

**A Thesis on
Motivation Level of Teaching Staff in Private
Colleges of Nepal
(A Case Study of Brilliant Multiple Campus)**

by:
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M. Phil in Public Administration

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Masters of Philosophy (M. Phil)
in
Public Administration, Faculty of Management
Tribhuvan University
Kathmandu, Nepal, 2014



TRIBHUVAN UNIVERSITY
FACULTY OF MANAGEMENT
CENTRAL DEPARTMENT OF PUBLIC ADMINISTRATION
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M.Phil. in Public Administration Program

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**MOTIVATION LEVEL OF TEACHING STAFF IN PRIVATE COLLEGE
OF NEPAL (A Case study of Brilliant Multiple Campus)**

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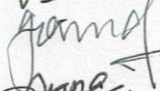

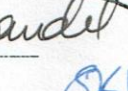

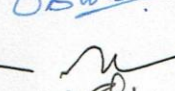
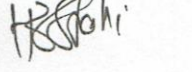

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and found the thesis to be the original work of the students and written according to the prescribed format. We recommended the thesis to be accepted as the partial fulfillment of the requirements for Master of Philosophy.

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Dedication

***I would like to dedicate this dissertation
work to my beloved parents Kul Pd. and Parbati Lohani for making me who I
am today,
and my wife Sharda and
sons Priyesh & Aashutosh for supporting me all the way !***

Declaration

I hereby declare that this thesis entitled "Motivation level of teaching Staff in Private College of Nepal (A Case Study of Brilliant Multiple Campus)" submitted to Central Department of Public administration, Faculty of Management, Tribhuvan University has been completed as per the prescribed format of Tribhuvan University and this is my original work done for the partial fulfillment of the requirement of the degree of Master of Philosophy in public administration (M. Phil.) under the guidance and supervision of Prof. Dr. Tek Nath Dhakal, Head: Central Department of Public Administration (CDPA), M. Phil program, Tribhuvan University. I personally will have no objection if data and work of my thesis, in part or whole is photocopied or used for other research purpose.

Prem Prasad Lohani

ACKNOWLEDGEMENTS

I hereby wish to acknowledge the following people for their continuous support during this research work.

I would like to extend my sincere appreciation, first to the Central Department of Public Administration (CDPA) for providing me the opportunity to get M Phil Degree in public administration.

I am grateful for all those personalities who contributed towards my academic work in any way; I am sincerely indebted to you all. I want to thank, in a special way to Prof. Dr. Tek Nath Dhakal, my supervisor for his outstanding professional advice.

I have received sufficient encouragement and moral support from entire teaching faculties of Central Department of Public Administration and visiting professors. I am thankful to my respected Gurus namely Prof. Dr. Shreekrishna Shrestha, Prof. Dr. Govinda Dhakal, Prof. Dr. Rajeev Bikram Rana, Prof. Ratna Raj Niroula and Dr. Narendra Poudel for imparting their knowledge to boost up my academic excellence. I must state here that the CDPA is an excellent centre of learning with its rich course design and instructions from professional academicians of concerned fields.

My special thanks go to my colleague Mr. Subash Sharma for his moral support.

I am equally thankful to non-teaching staff of CDPA who have contributed their sincere efforts for providing healthy and sound academic atmosphere.

I would like to thank Mr. Rabindra Chand for his technical support in preparing this thesis.

The selfless love and sacrifice of my late parents Kul Prasad Lohani and Parbati Lohani are the driving force of my education. I would like to dedicate this work to my respected Buwa and Aama.

Last but certainly not least; I am forever indebted to the love and care of my better-half Sharda Lohani and my two beloved sons Priyesh Lohani and Aashutosh Lohani for their continuous support and encouragement to complete this research.

Prem Prasad Lohani

December 27, 2014

Abstract

Motivation is the essence of human resource management. It is concerned with human dimension. The present study investigates the relationship between motivation and job satisfaction of the employees. The main purpose of this study was to evaluate the motivational levels of employees at private colleges. This Research study has included a literature study of both the content and process theories of motivation in order to identify those factors that are important to consider when evaluating the levels of employee motivation. An empirical study was conducted after the appropriate measuring instrument was developed.

The purpose of the measuring instrument was to identify the rank importance of these identified factors of motivation and to evaluate the levels of employee motivation by measuring the extent to which these factors are provided for in the organization. A sample was selected from the target population, via random sampling, from the largest functional department within the organization. The group's dominant locus of control was also measured through the use of an appropriate measuring instrument. The major findings indicated that some of the factors of motivation were provided for to a great extent, while others had serious shortcomings. The findings were grouped into the different job title categories of the respondents in order to compare the overall responses of the groups, aimed at identifying trends, commonalities and differences. Findings also indicated that the majority of the participants have an external locus of control. The researcher suggested certain recommendations for those areas where findings indicated shortcomings, in an attempt to increase the overall levels of motivation within this specific functional department in the organization.

Motivation has been treated as independent variables whereas dependent variables are of many types i.e. rewards, goal setting, feedback, job characteristics, salary, opportunities for advancement and growth, working conditions, recognition and appreciation, training and development, responsibility and job security. The respondents will be the lecturers in the private college and the data will be collected from more than 45 lecturers. The primary data are collected by researcher through standard questionnaire.

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Abbreviations

UNDP	-	United Nations Development Projects
MBO	-	Management by Objectives
BMC	-	Brilliant Multiple Campus
TQM	-	Total Quality Management
ERG	-	Existence Relatedness & Growth
n-pow	-	Need for Power
n-affil	-	Need for Affiliation
n-acch	-	Need of Achievement
SMART	-	Specific, Measurable, Acceptable, Realistic & Time Bound
PHD	-	Doctor of Philosophy
HSEB	-	Higher Secondary Education Board
TU	-	Tribhuvan University
MBS	-	Masters in Business Studies
M Phil	-	Masters in Philosophy
MPS	-	Motivating Potential Score
A	-	Agree
SA	-	Strongly Agree
D	-	Disagree
SD	-	Strongly Disagree
NO	-	Number
LEC	-	Lecturer
SN	-	Serial Number
LOC	-	Locus of Control
HR	-	Human Resource

CHAPTER - I

INTRODUCTION

1.1 Background of the Study

This chapter deals with the introductory aspect of the term motivation. It discusses the general background of motivation including its meaning definitions and its impact on human resource management. The study states the research problem and defines the research questions. Further it highlights significance of the study, limitation of the study and it explains the structure of the study.

Every organization and business wants to be successful and have desire to get constant progress. The current era is highly competitive and organizations regardless of size, technology and market focus are facing employee retention challenges. To overcome these restraints a strong and positive relationship and bonding should be created and maintained between employees and their organizations. Human resource or employees of any organization are the most central part so they need to be influenced and persuaded towards tasks fulfillment (Business Management and Strategy, 2012).

Motivation is a general term applying to the entire class of drives, desires, needs wishes and similar forces. To say that managers motivate their subordinates is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner (Koontz and Wehrich, 2002).

What is motivation? Why do people act in the way they do? Why do people act differently? Is it possible for an organization to influence the people they employ in a periodic Table and systematic way to act in a way they want them to? These are all questions managers struggle with on a daily basis and it is probably for this reason that motivation and the factors or elements of motivation are one of the most widely researched topics and why a lot of research has been undertaken to understand the concept of motivation in an organizational context (Hodgetts and Hegar, 2008) confirm this statement by saying that one of the most important questions in human relations today is: How do you get people to do things? The answer rests on the understanding of what motivation is all about, for it is motivated workers who ultimately get things done and without such people no organization can hope to be effective. According to Mills, Mills, Bratton and Forshaw (2006:207), work motivation is one of the

most researched yet misunderstood concepts. It is a subject many would say has been researched to death, yet still has far more questions than answers. Effective managers realize that in order to motivate their employees they need to understand their employees and identify what motivates them. It is important to realize that people have different needs, goals and objectives and will act differently toward obtaining or achieving their goals or satisfying their need deficiencies. According to Fox (2007:60), individual employees differ basically to such an extent that no two individuals will show the same reaction to a particular stimulus and therefore not all employees will be motivated by the same factors with a view to performance. Effective managers will identify these differences and need deficiencies in order to determine the appropriate strategies, taking into consideration the fact that employees are motivated differently, to ensure a highly motivated workforce in return. Managers need to realize that there is no such thing as an average employee and gone are the days where a "one size fits all" approach, like a presentation by a motivational speaker, will have a motivated workforce as a result. The people employed by organizations are ultimately responsible for wealth creation in the organization and motivating them to achieve improved performance and productivity will ensure that the organizational goals are achieved and simultaneously satisfy the theory of the firm which, according to Salvatore (2001:11), postulates that the primary goal or objective of the firm is to maximize the wealth or value of the firm. Striking a balance between organizational goals and employee personal goals will go a long way to ensure a workforce that is motivated to achieve the level of performance that is expected of them while simultaneously satisfying their own personal goals and needs.

Motivation is an inner state which energizes, activates and directs the behavior toward goals. It can be viewed as an internal force that directs people to act in a particular way to satisfy particular need. An individual's performance is the outcome of interaction among ability, work environment and motivation. Decenzo and Robbins (2005) states "Motivation is an individual's willingness to exert effort to achieve the organization's goals, conditions by this effort's ability to satisfy individual needs." In this age of globalization most of the organizations suffer from low performance, unacceptable behavior, inferior quality and conflict. There is a lack of interpersonal harmony. As a result sense of belongingness, mutual cooperation and support are being declined. It directly affects the quality standard of performance. Organizations are also getting problems due to frequent employee's turnover. They always search for alternative jobs. It is due to dissatisfaction in the current job. This problem appears not only in manufacturing sectors but also in service sectors. The academic

sectors like schools, colleges and universities are also not free from such problems. Employees are being deviated towards other alternative jobs. Their retention has become almost impossible in those organizations mainly due to foreign jobs. Positive motivation has become the need of every organization in Nepal whether it is small, medium or large in size; local, national, regional and global in scope; commercial or social in nature. It is believed that motivated employees follow the instructions and guidelines of the organization and they perform as per the norms of organization. Since the management is an art of getting things done through and with people, every manager must be able to satisfy their subordinates to make them work effectively in favor of organization (Shrestha, 2004).

Motivational techniques are utilized to stimulate employee growth. This was indicated by Clarence Francis as a chairman of General Foods. He has stated: "You can buy a man's time, you can buy a man's physical presence at a given place; you can even buy a measured number of skilled muscular motions per hour a day; but you can not buy loyalty; you can not buy devotion of hearts, minds and souls. You have to earn these things." (Memoria and Gankar 1998 : 585)

Nepal has a late start in all round development activities. It ranks as one of the least developed countries in the world. Most of the people are below poverty line and live in remote area having no access from basic services. The education system is very much critical. The cast system is still in existence. About 44 percent of the inhabitants live in absolute poverty without proper sanitation. Nearly three quarters of all adults are illiterate and lots of them are facing problem of unemployment. Whatever the people involved in government and private jobs are found dissatisfied. The study shows the causes of such dissatisfaction. Most of the govt. officials compare their remuneration with that of foreign jobholders which is far behind them. Private jobholders get minimum wages for their greater efforts in the organization. However they work for fulfilling basic needs (UNDP, 2013).

With the advancement and growth of civilization organizations have to face unique challenges and contingencies. The market scenario and external environment is changing rapidly. Similarly employee's expectations are growing day by day. Management must have identified the need of employees and go on satisfying them by means of attractive incentives to retain them to the job for the long term. They must use the motivational techniques to the employees which are more competitive and meaningful to them. They must introduce both financial and non financial incentives which can fulfill their physical needs and promote their

dignity in the job. It helps to bring positive changes in the performance and productivity of the organization. Motivation comes from two sources i.e. intrinsic and extrinsic rewards. Intrinsic motivation satisfies the creative instinct in an individual. Extrinsic motivation comes from financial rewards, praise, recognition, working conditions etc. These components of motivation are important for the understanding of human behavior at work (Pant, 2010).

The study is concerned with motivational techniques used in academic administration. Here the case has been taken from Brilliant Multiple Campus and its practices to motivate the people at work.

Educational Institutions like schools, colleges and universities are important sources of employment for academically qualified people. They create varieties of job opportunities of teaching and non teaching and administrative nature. Highly qualified and intellectual section of people involved in this sector. They are more careers sensitive. They always generate innovative dynamic environment. The managers/ administrators in those areas also face problems of human resource management. They also realize the need of motivation in the field of education not only to students but also to the employees. It is not an easy task to make the educated people to work. They should be motivated not only by means of financial incentives like wages, salary and bonus, but also by non monetary benefits i.e. position, job title, recognition etc.

The success of educational institutions highly depends upon the quality of staff and their contribution. It can be explored only by positive motivation. Besides economic benefits, they can be involved in policy making, goal setting and creating structural frame work of the institution. It ensures promotion of mutual belongings among management and employees. Teaching and non teaching staff play significant role to create appropriate teaching learning environment of the organization.

Walter (2009) has stated that, Human Resource Management is the mutuality between employees and employers: mutual goals, mutual influence, mutual respect, mutual rewards and mutual responsibility.

Institutions are set up and run by joint efforts of people. It creates synergy (collective energy) which helps to analyze the impact and implications of environmental factors to the

organization. Collective efforts help to make right decision and it helps to face even the complex threats or challenges of the organization.

People enter into the job with expectation. They always want to be inspired by their superiors. They want continues supervision from seniors. It helps them to get technical support to perform the job. They can develop their efficiency. It may lead them towards perfection. They began to give standard performance to the organization. The open communication with employees can also be a source of motivation. They can express their view and interact with each other. It helps to improve the quality standard of work. Good behavior and supportive relationship helps to create congenial working environment in the organization.

This study is concerned with identification of level of motivation among the teaching faculty members in Brilliant Multiple Campus. The campus employs more than hundred lecturers into two shifts including permanent and part time job holders. Observation, interaction and discussion with them reflect their view towards job and level of satisfaction can be measured. The study could be one more step to study the human nature when they are at work. It is true that performance is the outcome of satisfaction. Satisfaction comes only when physiological and psychological needs are fulfilled. Those needs can be satisfied by means of monetary and non monetary rewards. Monetary rewards involve wages, salaries, allowance, bonus and commission. These financial rewards have significant meaning in employee's life. It improves their economic status. They can afford best quality product. Basic needs of the employees are fulfilled only through standard remunerations. On the other hand, employees are not only motivated by money, they also want to have status, recognition, support and comfort at work places. Organization must think upon these matters to uplift the level of motivation among the staff. There are varieties of nonfinancial rewards such as job enrichment, congenial working environment, good behavior of superiors etc. These factors are very important which makes the employees morale high. Employees always expect appreciation for the work done by their best efforts. Sometimes cash prize and honoring from the side of management also help to motivate them. Effective motivation is the basis of employee's retention in the job. It reduces turnover in an organization. A well motivated employee does not seek for alternative jobs. It promotes attachment to the job. Modern organizations seem to be more positive towards motivation of their employees. They introduce new schemes like - employees participation in decision making, co ownership, and management by objective (MBO) etc.

1.2 Statement of the Problem

Human resource management is very important aspect of the organization. Organization's effectiveness greatly depends upon the efficiency and efforts of the people who work in it. Motivation is the key to explore the potentialities human resources. It stimulates and inspires the people to put additional efforts in the organization. Motivation helps to energize the people to work more. It involves economic and non economic benefits to the employees. Management scholars have stated that motivation is associated with human needs.

According to Abraham Maslow (1954), there is a hierarchy of human needs i.e. physiological, safety, social, ego and self actualization needs. These needs do not appear simultaneously in our life. Therefore, overall needs of human needs can be arranged in a hierarchical order so that they could be fulfilled step by step.

Frederick Herzberg (1966) has propounded two factors theory of motivation in which he has proposed hygiene factors and motivating factors. Hygiene factors involve most essential elements to create healthy working atmosphere in the organization. It consists of policies, goals, salary, authority, structure etc. On the other hand motivating factors are those additional factors which inspire the people to put additional efforts in the organization. It involves achievement, growth, career advancement, position, recognition etc. These factors are considered as higher level needs which are realized only when fundamental needs of the human resource are fulfilled.

Motivating employees is not an easy task. Managers have to face many challenges while using various motivational tools and techniques. People may have different needs or requirements. They may not be satisfied by similar offerings of the organization. It is very difficult to predict the nature of human being which is highly mysterious. The motivation technique effective in one situation may not be effective in the next situation.

This research study intends to identity the level of motivation, job satisfaction and morale of the people who work in academic sectors like schools, colleges and universities. This sector employs highly qualified, educated and civilized work force as compare to other profession. It is highly reputed and honorable position in advanced countries but the case is different in least developed countries like ours. The job in academic sector has become optional especially in the developing countries. Large numbers of people working in this sector do not seem to be satisfied and motivated. They seek either for alternative job in the country or

become attracted towards foreign job. Job stability is always questioned in this field. This trend has resulted frequent turnover of human resources in academic institutions. People who consider teaching learning as temporary job do not put their entire efforts for the betterment of the institutions and that of the students. It results poor performance in their institutions.

The specific problem of this research is to evaluate the motivational level of private college's lecturers. It is challenging to get actual information due to unpredictable nature of the people. They may give superficial response. However, the researcher goes for it with strong determination and tries to get fact. There is deviation of employees from teaching sectors to other fields like government job, foreign employment, self employment or business. This tendency proves that most of the people working in this field are not much satisfied. Therefore, this study attempts to explore the following fundamental questions:

- What are the most effective factors of motivation to be considered while evaluating the motivational level of employees?
- In What order of importance do the employees rank these motivational factors?
- Does the employees' locus of control affect their level of motivation?

1.3 Objective of the Study

Organizations are facing problems to maintain congenial working environment and establish the good relations with the people at work. In this regard, John T. Dunlop (1993) states: "Labor relations are complex of interrelations among workers, managers and government."

The main objective of the study is to explore level of motivation among the academic personnel specially involved in colleges. With the advancement of human civilization tremendous changes have occurred in the field of human resource management. Globalization has promoted huge organizations like multinational companies. It has created job opportunities within and outside the country. It has affected the functioning of academic institution due to the people's deviation towards other types of jobs. As such, this research study is interested in pursuing investigations that will highlight the level of motivation of the employees of academic institutions. The study also involves the assessment of employee's job satisfaction and morale.

The main objective of the study is to explore employee's level of motivation working in private institutions especially in colleges. Since there are different colleges having different

standard. They have different policies regarding remuneration and incentives. Therefore level of motivation is also different in those sectors.

Another main objective of the study is to identify the factors which affect the employee's motivation. Due to the varieties of needs of the people at work, there could be various factors that affect the level of motivation of the people. This research will identify the most influencing factors which activate and inspire the people to put additional efforts in the organization.

After the successful completion of this research activity, the researcher will be able to find out actual level of motivation among the people working in private academic institutions. It will be able to provide the explanation on how the intrinsic and extrinsic rewards change the attitude of people towards their job.

The research study fulfils the objective of need assessment of the employees. It focuses on those variables, which can inspire and drive the employees towards their work. Its goal is to locate most effective factors which bring positive and desirable change in the behavior of people at work. The study is also helpful in determining the reasons behind employees' turnover and deviation from existing job.

Hence the study focuses on the accomplishment of following objectives:

- I) To identify employee's level of motivation working in private college
- II) To identify the factors affecting the employee's motivation

1.4 Significance of the Study

Human resource management has become more complicated and challenging in this age of globalization. Human resource managers, in this century have to face many challenges. The national and global economy and market are different from those of a decade ago. As paradigm has changed, the characteristics affecting human resource management must also be revised. Management has to modify the tools and technique of motivation. Wendell French (1994) has stated: "Incentive plans provide financial and non-financial rewards to employees who make substantial contributions to organizational effectiveness."

Management has to bring changes in the organization structure and functions in order to keep relevance with modern trend. It is the great challenge of manager to provide entire satisfaction to the people at work and get the effective work done by them.

The advent of globalization has led the nation towards industrialization. Efficient human resource has plenty of job opportunities within the country and abroad. There is the trend of shifting job from local to national and again national to international level. Therefore, it is the need of every organization to motivate its employees so that they could be retained to the job for the long term. Efficient and devoted employees are the greatest assets of the organization. In order to make them stable in the organization; the most appropriate motivational tools should be applied. The offerings of the organization should be meaningful and something valuable to them.

In this light, the completion of this research activity enables deeper understanding of motivation of the people working in academic sectors which could be of use to other institutions in assessing and evaluating the nature of their people at work. It helps to develop right policies and strategies to mobilize the work force in proper way. It helps to reduce inter personal conflict in the institutions. The concept of motivation could be useful not only in the academic institutions but also to other organizations. Better understanding between management and staff helps to improve overall performance and productivity. The organization can have better performance by means of higher degree of motivation and morale of the employees.

The result and the findings of the study will be able to contribute to the bulk of information and relevant literature for new researchers in the field of human resource management. The study of motivation is important for modern management practitioners. It is the responsibility of managers to understand how and why employees put their efforts to achieve organizational goals. A motivated employee gives qualities performance which enhances organization's productivity. Effective motivation keeps the employees satisfied. It reduces conflict in the organization. Motivated staff never seeks for alternative jobs. It reduces employee's turnover in an organization. Besides these, effective motivation has become a need of every organization whether they are profit oriented or service oriented. Their quality of performance depends upon the level of motivation.

