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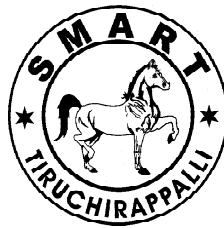
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IMPACT OF FACTORS OF MOTIVATION ON EMPLOYEE MOTIVATION IN HIGHER EDUCATIONAL INSTITUTIONS IN COIMBATORE, INDIA

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Abstract

The organization success depends on the performance of the human capital. The performance depends on the level of motivation of the employees in the organization. The proper motivation, in each and every aspect, inside and outside the organization, would lead the organizations to achieve their vision, mission and goals. There are many factors which influence motivation. The level of impact of those factors varies as per their importance. Many researches have been undertaken to study the motivation in the various sectors. The education industry is the backbone of Indian economy, as the students are the future leaders of the country. Students' performance depends on the performance of the teachers and hence this study was initiated, to investigate the factors influencing motivation of teachers in higher education and their level of impact on the overall motivation. The study was carried out in the Coimbatore region.

Key Words: *Motivation, Work Environment, Monetary Rewards, Recognition, Career Development*

JEL Code : *J24, J28, M5, M12.*

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1. Introduction

People management is considered to be one of the major challenges, faced by all industries, for sustaining competitiveness. Right employee identification and management of them is the major challenge for any organization (**Sharma & Taneja, 2018**). The high level of performance in the organization can be achieved only through the motivation of the human capital (**Lolowang et al., 2019**). If the factors, influencing the motivation could be identified, they can be enhanced by implementing proper motivational programmes (**Belle & Cantarelli, 2017**). **Nguyen (2017)**, argued that the organization vision, mission and objectives can be achieved through adequate motivational inducements of employees. When the expectations of employees differ with the real organizational environment, demotivation may result. If the employees' motivation is high, they are more performance oriented, more satisfied and highly committed and they are loyal to the organization (**Singh, 2013**). Even though motivation influences the performance of employees, the research on factors of motivation and their impact on motivation is the ongoing topic as the employee motivation varies on different level and position of the employee (**Lolowang et al., 2019**). To understand motivation building factors and their effect on motivation, further investigation is needed. From the analysed research literature, it is evident that studies had been conducted to assess the effects of motivation in many industries. But there is limited focus on education industry. Skilled workforce is needed in any part of the world and hence students should be trained properly to take up their career. It depends mainly on the performance of the academicians. Therefore, a research gap was evident, in the influencing factors of motivation and their impact on employee motivation at higher education institution, in the sample City of Coimbatore.

2. Review of Literature

2.1. Influence of Motivational Factors on Motivation

Considering the previous reviews, important motivational factors, which influence the work performance, were considered for this research. Those factors include Workplace Environment, Monetary Rewards, Promotion, Non-Monetary Rewards and Career Development.

2.2. Influence of Workplace Environment on Work Performance

Ismail et al. argued that the conditions of physical workplace environment influence the employees' functions and it will determine the well-being of organizations. They explained that the physical work environment includes the internal and external office layout, temperature, comfort zone and also the work setting or arrangement (**Ismail, A. et.al 2009**) Supportive environment would lead to support for motivation and unsupportive environment lead to decreasing motivation (**Porter et al., 2016**). The physical workplace environment ultimately helps in the improvement of employees' experience and their performance. The proper execution of the job can be achieved through conducive workplace environment (**Wong et al., 2020**). People, working under inconvenient conditions, may end up with low performance and face occupational health diseases, causing high absenteeism and turnover. There are many organizations in which employees encounter working condition problems, related to environmental and physical factors. The employee disengagement is increasing and it becomes more important to make workplaces, that positively influence workforce (**Conchie, 2013**).

2.3. Influence of Monetary Rewards on Motivation

Guest (2002) argued that the key motivator, for the expected performance, is

reward (Guest, 2002). The rewards in the monetary term, such as bonus, profit share, fringe benefits and incentives have been introduced as better motivators for achieving productivity (Srivastava, A., et.al., 2001). The importance of money as a motivator has been consistently downplayed by most behavioral scientists like Herzberg, who point out the value of challenging jobs, feedback, cohesive work teams and other nonmonetary factors as stimulants to motivation (Devloo, T., et.al., 2015). However, money is considered as the crucial incentive of motivation because it is the means by which employees can fulfil their needs and desires (Robbins, 2017).

