26-30 years comprise 60.5% of total, those falling in 32-38 years category are 26.5%, whereas the ones falling in 45-50 years category are 13%. Respondents who were unmarried comprise 46.5%, those married are 53.5%. Respondents having experience of 1-5 years are 73%, those having 6-16 years' experience are 13.5%, whereas the ones having 20-27 years' experience make up 13.5%. 72.5% are lecturers, 14% are Assistant Professors while 13.5% are associate professors. 20% are composed of bachelors, 60% masters and 20% M. Phil.

Table 2: Descriptive statistics

Variables	N	Mean	Std. Deviation
Job security	200	4.4150	.32237
Work itself	200	3.8810	.23985
Working conditions	200	3.8750	.55460

Pay	200	2.7388	.63419
Recognition	200	1.9500	.35355

Table 2 shows mean and standard deviation of the factors of motivation. It can be seen that job security has a mean value of 4.4150 which is greater than the neutral value i.e. 3. It indicates that teachers agree job security has an impact on their motivation level. Similarly work itself and working condition have mean value of 3.8810 and 3.8750 respectively which are also greater than the neutral value, indicating that work itself and working conditions too have impact on their motivation level. Pay and recognition have mean values of 2.7388 and 1.9500 respectively which are lower than 3. It indicates they disagree that pay and recognition motivate them.

Table 3: Correlations

Correlations						
	Work itself	Pay	Recognition	Working condition	Job security	Motivation
Work itself	1	.475**	-.165*	.449**	.418**	.579**
Pay	.475**	1	.219**	.307**	.112	.312**
Recognition	-.165*	.219**	1	-.164*	-.142*	.374**
Working condition	.449**	.307**	-.164*	1	.758**	.279**
Job security	.418**	.112	-.142*	.758**	1	.349**
Motivation	.579**	.312**	.374**	.279**	.349**	1

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

The correlations of all the variables are given in the above table. The hypothesis of this research will now be discussed based on the findings of correlation analysis. The hypotheses 1 and 2 are related to the intrinsic rewards and cover two main variables that are recognition and work itself. Here they are having positive and significant relationship with employee motivation. It can be seen from the table that recognition had a correlation coefficient of .374**, Significant at .001 level. Also work itself had a correlation coefficient of .579**, significant at .001 level. Work itself showed a highly significant relationship with employee motivation. Thus the hypotheses 1 and 2 are proved. The hypotheses 3, 4 and 5 are related to the extrinsic rewards and covered three main variables: pay, job security and working condition. Here these variables show positive and significant relationship with employee motivation. It can be seen from the table that pay had a correlation coefficient of .312**, significant at .001 level, job security had a correlation coefficient of .349**, significant at .001 level and working condition had a correlation coefficient of .279**, significant at .000 levels. The correlation values for these variables are showing a highly significant relationship with employee motivation. Thus the hypotheses 3, 4 and 5 are also proved.

Table 4

Regression Analysis ^b				
	R	R ²	β	ρ
Work Itself	.579**	.336	.556	.000
Pay	.312**	.098	.023	.005
Recognition	.374**	.192	.173	.005
Working condition	.279**	.078	-.128	.000
Job security	.349**	.122	.237	.010

a. Predictors: (Constant), Job Security, Pay, Recognition, Work itself, Working Condition

b. Dependent variable: Motivation

Table 5

Model Summary ^b									
Model	R	R ²	Adj R ²	S.E	R ² change	F change	df1	df2	Sig. F change

1	.623 ^a	.389	.373	.13366	.389	24.673	5	194	.000
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- a. Predictors: (Constant), Job Security, Pay, Recognition, Work itself, Working Condition
b. Dependent variable: Motivation

Table 6

ANOVA ^b					
Model	Sum of squares	df	Mean square	F	Sig.
Regression	2.204	5	.441	24.673	.000 ^a
Residual	3.466	194	.018		
Total	5.670	199			

- a. Predictors: (Constant), Job Security, Pay, Recognition, Work itself, Working Condition
b. Dependent variable: Motivation

The results of the regression analysis are shown in above tables. Results show that work itself has R square value of .336, which means that it explains 33.6% variation in motivation whereas lowest R-squared value is of working conditions i.e. .078 which is explaining only 7.8% variation in motivation.

It can be seen in Model Summary table, that the independent variables (predictors) that were entered into the regression model had a combined correlation of (R=.623) with the dependent variable motivation. The value of R-Squared (the coefficient of determination) is .389, which shows that the independent variables explained (38.9%) of the variance in motivation. The ANOVA analysis showed the F value of 24.673 significant at .000 level. It means that the above model is 100% fit, that is there is a significant relation between entered independent variables and the dependent variable. Hence the regression analysis also validates all of our hypotheses as all of the independent variables are found to be significant at 1% level of significance.

5.0 Conclusion

Aim of this research was to find association between motivation and different dimensions of motivation of teachers. Through correlation and regression analysis, it was found that all of the independent variables are positively and statistically significant with work motivation including work itself and recognition being the most significant. These results are in accordance with the findings of a large number of researchers who worked on work motivation of employees (Khan, Farooq, & Khan, December 2010; Rasheed, Aslam, & Sarwar, 2010; Goodin, 2003; Nadia, Syed, & Humera, 2011; Ken, 2000; Khojasteh, 1993; Egwuridi, 1981). Since a lot of research has been done on the relationship between rewards and motivation, especially in private sector firms worldwide, through these studies, it can be observed that there has been a consistent trend towards increase in motivation level of workers through extrinsic sources of motivation (Nadia, Syed, & Humera, 2011; Ajila & Abiola, 2004; Pratheepkanth, 2011; Mahamuda Parvin & Nurul Kabir, 2011; Chandrakesar, 2011; Bosompem, Adjei Kwarteng, & Obeng-Mensah, 2012). Current study was an attempt to consider the impact of same factors in education sector of Pakistan because very little research has been done on Pakistani academicians regarding their motivation level (Bhatti, Rawat, & Hamid, 2012; Javaid, 2009; Tariq, Hussain, & Mahmood, 2011). It can be seen that intrinsic factors tend to motivate them more than extrinsic ones. Through this study, it can be inferred that in education sector, intrinsic sources of motivation are valued more than extrinsic ones. Our findings are in accordance of Herzberg (1959) theory which states that intrinsic factors i.e. motivators tend to motivate individuals whereas presence of extrinsic factors prevents them from dissatisfaction. So, in order to increase academicians' level of motivation, they must be recognized for their work through promotions, salary raises etc. and must be provided with good and comfortable working conditions.

Future Implications and Limitations of the study

This study was based upon academic staff of colleges/universities. However, the same study can be conducted upon school teachers and other sector organizations. Five dimensions of rewards were taken to determine their association with motivation. Other factors such as promotion opportunities, relationship with peers, coworkers, support and help from manager etc., can also be included. Moreover the impact of demographics on motivation was not tested in this research.

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