1.5 Scope and Limitation of the Study:

The term motivation has a broad scope. It covers vague and unpredictable aspect of human psychology. It may not be practically possible to review motivation within human resource management scenario with full coverage of all sectors. The research study is limited to

review of motivational efforts in some specific areas with some institutional level. This study is an effort to identify general level of motivation among the employees working in private sector academic institutions. Many of these institutions suffer from frequent employee's turnover. This study is an attempt to find out the reasons of turnover. More specifically, the academic investigations focus the employees by collecting data and information which presents their perspectives. Their working conditions are discussed along with the factors that motivate them in their continuous dedication to the job. Their general level of job satisfaction and morale are presented in terms of communication, leadership, team work, training and development and compensation and benefits. According to Michael Armstrong, "Compensation management is essentially about designing, implementing and maintaining pay systems which help to improve organizational performance." The study is operating under the categories to limit the scope of the research activity.

1.6 Structure of the Study

The research study has been prepared by dividing it in to five chapters. The first Chapter deals with introductory aspect of motivation. Similarly it discusses the research problems, objectives, significance and the limitation of the study. It highlights the general introduction of human resource management and its components. It consists of motivation as a primary focus to get the effective work done in an organization. It involves the topic like background of the study which highlights the general scenario of employees' motivation especially in academic sectors and the role played by private colleges. It has considered the case study of Brilliant Multiple Campus and its practice to inspire the employees towards work. This chapter involves the introduction of Brilliant Multiple Campus and its efforts on human resource management. It gives the glimpse on general strategies of Brilliant Campus. It highlights the academic frame work of the campus. It involves financial and nonfinancial rewards offered by Brilliant Campus to its employees.

The first chapter consists of problem of the study. Since the motivation is concerned with psychological state of human beings the researcher has to face problem in identifying actual level of motivation. It is highly situational variable which differs from person to person. Management can not apply some motivational tool to everyone working in an organization due to difference in their needs, wants and expectations.

This chapter also involves objective of the study. It gives the idea of conducting the research. It focuses on the aim of research i.e. to explore employee's level of motivation who works in private academic institutions. It also identifies the most influencing factors to employee's motivation which inspires and energises the people towards work. The study helps to measure the level of satisfaction and tendency of leaving job. It helps to develop the strategy of employee's retention in the organization.

This chapter consists of importance of the study which highlights the significance of this research. It explains the importance of motivation to satisfy employees in this age of globalization. With the emergence of globalization work for diversity has seen everywhere. Contract based jobs are being available. Employees are moving from local to foreign jobs. Organizations have great challenge to retain them for the long term. In such a situation, positive motivation is the only instrument to keep them satisfied.

This chapter concludes with scope and limitation of the study. Motivation is a vague and broad subject. It covers very wide range of study. It is concerned with psychological aspect of human beings. It is difficult to predict in advance. All the employees cannot be generalized in terms of needs and expectations. It may not be possible to review within overall human resource management scenario with full coverage of all sectors. Therefore, the research study is limited to review motivational efforts in some specific areas.

The second chapter explains the theoretical and conceptual framework of motivation within effective human resource management. This chapter consists of two major parts; the first part deals with the basic concept of motivation and second part is concerned with the theories of motivation. The first part starts with the explanation of concept of motivation sectors i.e. educational institutions. The second part highlights theoretical aspects of motivation. Since the study has taken the case study of Brilliant Multiple Campus (BMC), this part includes brief introduction of Brilliant Multiple Campus. On the basis of theoretical description, an analytical framework has been developed. This chapter involves various reviews made by previous researchers in the field of motivation and human resource management.

The third chapter explains the methodology adopted for this research. It highlights the research process and describes the nature and types of data, sampling, data collection and data analysis.

The fourth chapter deals with the data presentation and its analysis. This section tabulates, describes and analyses the data and findings. Further more, the study describes and analyzes the dependent and independent variables which determine the behavior of the respondents and their performance in an institution. This chapter aims to find out the actual efforts made by private sector college-management to motivate their staff on the basis of information available from primary and secondary sources.

Finally, the chapter five concerns with the summary, findings and suggestions. The summary reflects the overall scenario of motivation within human resource management. It gives the real picture of whole research process. It gives some recommendations to private sector college administration to strengthen their human resource management through positive motivation. It has concluded that the the role of motivation can not be undermined in all types of organizations.

CHAPTER - II

REVIEW OF LITERATURE

2.1. Introduction

This chapter presents an overview of the literature on motivation to the employees in an organization. It reviews the literature received from various sources and examines the theoretical and conceptual aspects of motivation. It is divided into two parts; the first part deals with the meaning and concept of motivation. The second part consists of theoretical aspects. The analytical framework has been developed on the basis of theoretical description. Then it includes brief introduction of Brilliant Multiple Campus as it has been taken for the case study in this research. It is concerned with human resource management. It reflects the actual level of motivation of the employees working in academic institutions like private colleges.

2.1.1 Conceptual Review

The term "Motivation" is derived from the word 'motive'. According to Webster's New Collegiate Dictionary, a motive is "something a need or desire that causes a person to act". "Motivate, in turn, means "to provide with a motive," and motivation is defined as "the act or process of motivating". Consequently, motivation is the performance or procedure of presenting an intention that origin a person to capture some accomplishment (Butkus & Green, 1999). The word "motivate", means to move, push or influence to proceed for fulfilling a want. As a noun, motive refers to an objective and as a verb it means moving in to action. The synonyms of motivation are inspiration, stimulation, impulse, inducement, etc. Motivation is the desire that fuels a person to do certain things based on needs and wants of a person. If a person wishes to meet theses needs and wants, then it necessitates him to motivate himself so that he can make certain moves. A person is unique and apart from another. So, his needs and wants vary greatly from that of others. The different wants and needs in every person vary in intensity based on the focus, goals and the total human psyche of the person. This is why the motivation of a person is unique despite having similar wants and needs with others (Bookfresh, 2014).

Management, Human resource and motivation are interrelated terms. Management gets the work done by working with and through human resources to achieve organizational goals. Fred Luthans (2005) states: Motivation is a process that starts with a physiological or

psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Motivation is a psychological tool used by management to get maximum efforts and performance from the employees. It has become normal activity of the organization that employees have hired, trained and remunerated; they need to be motivated for better performance. The human resource manager uses several ways of motivation to energize the people at work. Before doing that the human resource specialist (manager) needs to be acquainted with different approaches to the process of motivation.

Aswathappa, (2005 : 313) A basic principle is that the performance of an individual depends on his/her ability backed by motivation. It can be stated as follows:

$$\text{Performance} = f(\text{ability} \times \text{motivation})$$

Here, ability refers to the skill and competence of the person to complete a given task. However, ability alone is not enough to get desired performance. The person's desire to accomplish the task is also necessary. Organizations become successful only when employees have abilities and desire to accomplish given tasks.

Decenzo and Robbins (2005) state the Motivation as an individual's willingness to exert effort to achieve the organization's goal conditioned by this effort's ability to satisfy individual needs.

This motivation starts with need. Need is physiological or psychological deficiency which activates drives. The drive is aimed at goals. The interacting relationship among needs, drives and goals are the foundation of motivation process (Agrawal, 2012).

There are other prominent definitions of motivation. According to Fred Luthans, Motivation is a process that starts with a physiological and psychological deficiency or needs that activates behavior or drive that is aimed at a goal or incentive (Luthans cited by Agrawal, 2005).

Similarly, Stephen P. Robbins states "Motivation is a process that accounts for an individual's intensity, direction and persistence of efforts towards attaining a goal." (Robbins cited by Agrawal, 2005).

Thus motivation is both physiological and psychological process which influences upon the behavior of subordinates in accordance with organizational requirements. It is a continuous process and it concentrates organizational goals. Motivation is the result of three interrelated

variables; individual, job and situation. It is an important management tool to harmonize and achieve goals of individuals and organization. It induces people for higher productivity. Motivation in simple terms may be understood as the set of forces that causes people to behave in certain ways. Motivation of employees is a systematic process which consists of at least six steps as show in the following figure:

Fig 1. Frame work of motivation



Source: K Aswathappa (2002)

As shown in the above figure, motivation process starts from individual's needs. Needs are the deficiencies or shortages of something which the individual experiences at a given time and it acts as the energizers. There could be varieties of needs of the employees such as physiological, safety, social, ego and self actualization needs (Maslow, 1954).

Physiological needs are concerned with those basic needs to be fulfilled for survival, growth and existence. They can be food, shelter clothing, sex etc. Safely needs are to be fulfilled for present and future security of the people i.e. the need for secured life and property. Social needs are concerned with love, affection, belongingness, relationship, support and recognition. Ego - needs are concerned with self-esteem of individuals i.e. position, status, reputed job titles etc. similarly self actualization need is the most superior need of the individual. It is concerned with great achievement received through performing challenging job in the organization.

These needs force the individual to search for ways to reduce or eliminate them. Motivation is directed towards goals. A goal is a desired state of affairs that the individual wants to achieve.

An employee's goals are those driving forces. They always try to accomplish them which can significantly reduce their needs. For example, an employee having strong desire for advancement and expectations of promotion may work for long hours in a project even in case of uncomfortable and tension. They try to identify and solve job related problem.

Rewards and punishments are the tools to make the employees aware of the job to be performed. Promotion and raises are two of the ways that organizations seek to maintain desirable behaviors. They are signals (feedback) to employees that their needs for advancement and recognition and their behaviors are appropriate. Once the employees have received either rewards or punishments, they reassess their needs.

Templer et.al has defined Motivation as the willingness to do something to achieve organizational goals and the same time, to satisfy individual needs.

Hence, the term motivation refers to a process governing choices made by persons or lower organisms among alternative forms of voluntary activity. It is the result of processes, internal or external to the individual that arouses enthusiasm and persistence to pursue a certain course of action. It is the process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or an incentive.

The research study in motivation enables to observe-how behaviors get started, how is it stopped, and what kind of subjective reaction is present in the organism while all these are going on. Therefore, academicians researchers, and management practitioners pay more attention to motivation. It uplifts the employee's moral and level of satisfaction. The increased attention towards motivation is justified by several reasons: (Aswathappa,2005: 315).

Motivated employees are always looking for better way to do a job. This statement can apply to corporate strategies, and to production related workers. When people actively seek new way of doing things, they usually find them. It is the responsibility of managers to make employees look for better ways of doing jobs. An understanding of the nature of motivation is helpful in this context. In teaching job also, they search for effective techniques to deliver their lecture.

A motivated employee generally is more quality oriented. It is true whether we are talking about a top manager spending extra time on data gathering and analysis for a report, or a

clerk taking extra care when filling important documents. In either case, the organization benefits, because the individuals within and outside the organization see the enterprise as quality conscious. A clear understanding at the way of motivation helps a manager to make his employees quality oriented. In case of academic sector, motivated teaching members promote the students level of understanding by means of close supervision of student's performance.

According to Newman and Storm (1989) Job satisfaction is a set of favorable or unfavorable feelings with employees view their work. Highly motivated employees are more productive than other general workers. Let's take examples of Japan the high productivity of Japanese workers and the fact that fewer workers are needed to produce an automobile in Japan than elsewhere is well known. The high productivity of Japanese workers could have resulted by many factors, but motivation is the main factor. Productivity of workers becomes a question of the management's ability to motivate its employees. An appreciation of the nature of motivation is highly useful for managers. In the field of education, highly motivated lecturers put continuous, sincere efforts in the institution who give better results than others.

On the basis of above discussion, it can be concluded that every organization requires human resources, in addition to financial, physical and information resources for effective functioning. There are basically three important behavioral dimensions of human resources to the organization i.e.

- People must be attracted not only, to join the organization but also to remain in it.
- People must perform the tasks for which they are hired, and must do so in a dependable manner, and
- People must go beyond this dependable role performance and engage in some form of creative, spontaneous and innovative behavior at work.

Teaching sector requires more innovative ideas. It consists of highly qualified intellectuals than other fields. They need to be motivated so that they apply their creative ideas for the betterment of concerned institutions. As a concept, motivation represents a highly complex phenomenon that affects, and is affected by a multitude of factors in the organization. A comprehensive understanding of the way in which an organization functions, requires that increasing attention be directed towards the questions of why people behave as they do on their jobs. An understanding of the topic of motivation is thus essential in order to

comprehend more fully the effects of variations in other reactions (such as leadership style, job realization, and salary system) as they relate to performance, satisfaction and so forth. There is another reason why increasing attention is paid towards motivation can be found in the present and future technology required for production. As technology increases in complexity, machines and equipments tend to become necessary. Employees need to be well introduced with those sophisticated technology or the effective delivery of services. The need of technological knowledge varies according to the field of work.

Organization has viewed their financial and physical resources from a long term perspective. But at present, they have started to apply the same perspective to their human resources. Many organizations are now beginning to pay increasing attention to developing their employees as future resources. They have named it a talent bank upon which they can draw, as they grow, and develop. More concern is being directed towards stimulating employees to enlarge their job skills through training, job design, and job rotation and so on, at both blue-collar and white collar levels.

Organizational success depends on how well the employees perform. Management gets the job done by working with and through people to achieve goals. People are uniquely different. Their behavior and nature are complex and unpredictable.

Human behavior consists of service of activities. It is goal directed. All behavior is in some way motivated. Motivation is the result of interaction between the individuals, the job and situation. It is the key to effective work performance. It makes employees act or behave in certain ways. It activates willingness to work. Motivated people put greater efforts in work and show higher productivity.

The term motive stands for a pressing need that drives people to seek satisfaction. Motivation is inducement to perform better to contribute toward goal achievement. It is the act of stimulating or energizing people to get a desired action. It is willingness to exert high levels of efforts to achieve organization's goals. It is an inner state that energizes, directs and sustains behavior toward goal achievement. It is drive and effort to satisfy a need or goal. It results in highly energized employees. Employees are motivated through financial and non financial rewards. It is provided on the basis of performance appraisal. Dale S. Beach (1980) states that: "performance evaluation is the systematic evaluation of individual with respect to their performance on the job and their potential for development."

2.1.1 Key Features of Motivation

Motivation consists of some basic characteristics. It is absolutely concerned with human aspect of the organization. On the basis of above definitions and discussion, the following features of motivation reflect the fundamental elements which consist of:

Psychological Concept

Motivation is concerned with human psychology. It is related to needs, desires, motives and drives. Motivation stimulates the person to act or behave in certain ways. It is psychological concept.

Complex and Unpredictable

Motivation is complex as being a psychological process. Individuals are dissimilar in character. Their nature differs accordingly. It is very difficult to predict their behavior. The motivation changes according to the situation.

Concerned with human resources

Motivation is concerned with human aspect of the organization. It is not related to other physical resources. Motivation stimulates whole individual not the particular part or organ.

Continuous Process

Motivation is a regular process. It exists throughout life of the organization. People have many needs. Unsatisfied needs are great motivators. So, they need to be motivated continuously unless their needs are satisfied.

Pervasive

Motivation is pervasive in nature. It is needed to all types of organizations. All managers need to motivate their subordinates to get effective work done by them. Motivation is the job of all levels in an organization.

Goal Oriented

Motivation is directed towards the goal to be achieved. Managers inspire their subordinates so that they move towards ultimate destination with greater efforts. Motivation involves efforts to achieve goals. It leads efforts and actions for achieving goals.

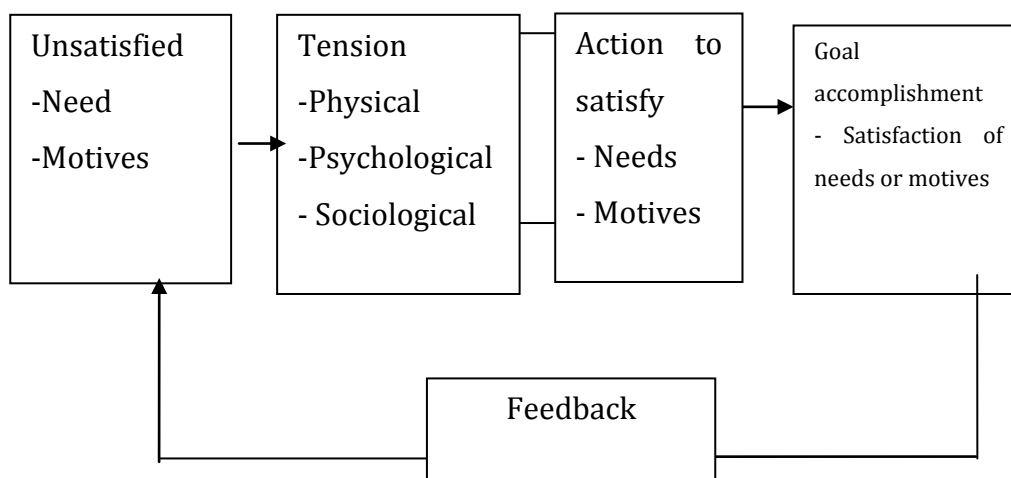
Intrinsic and Extrinsic

Motivation can be extrinsic as well as intrinsic. Extrinsic motivation refers to external inducement which is resulted from financial incentives. On the other hand intrinsic motivation is self generated.

Motivation is an important management tool to harmonize and achieve goals of individuals and organizations. It induces people for higher productivity. Resources are efficiently utilized. Employee turnover and absenteeism are reduced. Change can be effectively managed if employees in the organization are well motivated. Motivated employees are the essence of effective human resource management. However, motivation is highly situational.

2.1.2 Process of Motivation

Motivation is a systematic process. It involves step by step activities. Generally the process of motivation consists of following five steps:



Source: Self constructed 2014.

As shown in above figure, the process of motivation starts from unsatisfied needs or motives. They create tension within individuals. The deficiency can be the cause of dissatisfaction. It results tension. The tension can be physiological, psychological and sociological. The manager identifies the cause of tension of people at work. They take action to reduce those tensions. They satisfy the needs and relieve the individuals from tension. Finally, individuals achieve their goals by getting their needs satisfied. It motivates them for some time. Rewards and punishment are the tools to motivate the people. Rewards are positive motivation whereas punishments are negative motivation. After the achievement of goals feedback is taken which indicates how well the goal has been accomplished. The needs and motives go on changing.

2.1.3 Types of Motivation

On the basis of above discussion motivation can be extrinsic or intrinsic and positive or negative. Extrinsic motivation is related to monetary incentives. It is also known as external motivation. It consists of pay, incentives, benefits and services. Money is the reward for employees work. There are various financial rewards that the organizations offer to their employees to motivate them. They can be fixed salary, piecework payment and performance based incentives. They enable to fulfill physiological as well as psychological needs of the employees. It brings positive change in their behavior and attitude. Extrinsic rewards can be considered as positive motivation. It should be linked with performance. However money can not motivate all people under all circumstances. It provides short term motivation. People may realize the needs of self esteem and self-actualization in the long run.

Intrinsic motivation is related to job. It is self-generated. It is also known as internal motivation. It is feeling of satisfaction. There are various techniques of intrinsic motivation such as job enrichment, participation and management by objective (MBO).

Job enrichment is an act of making job more interesting, challenging and meaningful by providing more responsibility. It is the vertical expansion of job. On the basis of literature mentioned above a job can be enriched by:

- Variety in job to make them interesting
- Autonomy to employees to make work related decision
- Greater participation of subordinates in decision making
- Feeling of personal responsibility for job
- Feedback on job performance

Employee's participation in management and decision making is an important motivational technique. It provides the feeling of belonging, recognition, acceptance, accomplishment and responsibility. Employee's participation in management can be through co- ownership. They regard themselves as important stakeholders in the organization.

MBO is used as a motivational technique for self control of performance. Under this, superiors and subordinates jointly set time bound goals. Rewards are linked with performance. Performance is evaluated in terms of goals. Feedback is provided to subordinates.

Positive motivation refers to absolute encouragement to the people at work. It involves all positive treatment by management to the employees. Positive motivation is based on

incentives and rewards for better performance. It involves praise, support, inspiration, rewards and so on.

Negative motivation refers to discouragement to the people. It is based on fear, threats, punishment etc. People are compelled to work in hardship. It is not desirable for the betterment of both employees and organization. (Aswathappa,2005: 315).

2.1.4 Importance of Motivation

Motivation is inseparable component of human resource management. It generates willingness to put higher level efforts to achieve goals. Motivation plays significant role to increase productivity of the organization. Its importance is always realized due to following reasons:

Understand Employees Behavior

Motivation play important role in understanding employees behavior. Motivated employees always look for better way to do job. When people look new ways of doing things, they usually find them. Managers can observe the changes in employees' behaviors after applying motivational techniques. They find higher level of efforts and productivity.

Productivity Improvement

Motivation brings positive change in the productivity. A motivated employee is more quality oriented. They put sincere efforts at work. Their extra care of resources reduces misuse and wastage of resources. Additional efforts increases the total output of the organization. Managers can guide and direct the motivated employees more effectively as they follow the instructions.

Quality Improvement

Motivation helps to improve the quality of work. Motivated employees always do the work in best way. They search best alternative to get the desired outcome. Manager can apply the concept of total quality management (TQM) to improve the existing quality.

Employee Retention

Motivation ensures employees retention in the organization. A motivated employee enjoys the work and does not seek for alternatives. They become strategic resource for the organization. They feel pride to be a part of the organization. It promotes the sense of belongingness. Motivated employees do not seek for alternative jobs.