2.4. Influence of Recognition on Motivation

Promotions act as the evidence for recognition in a company. Promotion can enhance employee satisfaction. According to Kosteas (2011), hopes to get promotion, play a strong role. Employees, who are aware that they will never get promotion, will reduce their performance, until they think there will be opportunities to be promoted in the future (V. D. kosteas, 2011). The organization has to develop strategies to focus on employee satisfaction because performance levels are tied to motivation. Therefore, providing rewards, both tangible and in the form of praise, increase the happiness of employees and make them fully motivated (Abu Hassan Asaari et al., 2019). If the employees are given power through promotion and recognition, they will be fully committed to the organization (Maicibi, 2007).

2.5. Influence of Career Development on Motivation

According to Alnaqbi (2011), career development is considered as the employer's commitment or motivation initiative, for the wellbeing of the employees (Alnaqbi, 2011). Career development programs are vital to

employee development and workplace productivity. The ineffective or absence of career development programmes would impede work place productivity, by dampening the work place motivation (Pillay et al., 2015).

3. Statement of the Problem

The research studies, on performance and satisfaction, revealed that teachers' motivational level decides the success of students. The motivated teachers are more active, creative and more efficient. But in the present education system, the teachers are paid very low and they are not receiving any proper recognition. The lack of emotional satisfaction, reduces the passion towards teaching and adversely affects the motivation level. Clearly identifying the factors of motivation and their impact on overall motivation of the teaching professionals, would help the institutions to increase the performance.

4. Need for the Study

Motivating the higher education teachers plays a significant part in higher educational institutions. Teachers are the pillars of education system and they are intellectually sound persons, who always aim to change the destiny of the nation and the students. Modern educational institutions are facing problems of motivating their academicians effectively. Based on this identified issue, this study was designed, to identify the factors that promote motivation and the reasons why motivation is important for the academicians.

5. Objectives of the Study

- To examine the motivational factors, that influence teachers working in the educational institutions, in Coimbatore.
- To find out the impact of factors of motivation on teachers' work place motivation.

- To develop a model to depict the relationship between factors of motivation and over all motivation.

6. Hypotheses of the study

By analysing the reviews and objectives of the study, the following hypotheses were formulated and tested in the current research:

- H1: Work place environment has a positive impact on work place motivation.
- H2: Monetary rewards exercise positive impact on work place motivation.
- H3: Recognition has positive impact on work place motivation
- H4: Career development has positive impact on work place motivation

7. Research Methodology

7.1 Sample Selection

Teachers in the engineering colleges in Coimbatore, of Tamil Nadu, India, were considered to be the sample population. The sample size was calculated by using the proportion required for the SEM analysis. The proportions prescribed by the experts are 10 samples per item. In our study, six constructs, with 29 items, were used. Hence the sample size, required for the study, was 290 samples. If the sample size was more than 500 samples, SEM model would be effective. Hence the total of 550 samples was preferred for the study (**Garson, 2016**). In Coimbatore, there are 76 engineering colleges, in which 5472 college teachers are working. The list of higher education teachers was collected from the colleges and the questionnaire was administered, by using the simple random sampling method. Based on the completed questionnaire, the final sample size, for this research study, was 576. The sample size is explained in **Table-1**.

7.2 Sources of Data

The primary data were collected, by using structured questionnaire, to find the impact of motivational factors on the teachers' work place motivation.

7.3 Period of the Study

The data were collected during the period 2019-2020.

7.4 Tool used in the Study

Structural equation modelling is a multivariate statistical analysis technique, that is used to analyze structural relationships between measured variables and latent constructs. SEM was employed for performing the path analysis. Path analysis measures causal relationships between constructs. SEM was used by the Researcher, to evaluate the reliability and validity of the constructs and to construct the motivation models. SMART PLS 3 was used for performing SEM.

