

# A Study On Role Of Motivation And Performance On Academic Staff In Higher Education

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## Abstract:

In the context of education, many factors impact on academic staff motivation: working conditions, reward and pay, chance of promotion, and so on. Within one organization, academic staff may demonstrate a diversity of personality. Some may show high performance by being given decent pay; others may be eager to get recognized by management, colleagues and society. The implementation of performance reviews has worked to create a competitive atmosphere among staff. On the other hand, motivators are intrinsic to the job itself. They are closely linked to job content such as desire for achievement, sense of responsibility, performance recognition, job potential, job significance and personal growth. These two distinct factors have different effects on people's motivation at work. The benefits of research help produce wealth and public support that is needed for sustainable development. As a result, most developing countries, including India, have invested huge amounts of money in the development of research in universities.

**Keywords:** Motivation and performance, higher education, academic staff

## Introduction:

The staff of higher education institutions are the key research resource. Academic staff, in particular, account for a significant component of the budget of higher education institution and have played an important role in achieving the objectives of the institution (Rowley; 1996). Deep rose (1994) found that an effective reward system improves employee motivation and increases employee productivity, which in turn contributes to better enhance organizational performance. Baron (1983) argues that there is a very close relationship between motivation and job

performance. Both performance and motivation are directly proportional to each other. Well-motivated academic staff can build a national and international reputation for themselves and the university. Such a profile may have a significant impact on the ability of the university to attract more students, research funds and consultancy contracts. Education and leaders in Chinese universities are trying a number of different approaches to motivate the academics with the aim being to improve their work performance. Research productivity in particular has received a great amount of attention and concern (Chen, 2001). Research effort and output form a very distinguishing part of the definitional character of the university; as a consequence, it is considered that leading a workforce where there is a lack of motivation is a problem (Dundar & Lewis, 1998). It occurred to the managers and administrators that motivation is key factor although it is not the only factor (Lach & Schankerman, 2008). Thus, the management of motivation stands at the very heart of the successful management of people within Chinese universities (Chen, Gupta & Hoshwoer, 2006).

Universities and other academic institutions have constantly served as feeder institutions to the overall development of nations through scientific research (Uzoka, 2008). National governments and a number of organizations have invested huge amounts of money in the development of research in universities. Some countries rank higher education institutions according to their research performance (Williams & Van Dyke, 2008). According to Brewer's (1990) research finding, thirty-seven of the schools in his sample use research productivity as a factor of determining faculty pay rise in their colleges of business. In Ramsden's (1999) paper, he said research performance is possibly the most important factor for assessing the standing of the modern university. Therefore, higher education institutions compete with each other for resources, and being known as a research institution is becoming increasingly important.

The study also examined the relationship between the extrinsic motivators and lower-level academic staff such as early career academics; and the relationship between the intrinsic motivators and higher-level academic staff such as associate professor and full professor. The comparison of factors which influenced academic staff research productivity at different academic levels were also examined in the second part of this study.

The majority of previous studies in motivation focus on motivation theories, approaches, and motivation effectiveness which remain on a motivation mechanism level. The present research focused on research motivation factors, especially the differences in the factors, and can contribute to a more complete body of knowledge on motivation mechanism. It may lead to a positive progress of motivation innovation, which the literature has not yet provided. Previous research has suggested there should be more discussion about how different people are motivated by these different factors. The present study on motivation factors in relation to academic staff who are at the different academic levels go some way in addressing this issue.

## **Review of literature**

Motivation directly links to individual performance that gain to organization performance and as a catalyzer for all individual employees working for an organization to enhance their working performance or to complete task in much better way than they usually do. Organization runs because of people working for it, and each person contributes toward achieving the ultimate goal of an organization. Panagiotakopoulos (2013) concluded that factors affecting staff motivation at a period where the financial rewards are kept to the least leads to stimulate employee performance. So, management personnel's responsibility to motivate their employees to work as per the expectation to enhance the organization's performance. Similarly, Dysvik and Kuvaas (2010) concluded that intrinsic motivation was the strongest predictor of turnover intention and relationship between mastery-approach goals and turnover intention was only positive for employees, low in intrinsic motivation. The only thing organization needs to do is to give employees with ample resources and platform to do.