Creativity Promotion

Motivation helps to promote creativity on employees. The employees who are strongly motivated will be ready to accept the changes brought into the organization by management. They will be ready to learn new way of doing things. They want to be introduced with modern technology. It makes them creative and innovative.

Employees Related Factors

Motivation is important for promoting various employees related variables. It reduces turnover of the employees in the organization. It reduces absenteeism at work places. It reduces job accidents because of higher concentration on the job. It helps to maintain organizational discipline (Aswathappa, 2005: 315).

2.2 Theories of Motivation

During the last few decades, a great deal of research studies focused on trying to understand more about employee's motivation. Most of the significant work on motivation related to one or the other of the following issues (Pant, 2006)

- What are the forces within individuals or within their environments lead to motivation?
- What process or mechanisms are involved in motivational behavior?

Attempts to answer the first question lead the development of content theories of motivation. These theories seek to identify and explain the needs, which influence human behavior. Theories, which attempt to answer the second question, have been called process theories. These theories focus on the ways in which needs exert their influence on behavior rather than focus on what kind of needs motivate people.

There are several theories have been propounded about motivation. The important theories are:

- Hierarchy of needs theory
- Motivation Hygiene theory
- Theory "X" and Theory "Y"

2.2.1 Hierarchy of Needs Theory

"If you only have a hammer, you tend to see every problem as a nail."

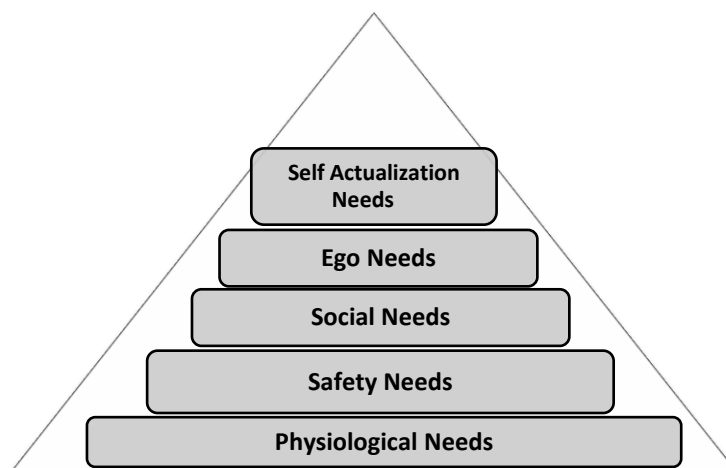
(Maslow cited by brainyquote.com)

The hierarchy of needs is one of the best-known theories of motivation. Created by psychologist Abraham Maslow, the hierarchy is often displayed as a pyramid, with the most basic needs at the bottom and more complex needs at the peak. The four lowest-level needs are what Maslow referred to as D-needs (or deficiency needs). These needs are due to a lack of something and need to be satisfied in order to avoid unpleasant feelings and to move on to higher level needs. The uppermost needs in the hierarchy are referred to B-needs (being needs or growth needs) and involve the desire to grow as an individual and fulfill one's own potential (Psychology, 2012).

The theory has widely influenced the modern understanding of motivation. Maslow believed that motivation is a matter of satisfying human needs. This conception and explanation of human needs were new and sophisticated. Therefore, the theory of hierarchy of needs is well read and the most well known theory of motivation. Maslow's theory has received wide recognition, particularly among modern management practitioners. This is because of the logical and simple explanation given to explain human needs and motivation.

Hierarchy of needs theory states that employees have needs. Motivation of employees depends upon the fulfillment of those needs. Therefore unsatisfied needs are great motivators. Maslow has classified overall needs of human beings in five categories and he has set up them in a hierarchy as follows.

Fig. no. 2



*Maslow's Hierarchy of Needs
Source: K Aswathappa Pg 320*

1. Physiological Needs

These are the most fundamental needs of human beings. Their needs include food, work, clothing, shelter, sex etc. They are related to survival and continuation of human life. Maslow has set up these needs on the bottom of the hierarchy as they are the basic needs. Such needs are realized before realizing other needs. An organization can satisfy such needs of employees by providing standard wages, salary and other monetary benefits. Employees can fulfill their basic needs by sufficient income received from the organization.

2. Safety Needs

After the fulfillment of physiological needs, employees seem to be satisfied for certain period. Again other needs began to emerge in their lives. It given tension and they feel discomfort. When the need for survival or existence is satisfied, they began to realize the need of safety or security to their lives. Safety needs refer to those concerned with the physical as well as economic security. These needs include safety of person and property, job security, old age provision, risk management etc. An organization can ensure these needs fulfillment by means of provident fund, pension plan, life insurance etc.

3. Social Needs

Human beings are social by nature. They always want to live, work and remain in a group. When safety needs are fulfilled, they began to realize social needs. Social needs are concerned with love, affection, friendship, belongingness, association and social acceptance. An organization can satisfy these needs by creating congenial working environment. Large number of coworkers will be there for exchanging ideas, sharing experiences and feelings. Employees can develop mutual cooperation, support, acceptance and informal relationship among them.

4. Ego Needs

These needs include the needs for status, self respect, autonomy, attention and recognition from others. It is also known as self esteem or public esteem which means esteem in the eye of self i.e. self confidence, self respect etc. public esteem refers to esteem or image in the eyes of public as praise, power, prestige, appreciation, recognition etc. Employees ego needs can be satisfied by creating respectful job titles, good offices and praise worthy environment.

5. Self-actualization Needs

"What a man can be, he must be. This need we call self-actualization."

-- Abraham Maslow(<https://www.google.com.np>, retrived onJan-9,2015)

It is the top level need of the human beings. It is concerned with optimal development of individuals. This is the need to be what one is capable of becoming. These needs are psychological and infinite. These are the needs for opportunities to achieve things which an individual considers very important in life for personal growth, and to put one's fullest potential to use. An organization can satisfy these needs by offering challenging job, encouraging creativity and allowing risk taking decision making. The satisfaction of self actualization needs enables the individual to realize absolute potentialities of his talents and capabilities.

Human beings seek satisfaction of these needs in order of importance. Maslow has separated the five needs in to tow categories i.e. higher and lower order needs. Physiological, safety and and some parts of social needs were described as lower order needs. Some part of social needs, ego needs and self actualization needs as higher order needs. When the lower order needs are satisfied, people more towards higher order needs. Maslow's theory has become a significant contribution to the management of human resources. However this theory is not free from criticism. The existence of a strict hierarchy the sequence of need arousal, the extent of importance of deficient needs, has been questioned.

2.2.2 Motivation Hygiene Theory

"True motivation comes from achievement, personal development, job satisfaction, and recognition."

---Frederick Herzberg (<http://www.searchquotes.com> retrieved on Jan-10, 2015)

Herzberg's Motivation-Hygiene Theory is that the factors that involve job content (motivation factors) tend to lead to job satisfaction. When these factors are not present on the job, workers do not tend to be dissatisfied – they are simply are “not satisfied.” Workers who are “not satisfied” do not tend to restrict productivity; they just don't get involved in their job or put forth the extra effort to do a good job. Workers who are “satisfied” put forth that extra effort and productivity increases. Factors that involve job context (hygiene factors) tend to lead to job dissatisfaction. When these factors are considered good, or acceptable, workers do not tend to become “satisfied“, they simply become “not dissatisfied.” Productivity is not

restricted – it is just held at an acceptable level. When workers become dissatisfied with any of these factors they tend to restrict output (Sacbusiness, 2012).

Frederick Herzberg made a valuable contribution to the development of a theory of work motivation. Herzberg and his associates conducted a study and interviewed a group of 200 engineers and accountants from 11 companies of Pittsburg area. Finally, Herzberg developed a specific content theory of employees' motivation. It is also called "Two-Factor Theory" of motivation. This theory is also based on human needs but Herzberg has explained the influence of needs on human beings differently.

The principal factors identified in Herzberg's interviews were classified in to two categories:

- Hygiene or maintenance factors
- Motivation factors

Hygiene Factors

According to Herzberg, the absence of hygiene or maintenance factors causes dissatisfaction. However the presence of these factors does not produce motivation or satisfaction on individuals. They just help to create hygienic work environment in the organization. The hygiene factors are also called job context or extrinsic factors because they are physical, administrative and social environmental factors. The hygiene factors consist of:

- Company policy and administration
- Technical Supervision
- Interpersonal relations with superiors peers and subordinates
- Salary
- Job security
- Personal life
- Work condition
- Status

The Presence of these factors does not produce motivation which supports individuals to fulfill fundamental needs. The absence of these factors causes dissatisfaction. They are necessary to avoid dissatisfaction. The non fulfillment of those job context factors result absenteeism, grievances and job quits in the organization.

Motivating Factors

Motivating factors are sources of satisfaction and motivation. They are also called motivators or satisfiers. Their absence does not cause dissatisfaction but their presence creates high level

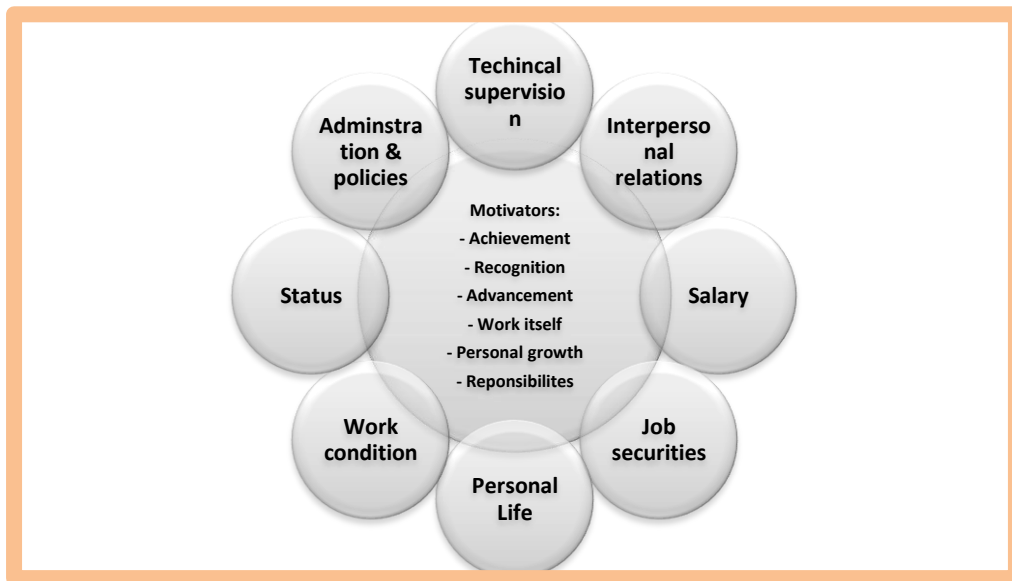
of motivation and job satisfaction. People always respond positively with the presence of such factors. These factors relate to job content. They consist of:

- Achievement
- Recognition
- Advancement
- The work itself
- The possibility of personal growth
- Responsibilities

These factors indicate that the motivators are job centered and they relate directly to the context of the job itself. Prior to Herzberg's research, managers viewed job satisfaction and dissatisfaction at opposite ends of the same continuum. Herzberg's research findings introduced the notion of two continuums. If employees are not satisfied, they indicate no satisfaction and not dissatisfaction. Satisfaction is affected by motivators and dissatisfaction by hygiene factors.

These, above mentioned two groups of factors are unidirectional. The effect of these factors can be seen only in one direction. For instance, if there is no hygiene factors at job places, employees may feel dissatisfaction. It leads the organization towards more grievances, absenteeism and quits from the job. But the presence of these factors does not motivate them nor make them dissatisfied. In the presence of motivating factors, employees seem satisfied which lead them towards greater efforts in the job. To achieve motivation, managers should cope with both satisfiers and dissatisfiers. They should be realistic and should not expect motivation by only improving the hygienic work environment.

Fig. No.3



*Herzberg's Motivation Hygiene Theory
Source: K Aswathappa pg 326*

Herzberg has suggested tow step application of his theory:

As the first step, the supervisor should eliminate hygiene or maintenance factors that cause dissatisfaction. They are like stumbling blocks that need to be removed.

As a second step, the supervisor should motivate through motivating factors. The jobs should be enriched. Herzberg has pointed out the importance of job context for work motivation. He has advocated job enrichment as an important motivational technique. However, motivational and maintenance factors are not wholly unidirectional. For instance, lecturers in a college can be motivated by salary and stability of job.

2.2.3 Theory 'X' and Theory 'Y'

***“The average human being has an inherent dislike of work and will avoid it if he can.” ----
-Theory 'X' Douglas Mcgregor***

“The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work...”

Man will exercise self-direction and self-control in the service of objectives to which he is committed.” --- Douglas Mcgregor (mcgregors-management-gem-theory-x-and-theory-y retrieved on Jan-15,2015)

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side Of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, McGregor's X-Y Theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's X-Y Theory remains central to organizational development, and to improving organizational culture.

McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten.

McGregor's ideas suggest that there are two fundamental approaches to managing people. Many managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop. McGregor's ideas significantly relate to modern understanding of the Psychological Contract, which provides many ways to appreciate the unhelpful nature of X-Theory leadership, and the useful constructive beneficial nature of Y-Theory leadership (Businessballs, 2014). It is based on assumptions that managers must think about people who work in an organization. It consist of two sets o assumptions: Theory X, Theory Y.

Theory 'X'

This theory is based on traditional approach towards work and workers. McGregor's assumptions in this theory x are:

- Employees are passive, inactive and lazy who dislike work and tend to escape from it. Employees need to be coerced, control and threatened to get the job done. Employees avoid responsibilities.
- They seek formal direction by superiors.
- Employees seek security above all.
- They display little ambition and initiative. Most employees have little capacity for creativity in solving organizational problems.

On the basis of above assumptions theory X can be considered as pessimistic view towards human resources. It is static, rigid and control oriented approach. It represents negative view of people. Managers need to persuade, reward, punish and control their employees to direct them towards work; Leaders need to be appeared as a strict autocrat.

Theory 'Y'

This theory is based on modern approach towards work and workers. Mc Gregor's assumptions in this theory are:

- Employees take the work as a natural activity like play or rest.
- Employees will exercise self direction and self control when committed to objectives. Self direction is better than external control.
- The average employee can learn to accept and seek responsibilities. Employees want to learn new things for self development.
- Creativity is not the monopoly of managers. The capacity for creativity in solving problem is widely distributed among employees. Human beings have unlimited potentialities.
- Greater freedom in doing work and challenging work provide long lasting incentives.

On the basis of these assumptions, theory Y can be considered as optimistic view towards employees. It is dynamic and flexible view. It emphasizes self control and direction and integration of employees' goals. It presents a positive view of people. Leaders need to be democratic and they need to involve their subordinates in decision making.

Theory X assumptions do not secure people's commitment. Theory Y assumptions should be used by managers to get people's commitment to work and to motivate them. Theory Y assumptions have facilitated the development of the following concepts and practices in management:

Participative Management

Theory Y ensures wider participation of employees in decision making. They are encouraged to provide their opinions and views for managerial decision making.

Job Enrichment

Theory Y offers interesting and challenging job to the employees. They enjoy performing such job by which they get recognition and entitled to get honored in an organization.

Decentralization

Theory Y is in favor of decentralization philosophy. It delegates the required authority to each position so that they can take quick decision.

Performance based rewards:

Theory Y states that employees need to be motivated. Their performance should be evaluated fairly. The best performer should be rewarded. It brings positive attitude among the employees.

Management by Objectives (MBO)

Theory Y facilitates equal participation of superiors and subordinates in decision making. It promotes belongings and creates synergy at work. It ensures better relationship among the managers and staff.

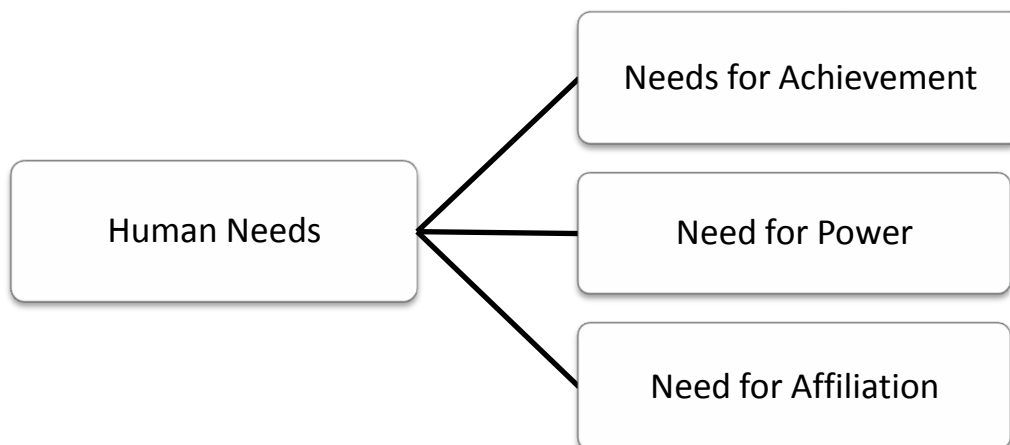
Beside above need based theories of motivation, there are other various theories developed by management scholars:

- Mc Clelland's theory/ Achievement theory
- ERG theory
- Equity theory
- Expectancy theory
- Goal setting theory

2.2.4 Achievement Theory

This theory was propounded by David Mc Clelland. It is also based on the needs of human beings. Mc Clelland's theory is also called "Three Needs Theory" as it divides human needs into following three types:

Fig. No .4



Mc Clelland's theory
Source: Agrawal G.R., 2012,

"The outstanding people realized that the job involved more than just writing a good strategic plan. It was also important that top management should understand the plan and be prepared to adopt it."

DavidC.McClelland,(<http://www.inspirationalstories.com> retrievedonJan-18,2015)

McClelland said that most people possess and exhibit a combination of these characteristics. Some people exhibit a strong bias to a particular motivational need and this motivational or needs 'mix' consequently affects their behavior and working/managing style. McClelland suggested that a strong n-affil 'affiliation-motivation' undermines a manager's objectivity, because of their need to be liked, and that this affects a manager's decision-making capability. A strong n-pow 'authority-motivation' will produce a determined work ethic and commitment to the organization, and while n-pow people are attracted to the leadership role; they may not possess the required flexibility and people-centered skills. McClelland argues that n-ach people with strong 'achievement motivation' make the best leaders, although there can be a tendency to demand too much of their staff in the belief that they are all similarly and achievement-focused and results driven.

McClelland's particular fascination was for achievement motivation, and this laboratory experiment illustrates one aspect of his theory about the affect of achievement on people's motivation. McClelland asserted via this experiment that while most people do not possess a strong achievement-based motivation, those who do, display a consistent behavior in setting goals:

Volunteers were asked to throw rings over pegs rather like the fairground game; no distance was stipulated, and most people seemed to throw from arbitrary, random distances, sometimes close, sometimes farther away. However a small group of volunteers, whom McClelland suggested were strongly achievement-motivated, took some care to measure and test distances to produce an ideal challenge - not too easy, and not impossible. Interestingly a parallel exists in biology, known as the 'overload principle', which is commonly applied to fitness and exercising, i.e., in order to develop fitness and/or strength the exercise must be sufficiently demanding to increase existing levels, but not so demanding as to cause damage or strain. McClelland identified the same need for a 'balanced challenge' in the approach of achievement-motivated people.

McClelland contrasted achievement-motivated people with gamblers, and dispelled a common pre-conception that n-ach 'achievement-motivated' people are big risk takers. On the contrary - typically, achievement-motivated individuals set goals which they can influence with their effort and ability, and as such the goal is considered to be achievable. This determined results-driven approach is almost invariably present in the character make-up of all successful business people and entrepreneurs.

McClelland suggested other characteristics and attitudes of achievement-motivated people:

Achievement is more important than material or financial reward.

Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.

Financial reward is regarded as a measurement of success, not an end in itself.

Security is not prime motivator, nor is status.

Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).

Achievement-motivated people constantly seek improvements and ways of doing things better.

Achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, i.e. offer flexibility and opportunity to set and achieve goals, e.g., sales and business management, and entrepreneurial roles.

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people (Businessballs 2014).

a) Need for Achievement

It is the higher order need of people. They always dream to achieve something special in life. It is drive excel and succeed. It is competition with a standard of excellence. The theory spells out that people having such greater needs for achievements have:

- Strong desire to assume personal responsibility to perform difficult problem
- Desire to set difficult goals and take calculated risk
- Desire to perform efficiently and get performance feedback

b) Need for Power

The need for power is concerned with authority which enables individuals to take decision when required. It is desire to influence others to behave in a specific way. It is holding authority to make impact on others. The theory states that People having high need for power have:

Desire to influence and direct others

Desire to exercise control over others

Desire for maintaining leader follower relations

c) Need for Affiliation

People would like to be affiliated with some groups or organizations. It is a desire to establish and maintain friendly and warm relationship with others. On the basis of this theory, People with high need for affiliation have:

- Desire to be accepted and liked by others
- Desire to conform to wishes of others
- Desire to value the feelings of others

The above mentioned needs are acquired through experience over time. People having different profession and position could have different needs. For instance, entrepreneurs have high achievement need. Managers have high power needs. Nurses have high affiliation needs.