8. Data Analysis and Interpretation

8.1 Reliability and Validity Analysis

It is necessary to establish convergent and discriminant validity as well as reliability, while doing a confirmatory factor analysis. Confirmatory factor analysis (CFA) is a statistical technique, used to verify the factor structure of a set of observed variables. CFA allows the researcher to test the hypothesis, that a relationship exists between observed variables and their underlying latent constructs (**Suhr D, 2006**). The factors have to demonstrate adequate validity and reliability. The following tools were employed, for the assessment of the measurement model: Composite Reliability (CR), Convergent Validity and Discriminant Validity.

From **Table-2**, the final values of Cronbach's Alpha were found to be greater than 0.6, which confirmed the reliability of the

research instrument. As per the **Table-3**, the composite reliability values were found to be higher than 0.6, which indicated that all the constructs had achieved high level of internal consistency and reliability. The AVE values were also found to be above the threshold value of 0.5. Thus, it can be inferred that the six constructs reported high levels of convergence. **Table-4** displays the values of AVE and squared correlations. Values in brackets are square roots of AVE scores, which should be greater than the squared correlation values, to establish non-existence of any relationship. It can be inferred that there was no relationship among the constructs and discriminant validity, for the research instrument, to be established.

8.2 Impact of Motivational Factors on Motivation-SEM Model

After establishing the reliability and validity of the latent variables in the measurement model, the structural model (also referred to as the innermodel) was used to test the relationship between endogenous and exogenous variables. In PLS-SEM, structural model assessment includes path coefficients, to evaluate the significance and relevance of structural model relationships and R^2 value to evaluate the model's predictive accuracy (**Hair et al, 2013**). The Workplace Environment (WPE), Monetary Rewards (MR), Recognition (REC) and Career Development (CD) were taken as independent variables and Motivation (MO) was taken as the dependent variable.

The partial least square structural equation modelling was carried out, in SMART PLS 3 software. The consistent PLS algorithm was carried out, to do confirmatory factor analysis. Reliability and validity were tested and then path analysis was carried out to formulate the model. The formulated structural equation model is given in the **Figure-1**. Bootstrapping, with complete

bootstrapping option was carried out, to find standard error and the T-values. Comparing the T-Value with 95% percentage confidence value of 1.96, the above hypotheses were tested.

8.2.1 Model Predictive Summary

In **Table-5**, the R- square value of 0.823 showed that the four factors of workplace environment, monetary rewards, recognition and career development could explain 82.3 of motivation and thus these four factors could highly predict motivation.

8.2.2 Model Fit Summary

It can also be observed from **Table-6** that the SRMR(Standardized Route Mean square Residual) value was 0.063 and the NFI (normed Fit index) was 0.93. The d_ULS(the squared Euclidean distance), for this model, was 0.251 and d_G(the Geodesic distance) was 0.342. All the indices of good fit indicated that the model was fit.

8.2.3 Path Co-efficient

Figure-1 shows the path coefficient, for the direct relationship between motivation and other four constructs. Nonparametric bootstrapping routine, advocated by (**Vinzi, Chin.W, 2010**) was used on 122 data points and 5000 samples. Bootstrapping is a re-sampling approach, that draws random samples (with replacements) from the data and uses these samples to estimate the path model multiple times under slightly changed data constellations (**Hair et al, 2013**).

The main purpose of bootstrapping is to calculate the standard error of coefficient estimates, in order to examine the coefficient's statistical significance(**Vinzi, V.E., Chin., 2010**). From **Table-7**, it was found that the path coefficient for workplace environment on brand equity was 0.189 and t value was 3.844, which were significant at 95% confidence level. Hence it can be concluded that **Workplace**

Environment has significant positive direct effect on motivation. The path coefficient, for monetary rewards on motivation was 0.594 and t value was 2.777, which were significant at 95% confidence level. Hence it can be concluded that **monetary rewards have significant positive direct effect on motivation.** The path coefficient, for recognition on motivation was 0.239 and t value was 4.154, which were significant at 95% confidence level. Hence it can be concluded that **recognition has significant positive direct effect on motivation.** The path coefficient for career development on motivation was 0.540 and t value was 9.677, which were significant at 95% confidence level. Hence it can be concluded that **career development has significant positive direct effect on motivation.**