As per Kuo (2013) a successful organization must combine the strengths and motivations of internal employees and respond to external changes and demands promptly to show the organization's value. In this paper, we have taken various techniques of motivation from existing literature, and managed to make flow of motivation from young-age employees to old-age employees. From organization perspective managers need to understand the flow of motivation, it helps them to create a culture where employees always get motivated to do better. Barney and Steven Elias (2010) found that with extrinsic motivation there exist a significant interaction between job stress, flex time, and country of residence. Leaders know that at the heart of every productive and successful business lies a thriving organizational culture and hardworking people collaborate passionately to produce great results (Gignac and Palmer 2011). In the body of literature, various frameworks are used by the researchers based on theory of motivation, with only few dimensions of motivation. Kunz and Pfaff (2002) stated no substantive reason to fear an undermining effect of extrinsic rewards on intrinsic motivation. Decoene and Bruggeman (2006) in their study developed and illustrated a model of the relationship between strategic alignment, motivation and organizational performance in a BSC context and find that effective strategic alignment empowers and motivates working executives. Leaders motivate people to follow a participative design of work in which they are responsible and get it together, which make them responsible for their performance. Aguinis et al. (2013) stated that monetary rewards can be a very powerful determinant of employee motivation and achievement which, in turn, can advance to important returns in terms of firm level performance. Garg and Rastogi (2006) identified the key issues of job design research and practice to motivate employees' performance and concluded that a dynamic managerial learning framework is required to enhance employees' performance to meet global challenges. Vuori and Okkonen (2012) stated that motivation helps to share knowledge through an intra-organizational social media platform which can help the organization to reach its goals and objectives.

### **Objectives:**

Following a review of available literature, there is a lack of research on factors of motivation and their impact on academic staff performance in higher education. In accordance with the study's stated aim, three specific objectives are presented below:

- Determine the factors affecting faculty members' motivation in selected universities in Andhra Pradesh
- Examine their impact on performance
- Make suggestions and recommendations to policymakers in selected universities in Andhra Pradesh

### **Methodology:**

The study employed a descriptive correlation survey design. It was largely quantitative, with some qualitative demeanors. The study was conducted in the central region of Andhra Pradesh, boasting of 15 private universities but once more 5 stratified random profit-oriented universities were selected for actual field survey. All the selected universities were found in the state of Andhra Pradesh. The target population included university managers, student bodies and academic staff of the 5 universities used for survey. However, they study narrowed down to the accessible population amounting to 817 of the target subjects.

These were used as the study population, for eventual purposive and stratified random selection of 208 respondents as the study sample and for actual data collection. Data were collected using the questionnaire and interview guide. Analysis of quantitative data was done using the descriptive and inferential statistics of the SPSS 20.0. Descriptive analysis involved the use of frequency distribution, arithmetic mean ( $\bar{x}$ ) and standard deviation (S). Inferential analysis was completed using simple and multiple linear regressions, respectively. Qualitative data were analysis using the interpretive content analysis approach.

### **Data Analysis:**

Correlation's analysis is a method used to describe the strength and direction of the linear relationship between two variables. Since two variables used were continuous variables, Pearson correlations was the most appropriate to be conducted (Pallant, 2011). The correlation between the rewards and lecturers' performance was found at 0.779, which explains that reward has positive significant relationship with academic performance and predicted 77.9% of the dependent variable. The correlation between the workload and academic performance was found at 0.606. This shows that workload explains 60.6% towards academic's motivation. Between both predictors, it is obviously clear that reward is able to predict academic motivation more than workload. Table 1 below illustrate the overall findings of the correlation analysis.