This theory states that employee's motivation is the result of individual needs plus responsive work environment. The needs can be changed through education and training process. According to this theory, people with high achievement needs perform better in an organization. The theory highlights the importance of matching the individual with the job. In order to raise the achievement needs of employees, organization should create congenial work environment.

2.2.5 ERG Theory

This theory is also based on human needs. ERG stands for the need of existence, relatedness and growth. This theory was propounded by Alderfer.

Managers must understand that an employee has various needs that must be satisfied at the same time. According to the ERG theory, if the manager concentrates solely on one need at a time, this will not effectively motivate the employee. Also, the frustration- regression aspect of ERG Theory has an added effect on workplace motivation. For instance- if an employee is not provided with growth and advancement opportunities in an organization, he might revert to the relatedness need such as socializing needs and to meet those socializing needs, if the environment or circumstances do not permit, he might revert to the need for money to fulfill those socializing needs. The sooner the manager realizes and discovers this, the more immediate steps they will take to fulfill those needs which are frustrated until such time that the employee can again pursue growth. *Source: (Management study guide, 2014).*

Alderfer has classified human needs into three categories as follows.

Fig. No. 5



Alderfer's ERG Theory
Source: Agrawal, G.R., 2012.

a) Need for Existence:

It involves fundamental needs of human beings. It consists of physiological and safety needs. Employees should be provided basic materials for their existence requirements. They can fulfill the basic needs i.e. food, shelter, clothing etc. Then, people at work will be motivated to put their efforts in the organization.

b) Need for Relatedness

It is the need of socialization. People always enjoy working in a group. They can share ideas and experience in the group. They can promote interpersonal relationship in the group which enables them to generate synergy. Therefore, they normally avoid isolation.

c) Need for Growth:

People join job not only for fulfilling their fundamental needs but also for personal development. The need for growth consists of esteem and self actualization needs. Organization should provide career development schemes to the employee's performance based promotion and scientific reward system always motivate the people at work.

This theory has substituted Maslow's hierarchy of five needs. It consists of altogether three needs. This theory argues that there is no rigid hierarchy of needs. More than one need can be operative at the same time.

This theory also contains a frustration regression dimension. Inability to satisfy higher level needs results frustration. Frustration can lead them to a lower level. This theory considers individual differences in people. But it does not offer clear cut guidelines to predict behavior.

2.2.6 Equity Theory

This theory is based on the principle of equality. It was propounded by J. Stacy Adams. John Stacey Adams' equity theory helps explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-rise can have a demotivating effect on others.

When people feel fairly or advantageously treated they are more likely to be motivated; when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation.

Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization.

Words like efforts and rewards, or work and pay, are an over-simplification - hence the use of the terms inputs and outputs. Inputs are logically what we give or put into our work. Outputs are everything we take out in return (Yourcoach 2015).

The notion of this theory is that people want to be treated fairly in terms of behavior and incentives. Management should not discriminate them. Their performance should be evaluated without any discrimination. Individuals compare themselves with a person (referent) who is in a comparable position in the organization.

The referents can be:

a) Self Inside

The Person could have possessed other position within the same organization and gained experience in the job. It enables him/her to perform well in the current position. The organization does not have to provide training to enhance the skills which already possessed.

b) Self Outside

The referent could have experience in similar position outside the organization. The past experience of the individuals could be a good source of knowledge for current job.

c) Other inside:

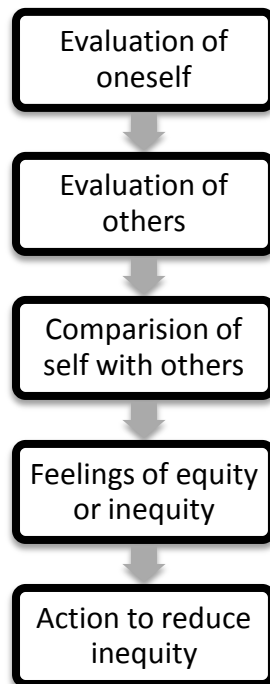
One can compare another person inside the current organization. He/she does not like to be discriminated from management. They expect equal treatment from superiors.

d) Other Outside

The referent can also be other person working in other organization. One can compare the provision of current organization with that of others.

Equity theory states that individuals are motivated by their desire to be equitably treated in their work relationships. Individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequalities as shown in the following figure:

Fig. No. 6



*J. Stacy Adam's Equity Theory of Motivation
Source : Agrawal G.R., 2012.*

Equity occurs only when the ratio of persons outcomes and inputs are equal to the outcomes and inputs of others.

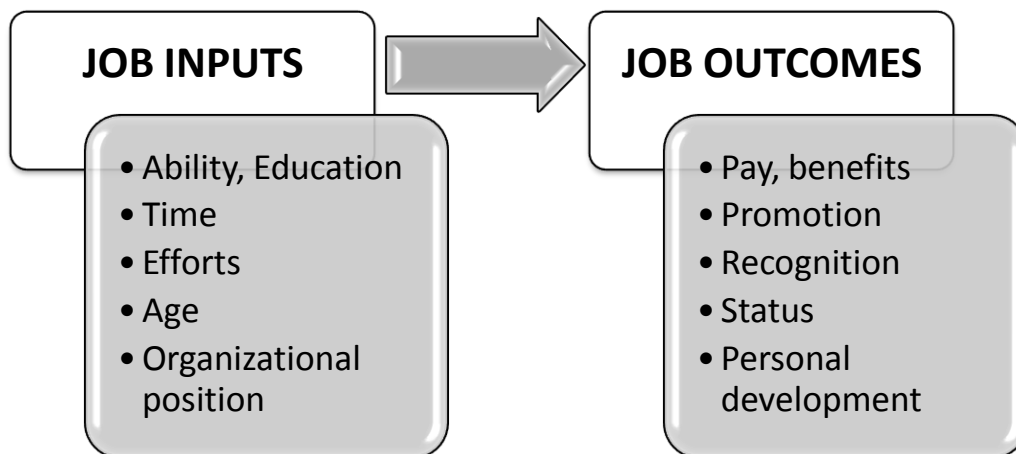
$$\frac{\text{Person's outcomes}}{\text{Person's inputs}} = \frac{\text{other's outcomes}}{\text{other's inputs}} = \text{EQUITY}$$

Source : Agrawal G.R., 2012, pg. 248

Inequity occurs when the above ratio is not approximately equal. The person will be motivated to take actions to reduce inequity. The greater the perceived inequity, the greater will be the motivation to reduce it.

The perception of the individual is an important factor in equity theory. The equity ratio is based on the perception of inputs and outcomes. Input is the contributions that an individual makes to the organization. Outcomes are the rewards that an individual receives from the organization. The examples of inputs and outcomes variables can be shown as follows:

Fig. No. 7



Source : Agrawal G.R., 2012.

Examples of Job Inputs and Outputs in Equity Theory

An organization can reduce inequity by applying following mechanisms:

a) Changing outputs:

An individual may change job inputs. He can actually increase or decrease his job inputs. For instance, employee can increase inputs by working hard and reduce it by putting less effort.

b) Changing outcomes:

Employees can change actual job outcomes in the organization. A good performer can ask salary increase with the management. They are also entitled to get promotion for higher position.

c) Changing perception of inputs and outcomes:

The person may change his perception towards inputs and outcomes. The open or liberal perception towards inputs and outcomes can reduce inequity.

d) Changing the inputs or outcomes of referent (comparison person):

A person can convince the comparison person to change his inputs or outcomes to restore equity. This change can be actual or perceptual.

e) Changing the comparison person (referent):

The person can change the comparison person to restore equity. He can bring the new person to compare.

f) Leaving the field:

A person can withdraw himself from the field or situation of inequity. This could be a decision or request for transfer or leaving the organization.

The equity theory states that organizations should establish and maintain fair and equitable methods of treating their employees. Employees should also perceive fair and equitable treatment by the organization.

2.2.7 Expectancy Theory

The expectancy theory explains motivation in terms of expectation. It was propounded by Victor vroom in 1964. This theory states that employee's motivation is a function of the expectancy of reaching a certain outcome, multiplied by the value of the outcome for that person. Expectancy theory is based on four assumptions (Vroom, 1964). One assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. A second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. A third assumption is that people want different things from the organization (e.g., good salary, job security, advancement, and challenge). A fourth assumption is that people will choose among alternatives so as to optimize outcomes for them personally.

The expectancy theory based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence)

Expectancy

Expectancy is a person's estimate of the probability that job-related effort will result in a given level of performance. Expectancy is based on probabilities and ranges from 0 to 1. If an employee sees no chance that effort will lead to the desired performance level, the expectancy is 0. On the other hand, if the employee is completely certain that the task will be

completed, the expectancy has a value of 1. Generally, employee estimates of expectancy lie somewhere between these two extremes.

Instrumentality

Instrumentality is an individual's estimate of the probability that a given level of achieved task performance will lead to various work outcomes. As with expectancy, instrumentality ranges from 0 to 1. For example, if an employee sees that a good performance rating will always result in a salary increase, the instrumentality has a value of 1. If there is no perceived relationship between a good performance rating and a salary increase, then the instrumentality is 0.

Valence

Valence is the strength of an employee's preference for a particular reward. Thus, salary increases, promotion, peer acceptance, recognition by supervisors, or any other reward might have more or less value to individual employees. Unlike expectancy and instrumentality, valences can be either positive or negative. If an employee has a strong preference for attaining a reward, valence is positive. At the other extreme, valence is negative. And if an employee is indifferent to a reward, valence is 0. The total range is from -1 to +1. Theoretically, a reward has a valence because it is related to an employee's needs. Valence, then, provides a link to the need theories of motivation (Alderfer, Herzberg, Maslow, and McClelland). Vroom suggests that motivation, expectancy, instrumentality, and valence are related to one another by the equation

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence:}$$

Source: Agrawal , 2012, pg. 250

The multiplier effect in the equation is significant. It means that higher levels of motivation will result when expectancy, instrumentality, and valence are all high than when they are all low. The multiplier assumption of the theory also implies that if any one of the three factors is zero, the overall level of motivation is zero. Therefore, for example, even if an employee believes that his/her effort will result in performance, which will result in reward, motivation will be zero if the valence of the reward he/she expects to receive is zero (i.e. if he/she believes that the reward he/she will receive for his/her effort has no value to him/her (National Forum, 2015)

Stephen P. Robbins states that expectancy theory explains the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

Expectancy theory explains motivation in terms of three relationships.

i) Efforts - performance relationship (E - P)

Employees have various expectations. They put their efforts to fulfill that expectation and yield greater performance. Expectancy refers to the expectation that generate efforts which produces better performance.

ii) Performance - reward relationship (P-O)

Expectation leads an individual towards better performance. It offers various rewards to the person which is known as 'outcome' of the job. They can be pay, benefits, promotion, recognition, status, personal development etc. These are also known as "Instrumentality"

iii) Reward - personal goals relationship (P-V)

Expectation is that each outcome has an anticipated value. This is called "valence". Reward should satisfy personal goals of an individual. The expectancy theory emphasizes the links between efforts, performance and valence for motivation. So, motivation is the product of instrumentality, expectancy and valence.

$$\mathbf{Motivation = Expectancy \times Instrumentality \times Valence}$$

Expectancy theory is useful in understanding the linkages between efforts and performance, between performance and rewards and individual goal satisfaction for understanding motivation.

This theory assumes that individuals make decisions consciously. But all individuals make decision consciously. The validity of this theory needs further testing.

2.2.8 Goal Setting Theory of Motivation

This theory was propounded by Ed Locke in 1968. This theory states that goals motivate people. However, specific difficult goals lead to higher performance. Therefore, goals should be clear and challenging. People must be committed to achieving the goals. Commitment depends on expectancy of goal achievement. Feedback about performance results is necessary for goal setting to work.

Goal setting theory is one of the most influential theories of work motivation. It states that individual behavior is the function of conscious goals. Employees participation in setting goals increases acceptance of goals and may also result in higher performance.

The key points that Locke and Latham made were that motivational goals needed to have the following dimensions: clarity, challenge, commitment, feedback and complexity. Goals need to be clear and measurable such as: My goal is to reduce maintenance downtime by 15 percent. Secondly, goals must be challenging, with achievement as the final payoff. Thirdly, employees must feel like part of the goal-setting process to be committed to a clearly relevant goal. Next, there must be a program that involves feedback, recognition and progress reports. Lastly, the task must be complex but not overwhelming, with sufficient time and resources available (Smallbusiness, 2015).

This theory is based on following assumptions:

- i) Employees commitment to goals
Employee's commitment can be achieved by setting clear and well defined goals. They should understand the goal and should know how much efforts are required for it.
- ii) Self efficacy Employee's belief to achieve goal is also an important factor to achieve it. They must have confidence of their capability by which they attain the goal.
- iii) Cultural adaptability
Goal setting is culturally bound. Organizational culture plays role while formulating the goals. Every organization could have distinct norms, values and preferences. This factors need to be considered while setting the goals.

2.3 Analytical Framework

From the literature gathered for the study, the factors that enhance employee motivation are fair pay, incentives, special allowances, fringe benefits, leadership, encouragement, trust, respect, joint decision making, quality of supervision, adequate working relationships, appreciation, chances for growth, loyalty of organization, identification and fulfillment of their needs, recognition, empowerment, inspiration, importance attached to their job, safe working conditions, training and information availability and communication to perform actions.

The study aims to assess the level of motivating factors by the other independent variables. They are rewards, goal setting, feedback, job characteristics, salary, opportunities for advancement and growth, working conditions, recognition and appreciation, training and development, responsibility, job security, performance appraisal and leadership.

Salary

Salary is the financial rewards provided by organizations to the employees for their efforts. It is the motivator for performance. Standard salary attracts employees. It helps to satisfy their fundamental needs.

Job Security

Job security is the non-financial motivator. It is concerned with stability of tenure. The provision of permanency and full time job makes them confident and secured. They do not think of alternative job.

Working Conditions

It is concerned with situation characteristics. Environment at work place is a source of employees' motivation. The climate of trust between superior and subordinate inspire the people to put efforts at work. Autonomy enables them to make prompt decision. The well-equipped work place ensures smooth flow of work. The availability of safety measured make the employees feel safe.

Opportunity of Growth and Advancement

It is concerned with the provision of career advancement of the employees. They get inspired to work more in expectation of promotion and other rewards. Performance based promotion system encouraged them to work hard for getting good rank.

Recognition and Appreciation

It is concerned with recognizing the work done by the employees and praising for their outstanding performance. Employees expect appreciation from superior after the successful completion on the assigned job. The job done by the employees is authentic after getting recognized by the organization.

Training and Development

These functions are concerned with efficiency promotion of the employees. The existing skills of the employees may not be sufficient in dynamic environment. Therefore appropriate training, workshop, seminars and meetings enable them to update their knowledge and learn more techniques related to job. According to T.V. Rao(1996), Human resource development

aims at developing a variety of competencies of employees and developing a culture in the organization to utilize these competencies and contribute to organizational growth.

Job Characteristics

It is concerned with the nature of job to be performed in the organization. The enriched job attracts the employees. It is expected that organization has varieties of jobs. The employees prefer to perform challenging job. It should be rewarding as well.

Leadership

It is concerned with influencing others (Follower's) behaviors. Leaders are the motivators who can inspire the people at work for contributing additional efforts. The presence of good leaders is the source of motivation. The fair treatment, justice and understanding employees' problems are the essential qualities of the leader.

Responsibility

It is the obligation of the individual to be discharged towards concerned authorities. The responsibility indicated to the employees is a source of motivation. They feel that they are entrusted by the organization. It helps to make them answerable to the work performed by them.

Goal Setting

Goals are the end results that the individual and organization wants to attain. The well-defined goal is a source of motivation. It must possess SMART (Specific, Measurable, Acceptable, Realistic, and Time-bound) features. The employees are motivated by participating them while setting goals.

Performance Appraisal

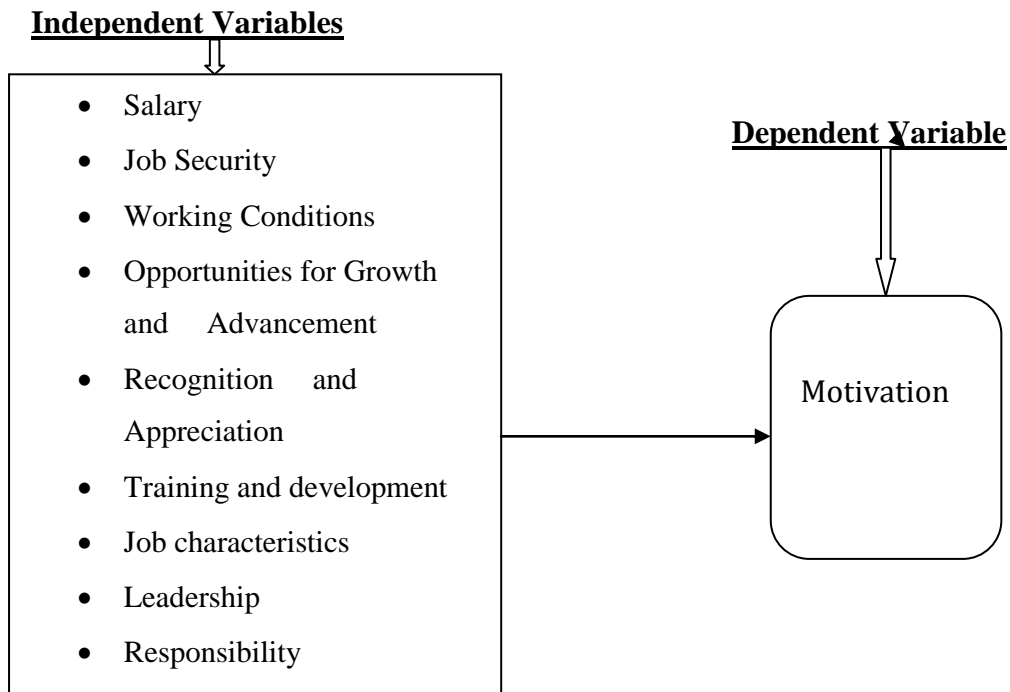
It is concerned with evaluation of the job done by the employees. The indiscriminative performance evaluation system motivates the people at work. The superior can inspire the subordinates by fair evaluation of their performance. It helps to build sound relationship.

Feedback

It is related to provide actual response of the performance to the employees after measuring their performance or outputs. The feedback with constructive suggestions enables them to improve the performance. Scientific feedback system is a source of motivation.

The following figure clearly shows the dependent and independent variables. Motivation of the employees greatly depends on several independent factors as depicted in the figure below.

Fig No. 8



Analytical Framework

Source: self-constructed by the Researcher

Chapter Conclusion

Motivation is inspiration or encouragement to the people at work. It comes from various factors as mentioned in above dependent variables. It is the most important tool of human resource management to get the effective work done by its employees. Organization can offer financial and nonfinancial incentives to satisfy employees' physiological and psychological needs. The researcher has extracted the most important motivational variables.

Employees' performance greatly depends on the intrinsic and extrinsic rewards offered by the organization. They always expect indiscriminative reward system. Therefore, management should involve the employees in the development, implementation and revision of rewards programs.

Management should ensure that the rewards set by the organization are praise worthy to the employees which can satisfy their needs. It must be competitive. Employee should

understand how to earn those rewards. Organization must set reasonable and transparent performance standards for rewards. The base rewards should be attractive and sufficient to satisfy fundamental needs of the employees. There should not be discrimination on rewards for similar performance. The reward should be always linked with performance. Small and large accomplishments should be treated separately. Sometimes team efforts and cooperation should also be rewarded which adds additional inspiration.

Employees should be rewarded immediately after showing desired result in the organization. Rewards with delay lose its significance. The rewards should match to the employees' performance. It should not be cheap. Besides financial rewards, recognition and non monetary benefits in the organization also encourage them to put extra efforts in the job.

When employees are given unfamiliar or complex task to perform, they can be inspired by providing continuous reinforcement or rewards. Improved working condition and frequently modified rewards bring greater motivation among the people at work. Career advancement opportunity and training and development scheme are the important tools for motivation. Best performer expects appreciation from superiors. Performance appraisal should be fair. Job security reduces turnover in the organization. On the basis of job excellence, employees should be promoted to leading positions.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 Introduction:

Research is an act of searching for facts, answer to question and solutions to problems. It is a purposive investigation (Krishnaswami and Rangnatham, 1983). Similarly, the research methodology is used to develop the scientific knowledge on resource mobilization. Principally, research methodology refers to the theoretical analysis of different methods such as quantitative qualitative and mixed methods that help to study a particular field of research work. The analysis is done based on the combination of theoretical assumptions through the process of verification, falsification explanation and interpretation. The process generates the scientific knowledge. It includes the series of strategies and technique of data collection and their interpretation to conduct a scientific inquiry. In this research work, it is explained by developing research design. The research designs are the plans and procedures of data collection and analysis (Creswell, 2009). The plans and procedures consist of the techniques of data collection such as questionnaires, interviews, review of published documents as well as field study notes. In this research following research methodologies were used for obtaining the stated objectives of the study.

3.2 Research Design

Research design refers to those plans and procedures applied for the research that enables the decision from broad assumptions to detailed methods of data collection and analysis (Creswell 2011). Similarly, decision regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. It is the conceptual structure within which research is conducted. It constitutes a blue print for the collection, measurement and analysis of data (Kothari, 2008). Therefore, it serves as a framework that guides the collection and analysis of data, the research instrument to be used and sampling plan to be followed to answer the proposed research questions (Wolf and Pant, 2005). Research design can be classified in different ways. Creswell (2011) has classified them into three different categories viz. qualitative, quantitative and mixed methods of research design. Therefore, for the purpose of this study the mixed method has been used to make the reliable findings and conclusions.