9. Findings of the Study

As all the significance values were less than 0.05, all the hypothesized variables like workplace environment, monetary rewards, recognition and career development were found to be significant and they contributed toward teachers' motivation, in higher education institutions under study. By comparing the path coefficient values, it was clearly noted that the monetary rewards did have the highest score of 0.594, followed by recognition at 0.239. From the path coefficient values, it can be concluded that the monetary reward was the most influencing factor on motivation. The second important influencing factor was recognition.

10. Suggestions

Monetary reward was the most effective variable, due to its high path coefficient value and hence it has been suggested that monetary reward needs to be systematically designed, in higher educational institutions, to maintain the motivated level of teaching workforce. It refers not only to higher salaries but also to a

combination of fringe and non-fringe benefits, various facilities and the quality of service regarding timely provision of benefits, that would make a compensation package more attractive. The significant impact of recognition demands the attention of higher educational institutions, to provide timely and relevant feedback to the teachers and to design its promotion policies according to contemporary practices of human resource management. The promotion should be based on proper performance appraisal, with the objective measurement rather than subjective measurement.

11. Conclusion

This study focused on four factors of motivation, which were work environment, monetary reward, and recognition and career development and their influence on motivation. The study results indicated that all the four factors of motivation did have positive effect on motivation. Based on the model formulated, it was found that the monetary reward reported the highest impact on motivation in educational industry in Coimbatore. The recognition also recorded higher impact and hence educational institutions should concentrate on enhancing these two factors.

12. Limitations of the Study

The research was confined only to the colleges in Coimbatore and hence these findings can not be generalised. It is very likely that the influences affecting teachers' motivation might vary from one subject to another but this aspect was beyond the scope of this study. Motivation factors were not classified into intrinsic and extrinsic motivational factors.

13. Scope for Further Research

This study examined work environment, monetary rewards, and recognition and career development towards motivation, based on

earlier literature, for education industry. Future research should test other factors, influencing motivation as well. The direct relationship between motivation and its influencing factors was tested in this study. The indirect relationship between the factors can also be tested in further research.

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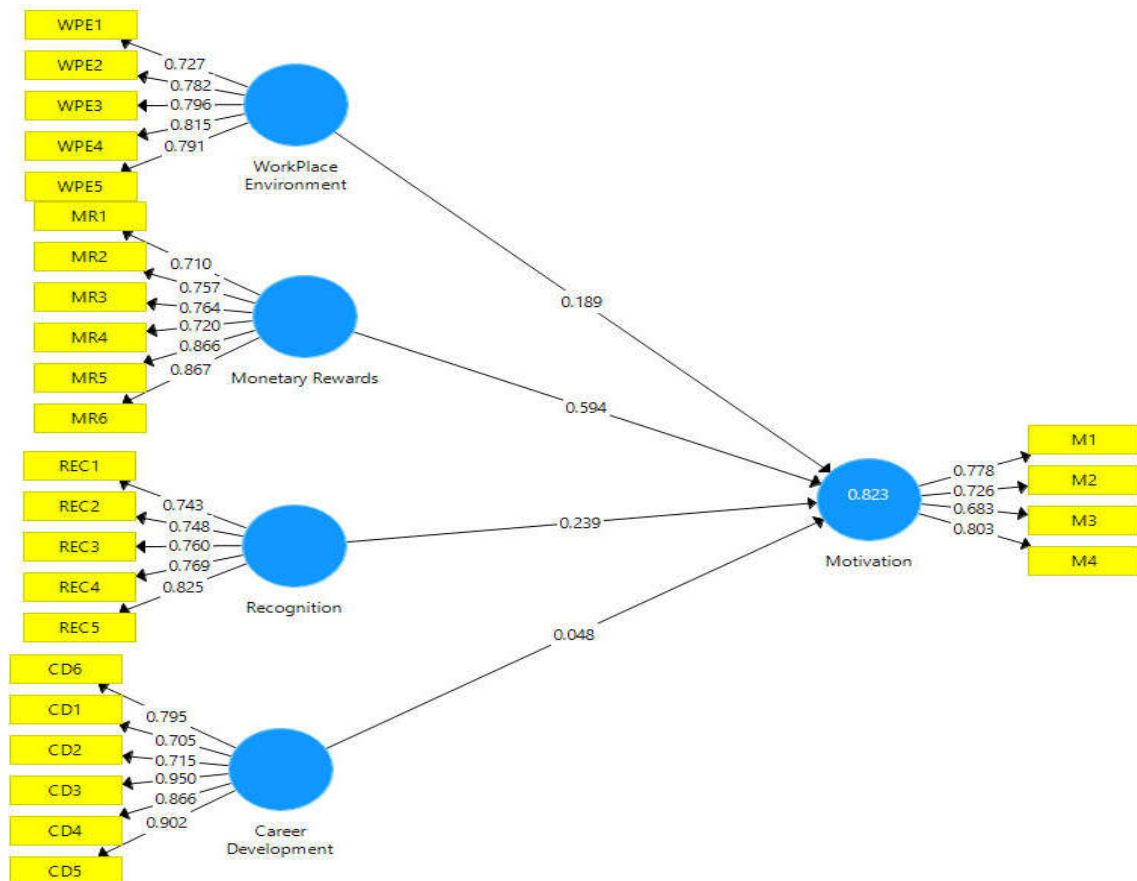
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Figure-1: Structural Equation Model for Measurement of Motivation in terms of Factors of Motivation