#### **Table 1: Pearson's Correlation Analysis**

		DV	IV1	IV2
DV	Pearson Colleration Sig. (2-tailed) N	1  100	.779**  100	.606**  100
IV1	Pearson Colleration Sig. (2-tailed) N	.779**  100	1  100	
IV2	Pearson Colleration Sig. (2-tailed) N	.606**  100		1  100

**Table 2: One-way ANOVA analysis (reward & academic motivation)**

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	51.294	17	3.017	9.349	.000
Within Groups	26.466	82	.323		
Total	77.760	99			

**Table 3: One-way ANOVA analysis (workload & academic motivation)**

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	36.992	17	2.176	4.377	.000
Within Groups	40.768	82	.497		
Total	77.760	99			

One way ANOVA analysis was conducted due to the pool of data collected from 3 different universities. The objective for conducting one-way ANOVA was to determine whether the data can be generalized as one (Pallant, 2011). Findings from one way ANOVA in both tables below show that sig. value as zero, and proves that there is a significant difference somewhere among

the mean scores on the dependent variable. Therefore, all data gathered from all 3 Universities can be generalized as one. In measuring the length of service in the universities, tenure was used and the findings showed that, most of the respondents had acquired working experience between 3-5 years and denoted by 37%. While 35% revealed that they had a working experience between 13 years. On remuneration, only 15% of the respondents earned below 600 Ro while most of the respondents, i. e. 36% were paid between 601-800 Ro per month and 33% of the respondents earned between 801 to 1000 Ro per month.

The first objective in the study was to determine the influence of rewards toward the performance of academics in the university. The objective analyzed how academic staff's performance is influenced by the rewards since academic staff is not a homogenous group. Rewards were defined as all kinds of benefits, such as cash payments to working conditions (Eric 1994; Hatice, 2012). Rewards can be extrinsic or intrinsic (Khalid et al., 2011). Monetary rewards are basically the extrinsic or tangible ones. Monetary rewards include worker's base pay which might be annually, compensation or payment done on the basis of performance. Intrinsic rewards are intangible rewards or psychological rewards like appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal (Khalid et al., 2011). From the correlation analysis conducted, it was found that rewards have a strong influence on academic staff's performance in the Universities. It showed a positive relationship between rewards and academic staff's performance, which indicate that the performance may increase if there is an increase in rewards.

### **Conclusion:**

The staff of higher education institutions are considered to be the key research resource. Academic staff, in particular, account for a significant component of the budget of higher education institutions and have played an important role in achieving the objectives of the institution (Rowley, 1996). Well-motivated academic staff can build a national and international reputation for themselves and the university. Such a profile may have a significant impact on the ability of the university to attract more students, research funds and consultancy contracts. A motivated and dedicated employee in the middle career stage of their job in the organization is an asset for any organization and proves instrumental in building a high-performance culture that drives organizational advancement. Promotion is always employee's ultimate wish for the service rendered by him in the organization and this is the only way for an employee career development. Promotion is the ultimate motivating for any employee because it moves employee forward in hierarchy of concern organization added with other responsibility, higher respect, honors, with increase in grade pay and allowances. It stimulates self-development and creates interest in the job in one hand and minimizes discontent and unrest. In the late career stage of their employment social opportunities for employees to get involved in leveraging the core competencies of the organization to create business value and positive social change can increase

employee motivation and job satisfaction and help workers to more effectively manage job stress. This can lead to positive gains for the organization by enhancing organizational effectiveness and improving work quality, as well as by helping the organization attract and keep top quality employees, which can bring growth and development to the organizations and can improve the quality of their employees' work experience and realize the benefits of developing workers to their full potential. This conclusion is built on the emphasis made by earlier researchers to motivate people, organizations need to first have the baseline in place; in the absence of the baseline, motivation is not possible to achieve. The study has shown success in intrinsic motivators and extrinsic motivators to improve performance in the organization. The major limitation of this study is that the proposed framework is designed on basis of extensive literature review and so needs to be confirmed using quantitative measures. This framework is not been implemented in specific industry, due to its generality in nature. Although extensive research is reviewed and all possible dimensions of motivation are studied, it cannot be stated explicitly that these dimensions will be able to create the baseline which will motivate the employees through the motivators. Thus, they create a dilemma as to whether these motivation dimensions are enough to create a solid baseline which has an impact on the motivators.

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