On the basis of objectives and research questions of this research, the descriptive and analytical research design was used for getting information, analyzing this information and making findings more reliable and scientific.

3.3 Nature and Sources of Data

The gathering of information from various sources to answer the research questions is called collection of data. Data are facts and other relevant materials, past and present serving as the bases for the study and analysis (Krishnaswami and Rangnatham, 1983). Generally, the data can be collected from the primary and secondary sources. Therefore, for the purpose of getting reliable data and information on this study has been used both primary as well as secondary information.

3.3.1 Primary sources of data:

Primary sources are those original sources from which the researcher directly collects data that have not been previously collected. It is fresh and first hand information collected through different methods. Therefore, in this study, the primary information has been collected from the following sources and methods:

Questionnaire

According to Collis and Hussey (2003:173), a questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample. The aim is to find out what a selected group of participants do, think or feel. They state that Questionnaires are a popular method for collecting data. The questionnaire is widely used and most useful instrument for collecting information through survey. It provides well structured, open numerical data being able to be administered without the presence of the researcher and often being comparatively straight forward at analyze (Wilson and McClean,1994 quoted by Panta, 2010). Similarly, a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to the respondents who are expected to read and understand the questions and write-down the reply in the space meant for the purpose in the questionnaire itself (Kothari, 2008).

Therefore, this study has used the structured structured questionnaire for the fulfillment of the research objectives. Similarly, the questionnaires have been prepared for collecting information from the private college lecturers to study their view towards work and to study

the factors that motivate them in the institutions where they work. The questionnaires were directly distributed to the respondents and collected when they filled up them.

Table No. 4.1.0

Population and Sample Size

Total no. of lecturer	Sample Size	Percentage
70	39	56

Source: Field survey, 2014

Interview

Interview is an act of questioning the concerned parties to obtain the required information. Therefore, it is an important method of collecting data. It is a reliable method of information collection. Because there will be direct approach of the interviewer with the target group from whom data are to be collected. Interview may be defined as two way systematic conversations between an investigator and an informant, initiated for obtaining information relevant to specific study (Krishnaswami and Ranganatham, 1983).

Observation

Observation refers to an act of viewing or seeing. It is defined as a process of systematic viewing of a specific phenomenon in its proper setting for the specific purpose of gathering data for a particular study. Observation as a method includes both "seeing" and "hearing". It is accompanied by perceiving as well (Krishnaswami and Rangnatham, 1983). Therefore, necessary information and data has been collected from the direct observation process for fulfilling the research objectives of this study. During the distribution of the questionnaire, the researcher has directly observed the behavior of respondents at their work places to know their perception, attitude and behavior towards work. Whatever the information obtained from the observation has been analyzed as supporting the related variables of motivation.

Individual discussion

Information can also be obtained from mutual discussion between individuals and groups. It provides primary information for desired result of the study. Therefore, this study involves discussion with the persons having expertise and experience in the field of motivation. In this research, the dialogue has been made among the individuals working as faculty members in private college formally and informally.

3.3.2 Secondary Sources and Methods

Secondary data are those which have already been collected analyzed by some individuals or organizations. Secondary data may be available either in published or unpublished form. Generally published data are available in various publications. They may be in the form of books, magazines, newspapers, technical or trade journals etc. are the published form of secondary sources. Besides these, report prepared by research scholars and universities, public records and statistics, historical documents are also published documents. On the other hand, there could be various unpublished data available in the form of letters, diaries, biographies, auto-biographies and also may available with scholars and research workers, public, private and other organizations(Kothari, 2008). Therefore, in this study the secondary information has been collected from following methods and sources:

Published Documents: In this study the researcher has adopted the various published documents for acquiring information to analyze so that prescribed objectives of the study could be achieved. It has also been used for making literature review, construct the theoretical framework and conceptual framework. Different academic writings relating to human resource management and motivation have been considered as the secondary sources of information.

Unpublished Documents: The researcher has also used reference of different unpublished dissertation on master and PHD of different universities related to human resources management and motivation.

Internet and Websites: The study has used the internet and websites related to human resource management and motivation. The most visited sites related to motivation are motivation definition, employee motivation, motivational quotes, motivation theories, and types of motivation, motivation in management, self motivation, and motivation ppt (power point teaching) materials.

3.3.3 Sampling Methods and Sample Size

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or procedures that the researcher would adopt in selecting items for the sample. Sample design is determined before data are collected. There are many sample designs which are relatively more precise and easier to apply (Kothari, 2008). Probability of random sampling and non-random sampling are procedures of sampling. The probability of random sampling is based on the theory of probability. It provides a known non-zero chance of

selection for each population element. Similarly, non-random sampling is not based on the theory of probability. This sampling does not provide a chance of selection to each population element (Krishnawami and Ranganatham, 2012). In this study, multistage and purposive samplings were adopted under the non-random sampling.

3.4 Study Approach

The study is focused on the mixed methods of research design used both qualitative and quantitative data. The data are collected from primary as well as secondary sources. The qualitative types of data are collected from primary and secondary sources. The quantitative types of data are collected from the primary sources and the quantitative data are obtained from the secondary sources.

3.5 Research strategy

The research strategy for this study is concentrated on the mixed method as both quantitative and qualitative data are collected from the primary and the secondary sources. . The present research strategy of this study involves primary method that helps to enhance the study project and secondary information plays the supporting role in the procedure thereby playing complementary role with each other.

3.6 Validity and Reliability

While conducting the research and obtaining the required information from the primary and secondary sources, high concentration was given to manage the tools and instruments accurately for the purpose they are designed. In the process of managing the validity and reliability of data, only the relevant topics to this study were used. Similarly, in the process of selecting the questions, the questionnaire and the interviews were seriously designed, checked and rechecked from the supervisor and the expert. Furthermore, the list of the expert was selected and interviewed to them after the extensive study of the relevant subject matter of the study. The respondents were requested to provide accurate and conformed data and information. In order to ensure the acquisition of valid information from the respondents, the questionnaire was made as simple as possible without using jargons and complex terminologies. In addition, the target respondents were provided required information and proper guidelines so that they could understand the purpose of this study. Hence, dependability and reliability were achieved by maintaining an audit trail consisting of research notes, memos and reflection on how categories were derived and how decisions were made throughout the inquiry.

3.7 Ethical Consideration

While conducting this research study, various aspects of ethical considerations were adopted. Appropriate citation has been done whether the secondary information has been used from various sources and has also been mentioned in the bibliography. Whatever the information and opinion received from the respondents have been kept confidential. Opinions and views of the respondents and experts have been used with the permission from them. The results and the findings of the study also have been provided on the basis of their valuable suggestions.

3.8 Description of Study Area

The researcher has selected Brilliant Multiple Campus as the field of this research study where about one hundred lecturers are involved in teaching job. This is the campus with distinct identity in private sector. This campus is educating about three thousand students in plus two, bachelor and master levels. This campus has the glorious history of fourteen years. The campus is situated in north-east part of Kathmandu valley, near Chabahil and Pashupatinath temple.

3.8.1 Introduction of Brilliant Multiple Campus

Brilliant Multiple Campus is a co educational institution established in 2056 BS with a view to provide quality education and to achieve higher academic excellence by delivering education with social, ethical and human values. It has focused on educating the students not only to lead professional life but also to join hands to identify and solve individual, social and national problems. It has become the common platform of personality development of the students. They are provided not only the textual knowledge but also the opportunities to participate in various curricular activities. During this one and half decade, Brilliant has proved to be an excellent learning zone for the students representing middle and lower economic classes. It offers the education in affordable fee structure. Its slogan, "Cost deduction, quality education, our determination" has come true during this period of 14 years.

In the beginning, the campus was affiliated to higher secondary education board (HSEB) of Nepal. It offered +2 education in the faculty of Management, Humanities and Education. Then it again got affiliation from TU to run graduation program in management and humanities stream. Now it has got permission to conduct master degree in management i.e. Master's in business studies (MBS). Brilliant Campus has become the choice of students for their higher studies that represents middle and lower economic section of the society.

Brilliant campus is located in north east part of Kathmandu valley, near Chabahil and Pashupatinath. It has its own infrastructure which is sufficient to educate about 3000 students in morning and day shifts. The campus is run by young, energetic and enthusiastic educationists. Their continuous efforts and better understanding have shaped this institution as a better learning platform.

CHAPTER - IV

DATA ANALYSIS AND PRESENTATION

4. Introduction

This section has presented the analysis and result which are collected from the primary as well as secondary sources. This chapter analyses the factors that affect the effectiveness of motivation. It outlines the general results of the questions regarding the effectiveness of motivational tools in motivating the teaching faculties of private college. It also analyzes the motivational policies applied by college to motivate its people. The data are used as evidence to justify support or reject the general assumptions which were outlined in the previous chapter.

The responses received from the respondents that participated in this study have been summarized in tabular form for each section of the questionnaire. The result of each section has been analyzed and interpreted by the researcher. The chapter starts by analyzing Section A of the questionnaire, the demographical data collected.

In section B respondents were required to rank eleven factors of motivation that were indentified during the literature research conducted by the researcher. This section will be analyzed by adding, for each factor, the rank that it received from each respondent and then the average rank for each individual factor is calculated by dividing the results with the total number of respondents. The average rank of each factor is calculated and presented in a Table with the factor with the lowest calculated average rank, being the factor respondents feel is the most important motivational factor.

In chapter three the researcher conducted research in order to gain an understanding of what methodology will be appropriate for this study. The empirical study that was conducted was in the form of a questionnaire. The results of the empirical study will be analyzed and interpreted in chapter four.

The responses received from the respondents that participated in this study were summarized in tabular form for each section of the questionnaire. The result of each section has been analyzed and interpreted by the researcher.

The chapter starts by analyzing Section A of the questionnaire, the demographical data collected.

In section B respondents were required to rank the eleven factors of motivation that were identified during the literature research conducted by the researcher.

This section has been analyzed by adding, for each factor, the rank that it received from each respondent and then the average rank for each individual factor is calculated by dividing the results with the total number of respondents. The average rank of each factor is calculated and presented in a Table with the factor with the lowest calculated average rank, being the factor respondents feel is the most important motivational factor.

In section C the respondents had to indicate the extent to which they agreed with each of the twenty six statements in the section ranging from “Strongly disagree”, “Disagree”, “Agree” or “Strongly Agree” (each of the thirteen factors identified were represented by two statements).

The “Strongly Disagree” and “Disagree” responses of the respondents for each statement will be added together and summarized and presented as percentages for each job title group i.e. Assistant Lecturer, Lecturer C, Lecturer B and Lecturer A; the same method is applied with the “Agree” and Strongly Agree” responses. The total average for each statement is calculated as well as the combined factor average for each group of two statements representing each of the thirteen specific factors of motivation.

In section D each respondent’s dominant locus of control were measured by using a measuring instrument accessed from Coetsee (2003:136). Respondents had to select only five factors from a list containing ten factors. The equal numbered factors represented statements that are associated with externals and the unequal numbered factors are associated with internals. The respondent’s dominant locus of control is then identified by counting the number of equal and number of unequal numbered factors chosen by the respondent. A respondent will be classified as having a predominantly external locus of control if he or she selects three or more of the equal numbered factors and as having a predominantly internal locus of control if he or she selects three or more unequal numbered factors.

4.1 Demographical Analysis

The demographic analysis has covered the age, gender, job experience, position and the qualification of the respondents. The level of motivation is influenced by these variables.

4.1.1 Age of respondents

Table 4.1.1

Summary of age of respondents

Age Group	Frequency	Percent
20-30 Y	17	43.6
31-40Y	16	41.0
41-50 Y	5	12.8
>50Y	1	2.6
Total	39	100.0

Source: Field Survey, 2014

Table 4.1 indicates that 43.6% of the respondents who participated in the research are within the age group of 20 years to 30 years. This group represents almost a half of the total sample. The respondents in this age bracket are young and energetic. They seem to be more enthusiastic lecturer employed by the organization. Many of them have started the teaching job for their working careers for the first time and have little or no experience of working for other organizations. Therefore, they have limited or no experience of the motivation strategies implemented by other organizations. This limitation could influence their judgment in terms of their expectations or opinions of what factors motivate them or whether or not those factors are adequately provided for by the organization.

The second age group of the respondents who participated in the research is within 31 to 40 years. The result in the Table indicates that 41% of the respondents of the total sample fall in this age group. They seem to be more experienced. They also have more experience of the motivational strategies used by the organization.

The third age group of the respondents participated in the research is within 41 to 50 years. The result in the Table indicates that 12.8 % of the respondents of total sample represent this age group. They are highly experienced lecturer of the campus. They have both experience and good judgment of the motivational strategies implemented in the organization.

The last age group was allocated for the respondents having more than 50 years of age. This age group consists of only one respondent. The result indicates that most of the respondents in the research have the age below 50 years. They have experience of general motivational tools applied by the organization.

4.1.2 Gender-wise distribution of the respondents

Table 4.1.2

Summary of Gender-wise distribution of the respondents

Gender	Frequency	Percent
Male	25	64.1
Female	10	25.6
Missing	4	10.3
Total	39	100

Source: Field Survey, 2014

Table 4.2 indicates that majority of the respondents in the sample are from male category. The result shows that 64.1 percent of the respondents in the samples are male lecturers whereas 25.6 percent of the respondents are from female category. Out of 39 respondents four of them have not mentioned the gender in the questionnaire. The research shows that there is variation in the ratio of male and female lecturers in the private campus. It also gives the glimpse of higher education of male and female. The scenario of employment in private campus is absolutely different from that of government schools and colleges.

4.1.3 Job Experience of the Respondents

Table 4.1.3

Summary of Job Experience of the Respondents

Experience	Frequency	Percent
0-1 Y	9	23.1
1-2 Y	5	12.8
2-3 Y	5	12.8
3-4 Y	5	12.8
4-5Y	2	5.1
5-6 Y	3	7.7
>6 Y	10	25.6
Total	39	100.0

Source: Field Survey, 2014

Table 4.3 indicates that 23.1% of the respondents have been employed by the organization for at least one full year. It is the opinion of the researcher that being employed for at least one year would be a sufficient period in which an employee can be exposed to any organization and be familiar with “how things are done” and be capable of answering the survey questions

presented in this research study. This increases the confidence of the researcher in terms of the validity of the majority of the responses in the survey. It is also interesting to notice that 25.6 % of the lecturers, who participated in the study, have been employed by the organization for more than six years, which is extremely long considering the fact that the organization was established only fifteen years ago. The service that Brilliant Campus renders to the students who represent the middle and lower economic class is extremely specialized as it provides higher education in affordable fees. Because of this reason, the campus is able to enroll more than two thousand and five hundred students. The majority of lecturers have got full time employment. The ratio of employee turnover is very less. Most of them are familiar with all the rules and regulations implemented in the organization.

4.1.4 Job Title of the Respondents

Table 4.1.4

Summary of Job Title of the Respondents

Position(Job Title)	Frequency	percent
Assistant Lecture	3	7.7
Lecture C	14	35.9
Lecturer B	19	48.7
Lecturer A	3	7.7
Total	39	100.0

Source: Field Survey, 2014

Table 4.1.4 indicates the split of the job titles of the respondents that participated in the study. There are four job titles allocated to the teaching staff. The result in the Table shows that out of 39 lecturers three of them are in the group of assistant lecturer. This category involves newly appointed lecturers having no experience of job in this institution. Fourteen of them are in the group of lecturer C. This group involves those respondents who have completed one academic year and are quite familiar with institutional rules regulations and motivational strategies of the organization. The highest percent of the respondents i.e. nineteen respondents are in the category of lecturer B. They are given the responsibilities of department heads. Most of them have the working experience of more than five years in the organization. The result shows that very small size of respondents is in the category of lecturer A. They are highly experienced and dedicated faculty members.

4.1.5 Qualification of the Respondents

Table 4.1.5
Summary of Qualification of the Respondents

Qualification	Frequency	Percent
Graduation	1	2.56
Master Degree	36	92.31
M Phil Degree	2	5.13
PhD	0	0
Total	39	100.0

Source: Field Survey, 2014.

Table 4.1.5 indicates that the highest number of the respondents in the sample possess master degree. About 92.3% of the respondents have passed master degree in respective subject. It is the minimum requirement to get teaching job in college level education. The result in the Table shows that there are two respondents who possess M Phil Degree. It is the senior certificate in this case because there is no respondent possessing PhD certificate. However, almost all the respondents are highly qualified in national context. It is believed that they must have good understanding of the motivational tools and techniques used in the organization.

4.2 Rank Order of Motivation

Statistics	Rewards, Salary, Recognition	Goal Setting	Job characteristics	Achievement and Growth	Working Condition	Training and Dev.	Authority and Responsibility	Job security	Leadership	Feedback
Valid N	39	35	32	33	36	38	35	37	34	37
Missing	0	4	7	6	3	1	4	2	5	2

Source: Field Survey, 2014

The section B of the questionnaire contained ten factors of motivation. The respondents were asked to rank all those factors of motivation in order of their importance. They had to indicate rank 1 to the most effective motivational factor and rank 5 to the less motivating factor. The analysis has revealed the following result.

The rank order of the motivational factors was as follows:

1. Rewards– intrinsic and extrinsic that employees are paid.

2. Goal-setting – goals that are challenging but achievable.
3. Job characteristics – a job that is interesting and challenging.
4. Advancement and growth – opportunities within the organization.
5. Working conditions – quality of equipment, office environment etc.
6. Training and development – to enhance skills and ability to improve performance.
7. Authority and responsibility- decision making power and obligation.
8. Job security – confidence about future within the organization.
9. Leadership – a trustworthy and respectful leader who leads by example.

Feedback – that informs employees of their level of performance and progress towards achieving their goals.

4.2.1 Reward, Salary and Recognition

Table: 4.2.1

Summary of reward, salary and recognition

Ranking Order	Frequency	Percent
1.00	12	30.8
2.00	14	35.9
3.00	7	17.9
4.00	3	7.7
5.00	3	7.7
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.1 indicates that Out of thirty nine respondents 30.8 % have given first rank to the rewards, salary and recognition. Another 35.9% have given second rank. It means the highest proportion of the respondents give higher priority to intrinsic and extrinsic rewards offered by the organization.

If the results from the study are compared to Maslow’s hierarchy of needs, it reveals some interesting results. Figure 4.2 is a matrix that indicates, as per Maslow’s hierarchy, the classification of each factor, whether the need is a lower-order or higher-order need. Salary reward and recognition are the factors that are deemed as lower-order needs, were ranked as the number one and two factors, in order of their motivational importance to employees. The other factors, with the exception of working conditions, are all factors deemed as higher-

order needs. One can conclude, bar the few exceptions, that this study does, to a great extent, support Maslow’s hierarchy of needs theory which states that as lower-order need(s) becomes substantially fulfilled the next higher-order need(s) increases in strength and thus becomes a powerful motivator (Erasmus et al, 2008:325).

If the results of the study are compared to Herzberg’s two factor theory, the following outcome is important to note. Both the number one and the number two ranked factors are what Herzberg classifies as hygiene factors. Smit et al (2007:343) explain that hygiene factors are associated with individuals’ negative feelings about their work and these factors do not contribute to employee motivation. According to Griffin & Moorhead (2009:91), feelings of dissatisfaction may exist among employees if these factors are considered inadequate, however, when these factors were considered acceptable, the employees were still not necessarily satisfied; rather, they were simply not dissatisfied. A dissatisfied employee cannot be motivated. It is therefore important that managers first give attention to hygiene factors before introducing motivators into the employee’s job. Only motivators can motivate. Employee remuneration (salary) and job security, the number one and two ranked factors are obviously important to the employees of the organization and according to Herzberg’s two factor theory, it is important that the organization ensures that these hygiene factors are adequately provided for to ensure that employees are not dissatisfied.

4.2.2 Goal Setting

Table: 4.2.2
Summary of Goal Setting

Ranking Order	Frequency	Percent
1.00	7	17.9
2.00	13	33.3
3.00	5	12.8
4.00	7	17.9
5.00	3	7.7
Total	35	89.7
System Missing	4	10.3
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.2 indicates that Out of thirty nine respondents 17.9 % have given first rank to goal setting. Another 33.3% have given second rank. It means the highest proportion of the respondents give higher priority to their participation on goal setting process of the organization. They expect opportunity to put their view while formulating goal of the organization. Employees' participation in goal is a source of motivation.

As Edwin Locke states- Goal setting is recognized, explicitly or implicitly, by virtually every major theory of work motivation. It was recognized explicitly by advocates of Scientific Management and of Management by Objectives. Ignored in early versions of Human Relations and expectancy (VIE) theory, it now is more openly acknowledged. Cognitive Growth and Organizational Behavior Modification deny the significance of goal setting in theory, but not when they are put into practice. The ubiquity of goal setting in these theories stems from the general recognition that rational human action is goal directed. (Academy of management review, 1978)

4.2.3 Job Characteristics

Table: 4.2.3

Summary of Job Characteristics

Ranking Order	Frequency	Percent
1.00	9	23.1
2.00	8	20.5
3.00	8	20.5
4.00	3	7.7
5.00	4	10.3
Total	32	82.1
Missing System	7	17.9
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.3 indicates that Out of thirty nine respondents 23.1 % have given first rank to job characteristics, 20.5% have given second rank and another 20.5 have given third rank. It means the highest proportion of the respondents give higher priority to job characteristics of

the organization. They expect opportunity to put their view while formulating goal of the organization.