Source: Primary Data output from Smart PLS 3.

Table-1: Number of Questionnaires Accepted for the Study

Size determined as per formula	No. of questionnaires distributed	No. of questionnaires received	No. of questionnaires accepted
550	600	585	576

Source: Primary Data computed using Smart PLS 3

Table-2: Results of Total Reliability of Research Instrument

Cronbach's alpha	Cronbach's alpha based on standardized items
0.768	0.734

Source: Primary Data computed using Smart PLS 3

Table-3: Results of Composite Reliability for Research Instrument

Construct	AVE	Composite Reliability
Work Place Environment	0.699	0.932
Monetary Rewards	0.683	0.928
Recognition	0.681	0.912
Career Development	0.621	0.867
Motivation	0.592	0.879

Source: Primary Data computed using Smart PLS 3

Table-4: Results of Discriminant Validity for Research Instrument

	WPE	MR	REC	CD	MO	WP
WPE	(0.769)					
MR	0.671	(0.790)				
REC	0.516	0.486	(0.836)			
CD	0.725	0.669	0.448	(0.755)		
MO	0.674	0.678	0.434	0.567	(0.798)	

Source: Primary Data computed using Smart PLS 3

Table-5: Quality Criteria-R-Square

	R Square	R Square Adjusted
MO	0.823	0.819

Source: Primary Data computed using Smart PLS 3

Table-6: Model Fit Summary - Results of Motivation Measurement Model

Model	SRMR	NFI	D_ ULS	D_ G
Study model	.063	0.93	0.251	0.342
Recommended value	Less than 0.08	Greater than 0.9	0.349 (Upper limit at 95% Confidence Interval) Less than Upper limit	0.578 (Upper limit at 95% Confidence Interval) Less than Upper limit

Source: Primary Data computed using Smart PLS 3

Table-7: Measurement of Motivation–Results of Hypotheses Testing and Structural Relationship

Hypotheses	Path	Path Coefficients	Std. Error	T Statistics	P Values	Decision
H1	WPE ->MO	0.189	0.055	3.844	0.000	H1 Supported
H2	MR ->MO	0.594	0.055	2.777	0.006	H2 Supported
H3	REC ->MO	0.239	0.031	4.154	0.000	H3 Supported
H4	CD ->MO	0.048	0.056	9.677	0.000	H4 Supported

Source: Primary Data computed using Smart PLS 3