Job characteristics theory is a theory of work design. It provides “a set of implementing principles for enriching jobs in organizational settings”. The original version of job characteristics theory proposed a model of five “core” job characteristics (i.e. skill variety, task identity, task significance, autonomy, and feedback) that affect five work - related outcomes (i.e. motivation, satisfaction, performance and absenteeism and turnover) through three psychological states (i.e. experienced meaningfulness, experienced responsibility, and knowledge of results)

When a job has a high score on the five core characteristic, it is likely to generate three psychological states, which can lead to positive work outcomes, such as high internal work motivation, high satisfaction with the work, high quality work performance, and low absenteeism and turnover. This tendency for high levels of job characteristics to lead to positive outcomes can be formulated by the motivating potential score (MPS). Hackman and Oldham explained that the MPS is an index of the “degree to which a job has an overall high standing on the person's degree of motivation...and, therefore, is likely to prompt favorable personal and work outcomes”:

The motivating potential score (MPS) can be calculated, using the core dimensions discussed above, as follows;

$$\text{MPS} = \frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \times \text{Autonomy} \times \text{Feedback}$$

(Wikipedia, 2015)

Jobs that are high in motivating potential must be also high on at least one of the three factors that lead to experienced meaningfulness, and also must be high on both Autonomy and Feedback. If a job has a high MPS, the job characteristics model predicts that motivation, performance and job satisfaction will be positively affected and the likelihood of negative outcomes, such as absenteeism and turnover, will be reduced. According to the equation above, a low standing on either autonomy or feedback will substantially compromise a job's MPS, because autonomy and feedback are the only job characteristics expected to foster experienced responsibility and knowledge of results, respectively. On the contrary, a low score on one of the three job characteristics that lead to experienced meaningfulness may not

necessarily reduce a job's MPS, because a strong presence of one of the those three attributes can offset the absence of the others.

4.2.4 Achievement and Growth

Table: 4.2.4
Summary of Achievement and Growth

Ranking Order	Frequency	Percent
1.00	15	38.5
2.00	7	17.9
3.00	6	15.4
4.00	2	5.1
5.00	3	7.7
Total	33	84.6
Missing System	6	15.4
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.4 indicates that Out of thirty nine respondents 38.5 % have given first rank to achievement and growth, 17.9 Percent have given second rank and another 15.4% have given third rank. It means the highest proportion of the respondents give higher priority to achievement and growth opportunity provided to the employees by the organization. They expect opportunity of career advancement in organization.

If the results of the study are compared to Herzberg's two factor theory, the following outcome is important to note. Achievement and growth both are the motivating factors. Achievement and personal growth ensure the stability of people in the organization. Academic institution also can reduce employee's turnover through the provision of achievement and growth opportunities. The respondents in this sample study also have different steps to move towards higher position. The institution promotes them on the basis of their performance and experience.

In ERG theory of motivation Alderfer has stated that- if an employee is not provided with growth and advancement opportunities in an organization, he might not be motivated towards work.

In Achievement theory of motivation, Mc Clelland has stated that Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.

Financial reward is regarded as a measurement of success, not an end in itself. Security is not prime motivator, nor is status. Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual). Achievement-motivated people constantly seek improvements and ways of doing things better. Achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, i.e. offer flexibility and opportunity to set and achieve.

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people (Businessballs,2015)

4.2.5 Working Condition

Table: 4.2.5
Summary of Working Condition

Ranking Order	Frequency	Percent
1.00	17	43.6
2.00	6	15.4
3.00	5	12.8
4.00	5	12.8
5.00	3	7.7
Total	36	92.3
Missing System	3	7.7
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.5 indicates that working condition of every organization play significant role to motivate the people at work. In this study 43.6% of total respondents have given first rank to working condition. Again 15.4% and 12.8% of the respondents have given second and third rank respectively. It means without having congenial working environment employees can not be motivated to put additional efforts in the organization.

The result of this study can be compared with Frederick Herzberg's two factor theory. Herzberg has considered the work condition as hygiene factor. The Presence of these factors

does not produce motivation which supports individuals to fulfill fundamental needs. The absence of these factors at work places causes dissatisfaction. In order to avoid dissatisfaction, management has to create conducive environment. The non fulfillment of those job context factors result absenteeism, grievances and job quits in the organization.

4.2.6 Training and Development

Table: 4.2.6

Summary of Training and Development

Ranking Order	Frequency	Percent
1.00	10	25.6
2.00	12	30.8
3.00	4	10.3
4.00	7	17.9
5.00	5	12.8
Total	38	97.4
Missing System	1	2.6
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.6 indicates that the respondents in this study have shown mixed response regarding training and development. Out of thirty nine respondents 25.6% have given first rank and 30.8% have given second rank to training and development. It means more than 50% of the respondents are in favor of training and development to promote their efficiency. It is the fundamental requirement of the employees to develop competency. It consists of on the job and off the job training, workshop, seminars and conferences. The formal training courses help to enhance the employee's skills and job related knowledge.

One key factor in employee motivation and retention is the opportunity employees want to continue to grow and develop job and career enhancing skills. In fact, this opportunity for employees to continue to grow and develop through training is one of the most important factors in employee motivation.

There are a couple of secrets about what employees want from training opportunities, however. Plus, training opportunities are not just found in external training classes and seminars. These ideas emphasize what employees want in training and development opportunities (Human Resources, 2015).

4.2.7 Authority and Responsibility

Table: 4.2.7

Summary of Authority and Responsibility

Ranking Order	Frequency	Percent
1.00	7	17.9
2.00	13	33.3
3.00	6	15.4
4.00	5	12.8
5.00	4	10.3
Total	35	89.7
Missing System	4	10.3
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.7 shows that majority of the respondents have given first and second rank to authority and responsibility. Authority is the formal rights of the individuals in the organization which enables to take decision and make others to work by discharging orders and directives. Similarly responsibility is the obligation of individuals to be fulfilled towards the organization. After getting responsibility people feel that they are trusted by the organization. Frederick Herzberg has considered responsibility in the category of motivating factor.

Authority is the power to give orders and get it obeyed or in other words it is the power to take decisions.

Responsibility means state of being accountable or answerable for any obligation, trust, debt or something or in other words it means obligation to complete a job assigned on time and in best way.

Authority and responsibility are closely related and this principle states that these two must go hand in hand. It means that proper authority should be delegated to meet the responsibilities.

A match should be there between these two because of two main reasons:--

- Firstly, if a person is given some responsibility without sufficient authority he can't perform better, and also could not accomplish the desired goal.
- Secondly, if there is excess authority being delegated to an individual without matching responsibility then the delegated authority will be misused in one way or the other.

This is an important and useful principle of management because if adequate authority is not delegated to the employees they cannot discharge their duties with efficiency and this in turn will hamper the achievement of the organizational goal. Sometimes the relation between management and employees is also badly effected by non delegation of proper authority (Pathak, 2014).

4.2.8 Job Security

Table: 4.2.8
Summary of Job Security

Ranking Order	Frequency	Percent
1.00	16	41.0
2.00	5	12.8
3.00	8	20.5
4.00	2	5.1
5.00	6	15.4
Total	37	94.9
System	2	5.1
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1
The less important rank = 5

Table 4.2.8 indicates that majority of the respondents perceive the job security as most important motivational tool. Out of thirty nine respondents, 41 percent has given first rank, 12.8 percent has given second rank and 20.5 percent has given third rank to job security. Frederick Herzberg has included job security under hygiene factor. Similarly Abraham Maslow has named it "safety or security need" and has placed it as lower order need.

Investigation indicates that there is a positive relationship between job security as a motivational factor and job performance (Gabris & Simo, 1995). Miller et al. (2001) found that job security has significant effect on the performance of workers and employees are less motivated to work when job security is low. Researches investigating effects of job loss and having a job indicate that employee behaviors start going bad as soon as they start worrying about job loss (Domenighett, 2000; Özyaman, 2007). Thus, researches on this subject

(ŞenoL,2010; Poyraz & Kama, 2008; Özyaman, 2007) suggest that job security provides employee with high motivation and it affects other motivation levels. Lack of job security has been found to be the reason for high turnover of employees. While there are many studies, linking job security as a motivational factor for employees' work performance, some studies have found results to the contrary (Macleod & Parent, 2009). However, most studies have highlighted job security as a motivational factor for job performance (Asian Social Science, 2013).

4.2.9 Leadership

Table: 4.2.9
Summary of Leadership

Ranking Order	Frequency	Percent
1.00	8	20.5
2.00	7	17.9
3.00	11	28.2
4.00	2	5.1
5.00	6	15.4
Total	34	87.2
System	5	12.8
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.9 indicates that respondents in the sample have shown mixed response regarding leadership. There is no significant majority of the respondents in a particular rank. However, more than 60 percent respondents have given first, second and third rank. On the basis of this result, researcher suggests that leadership has positive relation with the level of motivation.

As a manager in a company, one must find ways to motivate his employees in order to encourage productivity and ensure job satisfaction. A manager cannot force an employee to be successful at his job, but he can motivate him with fair treatment, proper incentives and adequate compensation. It is the role of management to lead by example and motivate employees to do their best.

Managers must understand exactly what motivates each employee in their company. Some are motivated by money and benefits; some are motivated by praise; and others are motivated

by work-life balance. As a manager, one must assess each employee's work responsibilities and underlying motivations. An employee analysis requires him to meet with each employee individually to discuss their work-related desires. Most employees appreciate a manager's sincere interest in their lives. Fairness is an important motivating factor in the workplace. The leader must create a fair system of incentives, rewards and benefits that encourages employees to work hard. As an employer, the leader can never show favoritism. Incorporate fair compensation programs, employee performance evaluations and consistent policies into the workplace. The leader must establish an equitable and consistent work environment (Small Business, 2015).

4.2.10 Feedback

Table: 4.2.10
Summary of Feedback

Ranking Order	Frequency	Percent
1.00	10	25.6
2.00	6	15.4
3.00	11	28.2
4.00	4	10.3
5.00	6	15.4
Total	37	94.9
Missing System	2	5.1
Total	39	100.0

Source: Field Survey, 2014

The most important rank = 1

The less important rank = 5

Table 4.2.10 indicates that respondents in the samples seem to have different views towards feedback. Out of thirty nine 25.6% respondents have given first rank, 15.4% have given second rank, 28.2% have given third rank and remaining 10.3% and 15.4% have given fourth and fifth rank respectively. However, almost 75% respondents are within first to third rank. Feedback has several competing effects: it informs workers about their relative position in the job (evaluation effect) as well as their relative productivity (motivation effect)

Motivation, to a great extent, stems from clarity. Managers create that clarity by setting distinct expectations as well as delivering consistent feedback.

Feedback shouldn't be scary. Feedback should be desired. It should be delivered regularly as a way to continue to inspire and motivate the team because teams (and individuals on those teams) are more motivated when they feel invested in. Delivering productive, constructive

feedback is one core way to invest in the development of the team. We get feedback on a great job or we get feedback on a really poor job. When we get feedback on doing great work, it is usually called “praise” (Cornerstoneondemand 2015).

4.3 Factors of Motivation

The section C of the questionnaire was contained thirteen factors of motivation. Each factor consisted of two questions so that the respondents could give their perspective on motivation. The respondents were asked to give their response under four alternatives i.e. Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The analysis of this section of the questionnaire revealed the following results:

Table 4.3.1

Responses to statements related to rewards

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
1	Current Incentives Motivation			SD	D	A	SA	
		Ast. Lec.	3	0	67	33	0	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	10	40	50	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	28	35.25	36.75	100

Source: Field Survey, 2014

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

30 percent of lecturers C, 50 percent of lecturer B, 67 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of assistant lecturer, 35 percent of lecturer C and 40 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer and 35 percent from lecturer C and 10 percent from lecturer A disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

None of the respondents from any group of lecturer have shown their strong disagreement to the statement.

In the first statement of the reward section of the questionnaire, the respondents were asked whether the current incentives provided by the institution are sufficient to motivate them. Out of 39 respondents, 33 percent from assistant lecturer, 35 percent from lecturer C, 40 percent from lecturer B and 33 percent from lecturer A have agreed the statement. Again 30 percent of lecturer C, 50 percent of lecturer B and 67 percent of lecturer A have strongly agreed to the statement. There are no such respondents who strongly disagree with the statement. But 10 percent of lecturer B, 35 percent of lecturer C and 67 percent of assistant lecturer have shown their disagreement. This can be attributed to the fact that they are currently not part of the incentive scheme.

Overall the organization's reward system seems to be positively contributing towards creating a motivational environment for the majority of the employees. The organization should however consider designing an incentive scheme system that involves all sections within the Claims that the incentive scheme system motivates them to improve their performance.

Table No. 4.3.2

Responses to statements related to Rewards

S N	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
2	Value of Rewards			SD	D	A	SA	
		Ast. Lec.	3	0	67	33	0	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	10	40	50	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	28	35.25	36.75	100

Source: Field Survey, 2014

SA = Strongly Agree

Ast. Lect. = Most Junior Position

A = Agree

Lect. A = Most Senior Position

D = Disagree

SD = Strongly Disagree

The proportion of the respondents who strongly agree to the statement:

30 percent of lecturer C, 50 percent of lecturer B, and 67 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of assistant lecturer, 35 percent of lecturer C, 40 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer and 35 percent from lecturer C and 10 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

None of the respondents from any group have shown strong disagreement.

In the second statement of the questionnaire the respondents were asked whether the current rewards of the institution are of great value to them. The result in this Table shows that out of 39 respondents, 33 percent from assistant lecturer, 35 percent from lecturer C, 40 percent from lecturer B and 33 percent from lecturer A have agreed the statement. Again 30 percent of lecturer C, 50 percent of lecturer B and 67 percent of lecturer A have strongly agreed to the statement. There are no such respondents who strongly disagree with the statement. But 10 percent of lecturer B, 35 percent of lecturer C and 67 percent of assistant lecturer have shown their disagreement. It may be due to their new involvement and have to wait for permanent incentive scheme of the institution. The organization has successfully identified rewards that employees' value. According to the expectancy theory, employees will increase their effort if they value the rewards that will result from their performance. Borkowski (2009:190) explains that goal commitment, an element of the goal setting theory, can be accomplished to a large extent through appropriate rewards.

Table No. 4.3.3

Responses to statements related to Goal Setting

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
3	Are the Goals attainable?			SD	D	A	SA	
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	38	32	15	15	100
		Lec. B	19	11	16	26	47	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	20.5	28.75	27	23.75	100

Source: Field Survey, 2014

SA = Strongly Agree

Ast. Lect. = Most Junior Position

A = Agree

Lect. A = Most Senior Position

D = Disagree

SD = Strongly Disagree

The proportion of the respondents who strongly agree to the statement:

15 percent of lecturer C, 47 percent of lecturer B and 33 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

35 percent of lecturer C and 47 percent of lecturer B have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer and 35 percent from lecturer C disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer and 15 percent lecturer C disagree to the statement

In the first statement of the Goal-setting section of the questionnaire, the respondents were asked whether the current goals set by the institution are attainable and sufficient to motivate them. The result has shown the mixed response of the respondents. The majority of lecturer A and lecturer B have agreed and strongly agreed the statement. More than 80 percent of the respondents from lecturer A and lecturer B feel that they are expected to achieve goals which are realistic and attainable.

It could be interpreted that certain superiors are not involving their subordinates in the goal-setting process. It is however interesting to note that even though goal-setting is not adequately applied in certain teams, overall the goals that subordinates are expected to achieve are not unreasonable or unattainable as established from the responses in the statement.

Table No. 4.3.4

Responses to statements related to Goal Setting

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
4	Do you assist your superior in goal setting?			SD	D	A	SA	
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	15	35	35	15	100
		Lec. B	0	0	0	47	53	100
		Lec. A	3	0	0	0	100	100
	Total Statement Average		39	12	25.5	20.5	42	100

Source: Field Survey, 2014

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

15 percent of lecturer C, 53 percent of lecturer B and 100 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

35 percent of lecturer C and 47 percent of lecturer B have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer and 35 percent from lecturer C disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer and 15 percent lecturer C strongly disagree to the statement.

In the second statement of the Goal-setting section of the questionnaire, the respondents were asked whether they assist their superior in goal setting process. The result has shown the mixed response of the respondents. The majority of lecturer A and lecturer B have agreed and

strongly agreed the statement. 100 percent of the respondents from lecturer A and lecturer B stated that they assist their superior to set goals. But lecturer C and assistant lecturer are not involved in goal setting process. They have shown their disagreement with the statement. According to Daft and Marcic (2009:459), goal-setting increases motivation because it enables people to focus their energies in the right direction. Overall it appears as if the organization's goal-setting process is favorable and positively contributes towards creating a motivating climate within the organization.

Table No. 4.3.5
Responses to statements related to Feedback

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
5	Do you receive adequate feedback from your superior?			SD	D	A	SA	
		Ast. Lec.	3	0	0	67	33	100
		Lec. C	14	0	0	50	50	100
		Lec. B	19	21	16	37	26	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	5.25	4	46.75	44	100

Source: Survey questionnaire Section C

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent of assistant lecturer, 50 percent of lecturer C, 26 percent of lecturer B and 67 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

67 percent of assistant lecturers, 50 percent of lecturer C, 37 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

Only 16 percent of the respondents from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

Only 21 percent of the respondents from lecturer B disagree to the statement.

In the first statement of the feedback section of the questionnaire, the respondents were asked whether they receive adequate feedback from their superior. The result has shown the mixed response of the respondents.

Majority of the respondents agree that they receive adequate feedback from their seniors. Supervisors should however be encouraged to promote continuous feedback to all the members in their teams. The teams work under tremendous pressure to meet deadlines, which can result in supervisors neglecting to provide regular feedback to the team members in respect of their performance.

Overall feedback in the organization seems to be adequate. Feedback is important as it plays an important role in several of the motivation theories discussed. For example, in goal-setting, to inform employees of their progress towards goal achievement, in expectancy theory, to inform employees of the levels of performance that is expected, in equity theory, to provide transparent feedback to explain the actions of the organization during recruitment and salary increases, to avoid situations where feelings of inequity may arise, which could impact on the overall performance of the employees

Table No. 4.3.6

Responses to statements related to Feedback

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
6	Is the feedback from your superior clear to improve your performance?			SD	D	A	SA	
		Ast. Lec.	3	0	0	67	33	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	21	16	37	26	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	5.25	12.75	43	39	100

Source: Field Survey, 2014

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent of assistant lecturer, 30 percent of lecturer C, 26 percent of lecturer B and 67 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

67 percent of assistant lecturers, 35 percent of lecturer C, 37 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

35 percent of the respondents from lecturer C and 16 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

Only 21 percent of the respondents from lecturer B disagree to the statement.

In the second statement of the Goal-setting section of the questionnaire, the respondents were asked whether they assist their superior in goal setting process. The result has shown the mixed response of the respondents.

Majority of the respondents agree that they receive adequate feedback from their seniors. Supervisors should however be encouraged to promote continuous feedback to all the members in their teams. The teams work under tremendous pressure to meet deadlines, which can result in supervisors neglecting to provide regular feedback to the team members in respect of their performance.

Overall feedback in the organization seems to be adequate. Feedback is important as it plays an important role in several of the motivation theories discussed. For example, in goal-setting, to inform employees of their progress towards goal achievement, in expectancy theory, to inform employees of the levels of performance that is expected, in equity theory, to provide transparent feedback to explain the actions of the organization during recruitment and salary increases, to avoid situations where feelings of inequity may arise, which could impact on the overall performance of the employees.

Table No. 4.3.7

Responses to statements related to Job Characteristics

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
7	Is your job both interesting and challenging ?			SD	D	A	SA	
		Ast. Lec.	3	0	33	33	34	100
		Lec. C	14	0	14	43	43	100
		Lec. B	19	0	21	37	42	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	17	36.5	46.5	100

Source: Field Survey, 2014

SA = Strongly Agree

Ast. Lect. = Most Junior Position

A = Agree

Lect. A = Most Senior Position

D = Disagree

SD = Strongly Disagree

The proportion of the respondents who strongly agree to the statement:

34 percent of assistant lecturer, 43 percent of lecturer C, 42 percent of lecturer B and 67percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of assistant lecturers, 43 percent of lecturer C, 37 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 14 percent from lecturer C and 21 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

There are no such respondents from any group who disagree to the statement. The major section of the respondents finds their jobs both interesting and challenging. The majority of the respondents from lecturer A, B and C have shown their agreement strongly to the statement i.e. the job assigned to them are both interesting and challenging.

Table No. 4.3.8

Responses to statements related to job Characteristics

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
8	Are the employees rotated in order to learn new task?							
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	30	35	35	0	100
		Lec. B	19	31	53	16	0	100
		Lec. A	3	34	33	33	0	100
	Total Statement Average		39	32	47	21	0	100

Source: Field Survey, 2014

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

None of the respondents from any group of lecturers have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

35 percent of lecturer C, 16 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer, 35 percent from lecturer C, 53 percent from lecturer B and 33 percent from lecturer A disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, 30 percent from lecturer C, 31 percent from lecturer B and 34 percent from lecturer A strongly disagree to the statement. In the second statement of the job characteristics section of the questionnaire, the respondents were asked whether they get job rotation in the organization. The result has shown the mixed response of the respondents. The majority of the respondents have disagreed to job rotation. It may be due to the nature of job. The lecturers cannot be assigned other administrative job other than teaching. However, the high majority of respondents who find their jobs both

interesting and challenging, as indicated from the responses to statement second, can be attributed to job rotation.

Table No. 4.3.9

Responses to statements related to Market based Salary

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
9	Is your salary market related?							
		Ast. Lec.	3	33	34	33	0	100
		Lec. C	14	15	35	35	15	100
		Lec. B	19	26	21	16	37	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	18.5	22.5	37.75	21.25	100

Source: Field Survey, 2014

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

15 percent of the respondents from lecturer C, 37 percent from lecturer B, and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of assistant lecturer, 35 percent of lecturer C, 16 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

34 percent of the respondents from assistant lecturer, 35 percent from lecturer C, and 21 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, 15 percent from lecturer C, and 26 percent from lecturer B strongly disagree to the statement. In the first statement of the market based section of the questionnaire, the respondents were asked whether the organization has offered market based salary or not. The result has shown the mixed response of the respondents. Majority of the respondents from lecturer A and lecturer B category agree that they receive market related remuneration. However the lecturers in junior levels do not feel

that they receive market related salary. It may be due to their new entry to the job and they have to wait for permanent incentive scheme.

Table No. 4.3.10
Responses to statements related to Salary

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
10	Does your current salary motivate you to perform?	Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	30	35	35	0	100
		Lec. B	19	0	26	37	37	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	15.75	32	26.25	26	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

37 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

35 percent of lecturer C, 37 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer and 30 percent from lecturer C disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, 15 percent from lecturer C, and 26 percent from lecturer B strongly disagree to the statement.

In the second statement of the market based salary section of the questionnaire, the respondents were asked whether the organization's current salary system motivates them or not. The result has shown the mixed response of the respondents.

Majority of the respondents from lecturer A and lecturer B category agree that organization's current salary system motivates them as it is market related remuneration. However the lecturers in junior levels do not feel that they receive market related salary and they have shown their disagreement with the statement. It may be due to the variation of remuneration between higher and lower positions.

Table No. 4.3.11
Responses to statements related to Opportunity for Advancement and Growth

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
11	Are there good opportunities for promotion?	Ast. Lec.	3	0	34	33	33	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	16	21	26	37	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	4	22.5	40.25	33.25	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent from assistant lecturer, 30 percent from lecturer C, 37 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent from assistant lecturer, 35 percent of lecturer C, 26 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 35 percent from lecturer C and 21 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

Only 16 percent respondents from lecturer B strongly disagree to the statement. In the first statement of the opportunities for promotion and growth section of the questionnaire, the respondents were asked whether the organization has the provision of promotion and growth opportunities for the employees. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization has the provision of promotion system. However the lecturers in junior levels do not feel that they receive the opportunity of career advancement. It may be due to the recent involvement in the job.

Table No. 4.3.12
Responses to statements related to Opportunities for Advancement and Growth

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
12	Do those opportunities motivate you to perform better?			SD	D	A	SA	
		Ast. Lec.	3	0	33	33	34	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	30	30	40	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	0	24.5	41.25	34.25	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect.= Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent from assistant lecturer, 30 percent from lecturer C, 40 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent from assistant lecturer, 35 percent of lecturer C, 30 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 35 percent from lecturer C and 30 percent from lecturer B disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

There are no respondents (lecturers) who strongly disagree to the statement.

In the second statement of the opportunities for promotion and growth section of the questionnaire, the respondents were asked whether the opportunities of promotion and growth in the organization motivate them to perform better. The result has shown the positive response of the respondents. It means the opportunity for promotion and growth of career

available in the organization is somehow able to motivate the people at work. Majority of the respondents from all categories of the lecturers agree that the organization's opportunities of promotion and growth motivate them to perform better. But in the junior category of respondents, the lecturers seem to less confident to perform better in available circumstance.

Table No. 4.3.13
Responses to statements related to Working Conditions

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
13	Are you provided necessary equipment to perform?			SD	D	A	SA	
		Ast. Lec.	3	0	0	67	33	100
		Lec. C	14	0	0	50	50	100
		Lec. B	19	0	0	53	47	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	0	50.75	49.25	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent from assistant lecturer, 50 percent from lecturer C, 47 percent from lecturer B and 67 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

67 percent from assistant lecturer, 50 percent of lecturer C, 53 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

There are no respondents (lecturers) who disagree to the statement.

The proportion of the respondents who strongly disagree to the statement:

There are no respondents (lecturers) who strongly disagree to the statement.

In the first statement of the working condition section of the questionnaire, the respondents were asked whether the organization has provided necessary equipments for the employees. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization has provided required tools and equipments to perform which enable and motivate them to perform better.

Table No. 4.3.14
Statements related to Working Conditions

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
14	Do you have a pleasant working environment?							
		Ast. Lec.	3	0	33	33	34	100
		Lec. C	14	0	28	36	36	100
		Lec. B	19	21	16	37	26	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	5.25	19.25	43.25	32.25	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent from assistant lecturer, 36 percent from lecturer C, 26 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent from assistant lecturer, 36 percent of lecturer C, 37 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 28 percent from lecturer C and 16 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

Only 21 percent of the respondents from lecturer B strongly disagree to the statement.

In the second statement of the working condition section of the questionnaire, the respondents were asked whether the organization has provided pleasant working condition for the employees. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization has provided congenial working conditions to perform. It enables and motivates them to perform better.

Table No. 4.3.15

Responses to statements related to Recognition and Appreciation

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
15	Do you receive recognition for your achievement from your superior?	Ast. Lec.	3	0	33	33	34	100
		Lec. C	14	15	35	35	15	100
		Lec. B	19	16	26	37	21	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	7.75	23.5	43	25.75	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

34 percent from assistant lecturer, 15 percent from lecturer C, 21 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent from assistant lecturer, 35 percent of lecturer C, 37 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 35 percent from lecturer C and 26 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

Only 15 percent of the respondents from lecturer C and 16 percent of lecturer B strongly disagree to the statement.

In the first statement of appreciation and recognition section of the questionnaire, the respondents were asked whether they receive recognition and appreciation from superior for their achievement. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization recognizes and appreciates the employees for their achievement. It encourages and motivates them to perform better.

Table No. 4.3.16

Responses to statements related to Recognition and Appreciation

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
16	Are the employees achievement publicized throughout the institution?			SD	D	A	SA	
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	42	37	21	0	100
		Lec. A	3	34	33	33	0	100
	Total Statement Average		39	27.25	43	22.25	7.5	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

Only 30 percent of the respondents from lecturer C have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

35 percent of the respondents from lecturer C, 21 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer, 35 percent from lecturer C, 37 percent from lecturer B and 33 percent from lecturer show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, 42 percent of lecturer B and 34 percent of lecturer A strongly disagree to the statement.

In the second statement of appreciation and recognition section of the questionnaire, the respondents were asked whether their recognition and appreciation are publicized throughout

the institution by superior for their achievement. The result has shown the mixed response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization publicizes the employee's achievement. It encourages and motivates them to put additional efforts at work. . Still there are certain portions of the respondents who do not agree that the organization publicizes their achievement throughout the organization.

Table No. 4.3.17
Responses to statements related to Training and Development

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
17	Do you receive ongoing training to improve your ability and skills?			SD	D	A	SA	
		Ast. Lec.	3	0	33	34	33	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	21	53	26	100
		Lec. A	3	0	33	34	33	100
	Total Statement Average		39	0	30.5	39	30.5	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent from assistant lecturer, 30 percent from lecturer C, 26 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

34 percent of the respondents from assistant lecturer, 35 percent from lecturer C, 53 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 35 percent from lecturer C, 21 percent from lecturer B and 33 percent from lecturer show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

None of the respondents from any group of lecturer strongly disagree to the statement.

In the first statement of appreciation and recognition section of the questionnaire, the respondents were asked whether they receive ongoing training to improve their performance. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization has offered orientation and training from professionals of concerned field. The institution also

organizes the periodical talk program with a view to facilitate its teaching faculties. It encourages and motivates them to put additional efforts at work by updating knowledge.

Table No. 4.3.18
Responses to statements related to Training and Development

SN	Statement-2	Job title	No	Percent				Percent
				SD	D	A	SA	
18	Are you cross-trained to perform duties in other departments?			SD	D	A	SA	
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	30	35	35	0	100
		Lec. B	19	58	26	16	0	100
		Lec. A	3	33	33	34	0	100
	Total Statement Average		39	38.5	40.25	21.25	0	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

There are no such respondents who strongly agree to the statement.

The proportion of the respondents who agree to the statement:

35 percent respondents from lecturer C, 16 percent of lecturer B and 34 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer, 35 percent from lecturer C, 26 percent from lecturer B and 33 percent from lecturer show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent respondents from assistant lecturer, 30 percent of lecturer lecturer C, 58 percent of lecturer B and 33 percent of lecturer A strongly disagree to the statement.

In the second statement of training and development section of the questionnaire, the respondents were asked whether they are cross-trained to perform duties in other departments. The result has shown the mixed response of the respondents.

Majority of the respondents from all levels of the lecturers do not agree that the organization has offered cross-training. It may be due to the nature of the job. The teaching faculties can not be used elsewhere except in teaching job.

Table No. 4.3.19

Responses to statements related to Responsibility

SN	Statement-1	Job title	No	Percent				Total Percent
				SD	D	A	SA	
19	Does your superior let you take responsibility for the task you perform?			SD	D	A	SA	
		Ast. Lec.	3	0	0	33	67	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	21	26	53	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	0	14	40.25	45.75	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

67 percent of the respondents from assistant lecturer, 30 percent of lecturer C, 53 percent of lecturer B and 33 percent of lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent respondents from assistant lecturer, 35 percent of the respondents from lecturer C, 26 percent of lecturer B and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

35 percent from lecturer C and 21 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

There are no such respondents from any group of the lecturer who strongly disagree to the statement.

In the first statement of responsibility section of the questionnaire, the respondents were asked whether their superiors let them to take responsibility for the task they perform. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the organization allows them to take responsibility of the task they perform. It encourages and motivates them to put additional efforts at work. . Still there are certain portions of the respondents who do not agree that the organization lets them to discharge responsibility.

Table No. 4.3.20
Responses to statements related to Responsibility

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
20	Does your superior allow you to make your own decision on how to perform your task?			SD	D	A	SA	
		Ast. Lec.	3	0	33	34	33	100
		Lec. C	14	0	35	35	30	100
		Lec. B	19	0	21	52	27	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	22.25	38.5	39.25	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

33 percent of the respondents from assistant lecturer, 30 percent of the respondents from lecturer C, 27 percent from lecturer B and 67 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

34 percent respondents from assistant lecturer, 35 percent of the respondents from lecturer C, 52 percent of lecturer B and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 35 percent from lecturer C, and 21 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

There are no such respondents from any group of lecturers who strongly disagree to the statement.

In the second statement of responsibility section of the questionnaire, the respondents were asked whether their superior allows them to make decision regarding the task to be performed by them. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of the lecturers agree that the superior allows the employees to make job related decisions. It helps to encourage and motivate them to put additional efforts at work. . Still there are certain portions of the respondents who do not agree that the superiors allow them to take complete decision while performing the task. It may be due to the need of observation and spot instructions to improve their performance.

Table No. 4.3.21
Responses to statements related to Job Security

SN	Statement-1	Job title	No	Percent				Percent
21	You have no fear about the financial stability of the organization.			SD	D	A	SA	
		Ast.Lec.	3	33	67	0	0	100
		Lec. C	14	30	70	0	0	100
		Lec. B	19	0	21	52	27	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	15.75	39.5	29.75	15	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree
Ast. Lect. = Most Junior Position
Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

Only 27 percent of the respondents from lecturer B and 33 percent of lecturer A have shown their strong agreement with the statement. Remaining junior level respondents do not agree with the statement.

The proportion of the respondents who agree to the statement:

52 percent of the respondents from lecturer B, and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer, 70 percent from lecturer C, and 21 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, and 30 percent of lecturer C strongly disagree to the statement.

In the first statement of job security section of the questionnaire, the respondents were asked whether they are fearless regarding the financial stability of the organization.. The result has shown the mixed response of the respondents.

Majority of the respondents from the categories of lecturer A and B agree that they do not have any fear of financial stability of the organization. Still there are certain portions of the respondents from the categories of assistant and lecturer C who are not much confident regarding the financial stability.

Table No. 4.3.22

Responses to statements related to Job Security

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
22	You feel secured about your future within the institution.			SD	D	A	SA	
		Ast. Lec.	3	33	67	0	0	100
		Lec. C	14	30	70	0	0	100
		Lec. B	19	0	21	52	27	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	15.75	39.50	29.75	15	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

27 percent of the respondents from lecturer B and 33 percent of lecturer A have shown their strong agreement with the statement. Remaining junior level respondents do not agree with the statement.

The proportion of the respondents who agree to the statement:

52 percent of the respondents from lecturer B, and 67 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

67 percent of the respondents from assistant lecturer, 70 percent from lecturer C, and 21 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, and 30 percent of lecturer C strongly disagree to the statement.

In the second statement of job security section of the questionnaire, the respondents were asked whether they feel secured about their future within the organization. The result has shown the mixed response of the respondents.

Majority of the respondents from the categories of lecturer A and B agree that they feel secured about their future within the organization. Still there are certain portions of the respondents from the categories of assistant and lecturer C who do not feel secured within the organization from financial point of view. Therefore, motivation level in higher positions seems to be greater than in lower positions.

Table No. 4.3.23

Responses to statements related to Performance Appraisals

SN	Statement-1	Job title	No	Percent				Percent
				SD	D	A	SA	
23	Does the current performance appraisal system adequately measure your true performance?	Ast. Lec.	3	34	33	33	0	100
		Lec. C	14	0	71	29	0	100
		Lec. B	19	0	47	53	0	100
		Lec. A	3	33	33	34	0	100
	Total Statement Average		39	16.75	46	37.25	0	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

None of the respondents from any category of the lecturers have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of the respondents from assistant lecturer 29 percent from lecturer C, 53 percent from lecturer B, and 34 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 71 percent from lecturer C, and 47 percent from lecturer B and 33 percent from lecturer A show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

34 percent of the respondents from assistant lecturer, and 33 percent of lecturer C strongly disagree to the statement.

In the first statement of performance appraisal section of the questionnaire, the respondents were asked whether the current performance appraisal system adequately measure their true performance. The result has shown the mixed response of the respondents.

None of the respondents from the categories of lecturer have supported strongly to the statement. They have just accepted the statement. Still there are considerable portions of the respondents who do not feel that the current performance appraisal system measures their actual performance adequately.

Table No. 4.3.24

Responses to statements related to performance Appraisals

SN	Statement-2	Job title	No	Percent				Total Percent
				SD	D	A	SA	
24	Does the current performance appraisal system motivate you to improve your performance?	Ast. Lec.	3	34	33	33	0	100
		Lec. C	14	0	71	29	0	100
		Lec. B	19	0	47	53	0	100
		Lec. A	3	33	33	34	0	100
	Total Statement Average		39	16.75	46	37.25	0	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

None of the respondents from any category of the lecturers have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of the respondents from assistant lecturer 29 percent from lecturer C, 53 percent from lecturer B, and 34 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement

33 percent of the respondents from assistant lecturer, 71 percent from lecturer C, and 47 percent from lecturer B and 33 percent from lecturer A show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement

34 percent of the respondents from assistant lecturer, and 33 percent of lecturer C strongly disagree to the statement.

In the second statement of performance appraisal section of the questionnaire, the respondents were asked whether the current performance appraisal system motivates them to improve performance. The result has shown the mixed response of the respondents.

None of the respondents from the categories of lecturer have supported strongly to the statement. They have just accepted the statement. Still there are considerable portions of the respondents who do not feel that the current performance appraisal system motivates them to improve their performance.

Table No. 4.3.25

Responses to statements related to Leadership

SN	Statement-1	Job title	No	Percent				Total Percent
25	Do you receive adequate guidance and support from your superior?			SD	D	A	SA	
		Ast. Lec.	3	33	33	34	0	100
		Lec. C	14	0	14	50	36	100
		Lec. B	19	16	16	34	34	100
		Lec. A	3	0	0	67	33	100
	Total Statement Average		39	12.25	15.75	46.25	25.75	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

36 percent of the respondents from lecturer C, 34 percent from lecturer B and 33 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of the respondents from assistant lecturer 50 percent from lecturer C, 34 percent from lecturer B, and 67% of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

33 percent of the respondents from assistant lecturer, 14 percent from lecturer C, and 16 percent from lecturer B show their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

33 percent of the respondents from assistant lecturer, and 16 percent from lecturer B strongly disagree to the statement.

In the first statement of leadership section of the questionnaire, the respondents were asked whether they receive adequate guidance and support from their superior. The result has shown the mixed response of the respondents.

Majority of the respondents from all categories of lecturer have supported strongly to the statement. They accept that their superiors support and guide them at work. Still there are considerable portions of the respondents who do not feel that they receive adequate support and guidance from the superior.

Table No. 4.3.26

Responses to statements related to Leadership

SN	Statement-2	Job title	No	Percent				Percent
				SD	D	A	SA	
26	Is your superior trust worthy?	Ast. Lec.	3	0	0	33	67	100
		Lec. C	14	0	0	57	43	100
		Lec. B	19	0	0	47	53	100
		Lec. A	3	0	0	33	67	100
	Total Statement Average		39	0	0	42.5	57.5	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Ast. Lect. = Most Junior Position

Lect. A = Most Senior Position

The proportion of the respondents who strongly agree to the statement:

67 percent respondents from assistant lecturer, 43 percent of the respondents from lecturer C, 53 percent from lecturer B and 67 percent from lecturer A have shown their strong agreement with the statement.

The proportion of the respondents who agree to the statement:

33 percent of the respondents from assistant lecturer 57 percent from lecturer C, 47 percent from lecturer B, and 33 percent of lecturer A have shown their agreement with the statement.

The proportion of the respondents who disagree to the statement:

None of the respondents from any group of lecturers have shown their disagreement to the statement.

The proportion of the respondents who strongly disagree to the statement:

None of the respondents from any group of lecturers have shown their strong disagreement to the statement.

In the second statement of leadership section of the questionnaire, the respondents were asked whether superiors are trustworthy. The result has shown the positive response of the respondents.

Majority of the respondents from all categories of lecturer have supported strongly to the statement. They accept that their superiors are trustworthy.

4.4 Summary of Findings

The respondents in the research were tested in terms of various factors. They have shown mixed response. The finding of the study can be summarized that employees in the organization can be motivated by means of both financial and non financial incentives. However, the ratio of influence of each factor is different as shown in the figure given below:

Table No. 4.4.1

Summary of Individual Factor Averages & the total Combined Factor Average

S.N.	FACTORS	RANK	STATEMENT RELATED TO FACTORS	NO	% SD	% D	% A	% SA	% TOTAL
1	REWARDS	8	1-2	39	0	28	35	37	100
2	GOAL SETTING	9	1-2	39	16	27	24	33	100
3	FEEDBACK	10	1-2	39	5	8	45	42	100
4	JOB CHARACTERISTICS	7	1-2	39	16	32	29	23	100
5	SALARY	1	1-2	39	18	27	32	23	100
6	ADVANCEMENT & GROWTH	4	1-2	39	2	23	41	34	100
7	WORKING CONDITIONS	11	1-2	39	2	10	47	41	100
8	RECOGNITION & APPRECIATIONS	5	1-2	39	18	33	32	17	100
9	TRAINING & DEVELOPMENT	3	1-2	39	19	36	30	15	100
10	RESPONSIBILITY	12	1-2	39	0	18	39	43	100
11	JOB SECURITY	2	1-2	39	16	39	30	15	100
12	PERFORMANCE APPRAISAL	13	1-2	39	17	46	37	0	100
13	LEADERSHIP	6	1-2	39	6	8	44	42	100
	TOTAL COMBINED FACTORS			39	10	26	36	28	100

Source: Field Survey, 2014

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 4.4.1 is a summary of the split between the total percent of respondents who extremely disagree, disagree, agree and extremely agree with the statements related to the motivation factors. The Table indicates that the factor average response of factor two (2), four (4), five (5), eight (8), nine (9) eleven(11)and twelve (12) are above the “strongly disagree” benchmark (>10),

The factor average response of factor one(1) two (2), four (4), five (5), eight (8), nine (9) eleven(11)and twelve (12) are above the “disagree” benchmark (>26),

The factor average response of factor three (3), six (6), seven (7), ten (10), twelve (12) and thirteen(13) are above the “agree” benchmark (>36),

The factor average response of factor one (1), two (2), three (3), six (6), seven (7), ten(10) and thirteen(13) are above the “strongly agree” benchmark (>28),

Table: 4.4.2

Summary Analysis of respondents Locus of Control

RESPONDENT JOB TITLE	LOC External	LOC Internal	TOTAL	% External	% Internal	TOTAL
Asst. Lect.	5	4	9	56%	44%	100%
Lect. C	9	3	12	75%	25%	100%
Lect. B	3	4	7	43%	57%	100%
Lect. A	6	5	11	55%	45%	100%
Grand Total	23	16	39	57%	43%	100%

Source: Field Survey, 2014

In personality psychology, locus of control refers to the extent to which individuals believe they can control events affecting them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies. A person's "locus" (Latin for "place" or "location") is conceptualized as either internal (the person believes they can control their life) or external (meaning they believe their decisions and life are controlled by environmental factors which they cannot influence, or by chance or fate).

Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions: for example, when receiving test results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the test.

Locus of control generated much research in a variety of areas in psychology. The construct is applicable to such fields as educational psychology, health psychology and clinical psychology. Debate continues whether specific or more global measures of locus of control will prove to be more useful in practical application. Careful distinctions should also be made between locus of control (a concept linked with expectancies about the future) and attribution style (a concept linked with explanations for past outcomes), or between locus of control and concepts such as self-efficacy.

Locus of control is one of the four dimensions of core self-evaluations – one's fundamental appraisal of oneself (Wikipedia, 2015).

In section D of the questionnaire ten different factors were included which could have hampered the respondent's career or which have had a restricting or negative effect on their own performance. They were asked to mark only the top reasons in the list. The list was

contained both internal and external reasons having direct influence for their success. For instance, better skills and abilities, more knowledge and experience, more efforts, less error at work are the internal reasons whereas organizational support, better communication, more encouragement and recognition, effective management, greater motivation and opportunity for growth are external reasons for getting success.

Table 4.4.2 indicates that >50 percent of respondents participated in the survey have a predominantly external locus of control. However 43 percent of them have a predominantly internal locus of control. Robbins et al (2009:96) explain that it has been concluded from research that individuals with an external locus of control are less satisfied with their jobs, have higher absenteeism rates, are more alienated from their work setting, and are less involved in their jobs than internals. According to Coetsee (2003:137), people with an external locus of control, blame factors such as a perceived lack of support, communication, encouragement from others, ineffective managers and lack of opportunities for their lack of performance. Externals tend to blame other people, events or circumstances for their own shortcomings and faults they make.

4.7 Chapter Conclusion

In chapter four the researcher has analyzed each section of the survey and provided interpretations of the research findings. In section A the demographic data was analyzed and interpreted. In section B the rank importance of ten factors of motivation was established. In section C the extent to which the thirteen factors of motivation are provided for in the organization was established by measuring the extent to which the respondents strongly agreed, agreed, disagreed and strongly disagreed with the statements relating to each factor of motivation. Section C was also analyzed per job title group to identify if there are any significant variances in the results per job title group.

Section D measured the dominant locus of control of each individual and observed the ratio between external and internal reasons which affect the employees to achieve the better performance.

CHAPTER - V

SUMMARY AND CONCLUSION

5.1 Introduction

The problem one of the study, namely “Does motivation bring change in performance?” was satisfied by means of an in-depth literature study that was comprehensively presented in chapter two. Factors that play an important role in motivating employees were identified from the different theories of motivation that were investigated by the researcher and presented in chapter two. Chapter four contained an empirical study, which was conducted in order to satisfy the main problem of the study i.e. “Evaluation of motivational levels of the employees in private colleges”. Brilliant Multiple Campus has been taken for the case study. The problem two of the study is “In what order of importance do employees rank the motivational factors identified?” and problem three is, “What could be the impact of employees' locus of control on their level of motivation?” The problem four of the study is, “What could be the conclusions, recommendations, and suggestions to improve the overall motivational levels of employees?” will be presented in this final chapter. These conclusions and recommendations will be based on the findings of the empirical study conducted in chapter four.

5.2 Empirical Study

In chapter four, an empirical study was conducted by the researcher. The researcher designed a questionnaire that consisted of four sections. Section A was aimed at establishing the demographical data of the respondents; Section B was aimed at establishing the rank importance of the factors of motivation that was identified during the literature review; Section C was aimed at measuring the extent to which these factors were provided for in the organization; and Section D was aimed at measuring the dominant Locus of control (LOC) of the respondents.

Forty five lecturers of the organization were selected via cluster sampling and they are participated in the survey, but only thirty-nine of the questionnaires were completed without errors. Out Of thirty-nine respondents, three were Assistant lecturer, fourteen were lecturer C, and nineteen were lecturer B and three were lecturer A.

5.3 Survey Findings

In section B of the survey, respondents ranked the factors of motivation in order of their importance.

The factors ranked as the top seven factors, were:

1. Salary
2. Job security
3. Training and development
4. Opportunity for advancement & growth
5. Recognition and appreciation
6. Leadership
7. Job characteristics

In section C of the survey each of the thirteen motivational factors, listed in section B of the survey, were represented by two statements each and respondents had to indicate whether they strongly-disagreed, disagreed, agreed or strongly-agreed with the claims each statement made regarding the motivational factor it represented, in order to determine the extent to which these factors are provided for in the organization.

The total average response to each statement was calculated per job title group. The combined total average response for each motivational factor was also calculated. The result of the combined total average response of all the factors was used as a benchmark. The combined total average response of respondents who “strongly disagreed” with the statements was 10 percent, which represents the “strongly disagree” benchmark”, the disagree benchmark was calculated at 26 percent. Conversely, the “agree” benchmark was calculated at 36 percent and finally strongly agreed benchmark was calculated at 28 percent.

The results of the empirical study, indicating the total combined average response for each motivational factor was summarized in Table 4.4.1. The split between the total respondents who strongly disagreed, disagreed, agreed and strongly agreed with the twenty-six statements, related to the motivational factors for each of the thirteen individual factors of motivation, were summarized in the Table.

5.4 Factor-wise Findings of the Research

The main problem of this study was to evaluate the extent to which employees in the organization are motivated. Findings from section C of the survey, which is aimed at measuring the extent to which certain factors of motivation are provided for in the organization, highlighted those factors of motivation that are inadequately provided for and therefore are of concern. Recommendations that follow are aimed at specifically improving these areas of concern.

Salaries

According to literature, salary is a hygiene factor and not a motivator and although the literature revealed that hygiene factors cannot motivate employees, they can lead to employee dissatisfaction if these factors are not adequately provided for. Therefore it remains important not to neglect any of the hygiene factors. The study has concluded that job characteristics, ranked as the 2nd most important factor of motivation, and working conditions, which are both hygiene factors, are more than adequately provided for by the organization. Research also revealed that employees will compare their salaries with their peers to establish if they are fairly or equitably rewarded. Often they make assumptions that are inaccurate. The researcher is of the opinion that this can be prevented, to a large extent, if the organization is more transparent about salaries. Creating pay grades for each job title, which employees are familiar with, will prevent employees from making inaccurate assumptions regarding their salaries. Annual salary increases should be inflation related. It is recommended that exceptional performance is not rewarded through salary increases, but rather by bonus or incentive schemes. Rewards should be transparent and the basis of distributing rewards should be communicated to the entire organization. Management need to ensure that staff salaries are reviewed annually to ensure that staff wages are market related. These statistics should also be made available to the entire organization. It is important to remember that the cost of replacing a trained individual is far greater than the cost of retaining an existing one; therefore, ensuring that employees are paid fairly is vital for staff retention. The researcher is of the opinion that constant communication between management and employees is essential to prevent dissatisfaction caused by inaccurate assumptions. Employees should be encouraged to have discussions with management if they have any remuneration related concerns.

Opportunity for Advancement & Growth

Opportunity for advancement and growth is critical to employment development. The organization's commitment toward equal opportunity is important to create a sense of fairness among employees. Promotion through the ranks, rather than external appointments should be the preferred method of recruitment. Employees should be prepared for the next level through ongoing training and development and mentorship programs. Future expansion plans within the organization should be communicated to employees to prevent employees from being demotivated by their lack of awareness of future opportunities. Employees should also be allowed to apply for positions that arise in related party ventures.

Recognition and Appreciation of Achievements

One way to encourage desired behavior is to recognize and praise those achievements that result from the behaviors that are desired. Research revealed that the need for achievement can successfully be promoted through adequate recognition and praise of employee achievements. Recognition and appreciation of achievements is an esteem need, according to Maslow's hierarchy of needs. It is important that the organization ensures that recognition is fair and equitable. It needs to be remembered that the perception of team members of what is regarded as fair treatment is based on the comparison they make on how they are treated relative to other team members. A standard recognition and praise process should be developed in the organization. Consistent application is vital to prevent a feeling of inequity. Recognition can either be intrinsic or extrinsic. It is the responsibility of the managers and supervisors to be aware of what form of recognition is valued by the team members. Achievements could be classified into different categories based on the overall value add aspect attached to each achievement. It is important that all achievements are immediately recognized by seniors to ensure maximum employee satisfaction, while the feeling of achievement is still fresh in the mind of the employee. Achievements should also be recognized throughout the organization. This could be achieved via a monthly or quarterly achievement awards ceremony where exceptional achievements and performances are recognized and individuals are presented with special awards that could be in the form of an "employee" of the month award.

Training & Development

The organization should consider appropriate programs for employee development which is important to unlock employee potential. The organization's current study fund only allows for

a total annual benefit of twelve thousand rand, which is distributed to employees on a first come first serve basis. With the current staff compliment of close to one hundred and eighty, this is extremely inadequate and the organization should possibly consider increasing the total benefit of the study fund and encourage more employees to study to further their careers and enhance their skills and abilities. The benefits of developing individuals, in order to work smarter rather than harder, far outweigh the costs of training and development. Enhancing employees' skills will greatly enhance the employees' expectation that their effort will lead to desirable performance. This is an important element of the Porter and Lawler model of motivation. Effort cannot lead to performance if the skills and ability to transfer input into valuable output is absent. To enhance on-the-job training, the organization also needs to consider the appointment of a dedicated fulltime training officer. It is vital that employees are continuously developed in all areas of their jobs. Employees should be monitored to identify areas where improvement is required and appropriate training should be introduced to enhance their abilities, which will also enhance the possibility of future advancement within the organization. Employees also need to attend more SETA training seminars. HR should determine which SETA seminars are suitable and ensure employees attend these seminars as often as possible. These seminars could also be attended by the training officer who in turn could include material from SETA seminars in future in-house training. Appropriate learner-ship programs should also be considered. The training officer can also be responsible for creating e-training. This could consist of exercises, aimed at enhancing skills, which employees can complete on the organization's intranet. Employee scores can be made available to the rest of the organization and it could be promoted as an internal competition. A job rotation program, which involves moving employees from one job to another, should also be considered. The advantages related to job rotation include increased worker flexibility and easier scheduling due to the fact that employees are cross-trained to perform different jobs within the organization. This will also ensure that employees gain a broader perspective of the organization.

Employees should also be engaged to establish their training needs. Employees use a variety of computer software programs. Their abilities should be measured and training should be provided if required. This will not only enhance the skills of the employee, but could enhance the quality of their work and could improve productivity if they are trained to use these software packages more effectively.

Performance Appraisals

Organizations must have scientific performance appraisal system. Employees should not be discriminated while evaluating the job done by them. Whatever the performance has shown by the employees should come out to the superior without any partiality.

The current performance appraisal system, which is used by the organization, is extremely subjective by nature. Even though this factor was ranked at number thirteen, inaccurate employee evaluation can create a feeling of inequity among employees if they are of the opinion that their seniors, responsible for completing their performance appraisal, are not fairly or, accurately measuring the true level of their performance. It can also create a situation where employees are of the opinion that other seniors are more merciful towards their subordinates, which can lead to inter-personal conflict between the senior and the subordinate.

It is therefore recommended a fair performance appraisal system. The lecturer's performance can be evaluated not only from class performance. It can be linked with student's satisfaction and the results in final examinations as well. The organization should identify as key performance areas and should be aimed at achieving the overall goals of the organization. It is important that these performance areas can be measured statistically and not subjectively.

The employees must be measured to the extent that they are satisfied that their effort and resulting performance will be fairly measured. The score-card can also be implemented as a tool to monitor the employees' progress towards achieving their goals, which will, according to literature, enhance employee motivation. If the appraisal system accurately measures employees' performance levels, with the absolute minimum subjective input, the appraisal system can then also be used as a tool that is integrated with the organization's reward system.

Locus of Control

There exists positive correlation relationship between internal locus of control and performance of employees. Although the correlation may not be high it is an eye opener for corporate world who have to aspire to increase the goodwill of their respective organizations. The organization's management should develop policies regarding coaching mentoring and counseling their employees. Advisors should go beyond the work related areas and help their employees to improve and understand how their perceptions of self and their environment may shape their performance at work. Work related and personal mentoring of employees

serves as a tool to a healthy attitude towards work, habits, orientation to others, company and competitors. Employees with these characteristics perform better than those without these traits. Employee's performance could be affected by their internal and external locus of control.

It is the recommendation of the researcher that the organization should stimulate an internal locus of control. Research has indicated that employees with an internal locus of control are generally more satisfied and more productive. Evidence from research also suggest that individuals' locus of control can be altered through programs which involves explaining the implications of internal and external orientations to individuals, the locus of control is measured, insight regarding this is created, and feedback and change mechanisms are provided. An internal locus of control can be enhanced by creating an environment where employees can experience success e.g. setting goals that are challenging, yet achievable, by encouraging and supporting employees to reach their goals and linking rewards and recognition directly to performance.

5.6 Conclusion

The main purpose of this study was to evaluate the extent to which employees at private campus is motivated. Certain areas of concern were identified during the empirical study, which the researcher analyzed and offered several recommendations aimed at improving the overall levels of motivation within the organization.

At first it can be concluded that it is indeed possible to motivate employees to perform well for an organization and that is a critical task for managers. It seems that there exists a self-reinforcing circular relationship between the performance, satisfaction and motivation of an employee; an employee achieves a high performance, therefore internal satisfaction arises and the employee is motivated to perform well in the future. It is stated that a high performance can be reached when the organization provides certain job characteristics. Secondly, it is stated that employees can be both intrinsically and extrinsically motivated to perform well. Most jobs are even both intrinsically and extrinsically motivated. It can also be concluded that intrinsic factors can contribute in a greater extent to employee motivation than extrinsic factors. Some researchers even argue that an increase in extrinsic factors solely does not lead to an increase in performance. Research proved that to intrinsically motivate employees, the organization needs to score high on five job characteristics: skill variety, task identity, task significance, autonomy and feedback. And to extrinsically motivate employees, the organization needs to score high on salary, commitment to supervisors and peers and job

security. These job characteristics together with the ability of the employee provide the opportunity for a high performance, which is the start of the self-reinforcing circle. It is important that managers provide all job characteristics, since that will lead to the highest employee performance. However, it must be argued that this relationship is not infinite; it could be that the employee does not longer derive satisfaction from his performance. Therefore organizations must make sure that performances can be continuously improved. At last, it can be argued that there are numerous other ways to increase the performance of employees in organizations. Employee motivation related to employee performance in the organization motivation solely. But it can be concluded that particularly intrinsic factors can greatly contribute in increasing employee productivity. Keeping employees motivated is a challenging prospect, hence the many theories of motivation that have been developed over many years. Motivation is a complex dynamic, due to the fact that people behave differently when faced with the same challenges under similar circumstances. It is important however to continuously measure employee motivational levels to proactively anticipate areas of concern that might lead to a decline in the levels of motivation within the organization, which could have an adverse effect on the profitability of the organization due to reduction in overall productivity and performance.

5.5 Suggestions for Further Research

This research aims on motivation of employees in the nonprofit sector like colleges, with a major emphasis on the motivation of lecturers. Although areas of motivation and employees performance are widely researched, empirical motivation research conducted in private college is certainly not extensive. Nevertheless, based on these limited research findings, the researcher has derived potential hypotheses for future research in schools and colleges.

The researcher recommends that the organization conducts a study where the employees' performance levels are measured and compared with the results from this study. The aim of such a study would be to establish if a relationship exists between the levels of employee performance and the levels of employee motivation. The researcher further recommends that the levels of motivation of the other functional departments are also measured. Findings from this study could be compared with the findings from the current research to identify if significant differences exist in the employees' levels of motivation within the different functional departments. The study could be extended to also include an investigation to establish if people from different economic class, cultures and age groups are motivated differently.

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APPENDIX - A

Dear Teaching Faculty Members,
Brilliant Multiple Campus
Siphal, Chabahil, Kathmandu

In Partial fulfillment of the requirements for the M Phil Degree in Public Administration, at Tribhuvan University (TU), I am required to complete a dissertation on a topic of my choice. I have decided to study the level of motivation of teaching faculties in private colleges and the factors that motivate employees in the workplace.

Part of the study involves obtaining valuable data from a selected group via a questionnaire.

I would greatly appreciate it if you could assist me, by taking few minutes of your time, to complete the attached questionnaire.

I assure you that I will treat all information provided in these questionnaires as strictly confidential.

Your cooperation is truly appreciated

Thank you
(Researcher)

APPENDIX - B

Section: A Demographic Information

Indicate your choice by marking the appropriate block with a tick mark (✓)

1. Please indicate your current age:

Age		Gender
20 - 30 years		
31 - 40 years		
41 - 50 years		
> 50 years		

2. How long have you been with this institution?

0 - 1 Years	
1 - 2 Years	
2 - 3 Years	
3 - 4 Years	
4 - 5 Years	
5 - 6 Years	
> 6 Years	

3. What position do you hold currently in this institution?

Assistant Lecturer	
Lecturer - C	
Lecturer - B	
Lecturer - A	

4. What is your highest qualification?

Graduation	
Master Degree	
M Phil Degree	
PhD	

Section: B

Rank Importance of Factors of Motivation

Rank all of the following 10 factors of motivations in order of importance to you i.e. the factor that in your opinion will motivate you the most will be ranked as number 1 and less motivating factor will be ranked as number 5.

S. N.	FACTORS OF MOTIVATION	RANK ORDER				
		1	2	3	4	5
1	Rewards, Salary, Recognition & appreciation					
2	Goal Setting					
3	Job Characteristics					
4	Achievement & growth					
5	Working conditions					
6	Training & development					
7	Authority and responsibility					
8	Job security					
9	Leadership					
10	Feedback					

Section: C

Factors of Motivation

Please complete the questionnaire by indicating with an (X) to what extent each of the following statements is true.

S.N.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
	Rewards				
1	Your institutions current incentive scheme motivates you to perform better?				
2	Your institution is aware of what rewards employees value as important?				
	Goal Setting	Strongly Disagree	Disagree	Agree	Strongly Agree
3	You feel the goals you are supposed to achieve are realistic and attainable?				
4	You assist your superior in setting your goals?				
	Feedback	Strongly Disagree	Disagree	Agree	Strongly Agree
5	You receive adequate feedback from your superior?				
6	Feedback from your superior is clear and directed at improving your performance?				
	Job Characteristics	Strongly Disagree	Disagree	Agree	Strongly Agree
7	Your job is both interesting and challenging?				
8	Employees are rotated in the institution in order to learn new tasks?				
	Salary	Strongly Disagree	Disagree	Agree	Strongly Agree
9	You are the opinion that your salary is market related?				
10	You feel that your current salary motivates you to perform?				
	Opportunity for advancement & growth	Strongly Disagree	Disagree	Agree	Strongly Agree
11	There are good promotion opportunities for employees within your institution.				
12	The advancement and growth opportunity within the organization motivates you to perform better?				
	Working Conditions	Strongly Disagree	Disagree	Agree	Strongly Agree
13	You are provided with the necessary equipment to adequately perform your duties?				

14	You have a pleasant working environment?				
	Recognition & appreciation	Strongly Disagree	Disagree	Agree	Strongly Agree
15	You receive recognition for your achievements from your superior?				
16	Employee achievements are publicized throughout the institution				
	Training & Development	Strongly Disagree	Disagree	Agree	Strongly Agree
17	You receive ongoing training to improve your ability and skills?				
18	You are cross-trained in order to perform duties in other departments?				
	Responsibility	Strongly Disagree	Disagree	Agree	Strongly Agree
19	Your superior lets you take responsibility for the tasks you perform?				
20	Your superior allows you to make your own decisions on how to perform your tasks in order to achieve your goals?				
	Job Security	Strongly Disagree	Disagree	Agree	Strongly Agree
21	You have no fear about the financial stability of the organizations?				
22	You feel secure about your future within the institution.				
	Performance Appraisals	Strongly Disagree	Disagree	Agree	Strongly Agree
23	You feel that the current performance appraisal system used, adequately measures your true performance?				
24	Your current performance appraisal system motivates you to achieve your goals and improve your performance?				
	Leadership	Strongly Disagree	Disagree	Agree	Strongly Agree
25	You receive adequate guidance and support from your superior?				
26	Your superior is trustworthy?				

Section: D
Locus of Control

Listed below are 10 factors that might have hampered your career or which have restricting or negative effect on your own performance. Mark only the top 5 reasons by placing a tick mark (✓) next to the factor

S. N.	I would have been more successful If:	
1	I had better/more skills and abilities	
2	I received the support I needed	
3	I had more knowledge and or experience	
4	Communication in the organization was better	
5	I tried harder, put in more real effort	
6	I received more encouragement and recognition	
7	I made less errors	
8	Management (my seniors) were more effective	
9	I had more motivation and interest	
10	I had more opportunities to prove myself	

Thank you for your time in assisting me with this questionnaire