

# Effectiveness of Motivational Management on Employee Performance in Higher Educational Institutions of West Bengal

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**Abstract** - The nature, content and processes of work have changed over time. There has been adjustment, advancement, development, diversity and difference in work today. So has been a change in nature of employees. Employees today are exploring their own capacities and want to follow unique patterns for accomplishments. In such a course they need a motivating factor at workplace; motivation that would drive them and bring their foremost out. A motivated workforce brings forth innovation and creativity which enriches their performance standards. The study shows the feature of motivational factors in higher educational institutions of West Bengal where employee motivation is very important for the growth and development those institutions. Motivated employees are always productive and highly committed to their work. Motivation which increases employee performance indicates organization's attention towards employees. The paper delves deep into the facts that by motivational communication, by making employees feel better at work, by appreciating 'the power of inclusion' and by sharing a vision with employees would not only create a productive employee and a pleasant transaction but also would generate self confidence, self discipline, cooperation, improve efficiency and strengthen bonds in the long run. The purpose of the study is to determine the influences of motivational factors towards employee's performance in higher educational institutions of West Bengal.

**Keywords:** Motivational Management, Employee Performance, Higher Educational Institutions of West Bengal

## I. INTRODUCTION

When we look up to the institutions today, they are fine tuned to dynamic competitive strategies along with categorically cognitively complex tasks. The new forms of institutions are characterized to be more receptive, adaptive, reflective, and generative and are acting as 'self organizing systems'. Every now and then they are expected to follow the cycle of change and reorganization to cope up with the tough and variable competition. In such a challenging environment where teams are the essential building blocks, where employees are expected to carry the attribute of innovation, flexibility, problem solving skills, enthusiasm and initiation, it is earnestly required to understand the feelings of employees as their organizational behaviour have a deep impact on the working of interactions, assignment and deals of a company. It is to be understood that wanting an employee to exceptionally perform continuously might result in exhaustion, turning down the frame of mind to be belligerent and inactive. Creating a proper work culture and positive ambience would help people do the work in a meaningful manner and harness meaningful ideas and goals. As, Herb Kelleher, CEO of South West Airlines rightly observes '*the intangibles are more important than the tangibles*'. The performance of employees in higher

education institutions shows different motivational aspect which has a significant impact on motivational facets of institutional improvement. The role of employees in educational institution is very important, as student community is the source of the institution's income. All Higher educational institutions have the objective to offer a high-quality learning exposure and educational experiences to all their students. Employees who are the interface with students are the source of providing learning experience to them. Subsequently, this quality of this interface depends on the employee motivation. Every employee in higher educational institutions has their own set of motivations and personal encouragement which push them to work hard. Some employees can be motivated by recognition (intrinsic) and others may be motivated by cash incentives (extrinsic). The important point about motivation is that it is totally individualized needs and wants of employees. Generally motivated employees are loyal and retains in the institution which in the long run help the institution to grow and develop.

## II. Role of Motivation in Higher Education

Motivation provides sound mental health which helps to overcome issues and accelerate the growth in challenging work environment in the organization. Excellence in employee

performance on the other hand is the outcome of sound mental health. Although extrinsic motivation is influential factor at every stage but it is not only the necessary factor which influences employee performance. There are intangible and intrinsic variables (like empowerment, recognition, career opportunities and feedback) that work on employees' inspiration to perform efficiently in educational institution. Photanan (2004) also focused on training as motivational program for employees' development. Few empirical studies revealed that low level of employee motivation in developing countries caused lower quality of education and academic performance. Lack of reputation from low salary, career development opportunities autonomy in teaching and decision making, de-motivates employees in educational institution (Hartmann, 2008). As per Bandele (2003), proper work place environment with modern laboratories, libraries and classrooms facilities are necessary as the motivational source for teachers in higher educational institutions. Geoffrey (2010) examined effect of motivational factors including empowerment, proper training, effective communication with management and job design on employee performance related with teaching, research activities, social service etc. The findings of the study revealed that, motivational factors, significantly related with above activities. In other study, Vandiver (2011) stated that a positive relationship exists between facilities in educational institution as the sources of motivations (Fair Compensation System, Workplace Environment, infrastructural facilities and Recognition & Rewards) and academic performance.

### III. LITERATURE REVIEW

According to Robbins et al. (2005) motivation of the employee is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need". Dessler (1980) also stated that motivation is most complex job of management because it depends on individual perspective of the employees. As per Nohria (2008), motivation can be measured by different indicators like satisfaction level, commitment to work and intention to quit the organization. Money (extrinsic factor) is very influential for motivating employees and increases employee performance but empowerment, recognition and feedback (intrinsic factors) also act a vital role in case workers inspiration to perform efficiently (Fuhrmann, 2006). Porter et al. (1973) pointed out employees' motivation is important for their self satisfaction and accomplishments which influence them to work on progressive educational reforms at higher education level. Ololube (2004) also emphasized that motivation leads to an increase in efficiency and productivity of employees that helps to grow the educational systems. So, motivational aspects should not be underemphasized in any case. Maslow's (1943) need-based theory of motivation which is the most commonly recognized theory of motivation can be

used to understand physiological needs of the employees (pay, accommodation, health facility, comfortable working environment etc.), security needs (job safety and security, fair treatment to all employees etc.), social needs (liking and acceptability by students, colleagues and co-workers etc.), esteem needs (recognition from superiors, colleagues, subordinate and students) and self-actualization needs (job satisfaction through creative and innovative job design). On the other hand, Herzberg (1959) emphasized that hygiene & motivational factors (salary, support, interpersonal relationship with supervisors, increased colleague support, working conditions, position, empowerment, career advancements, recognition and achievement) can lead towards high work performance. In case of unfavourable conditions these factors may have a direct adverse impact on teacher's motivation. He also focused on motivating employees through proper job design by eliminating high workload. Ofoegbu (2004) stated that employees need different resources like technology (computers, projectors, internet etc) and facilities for their full fledged productivity. Hughes (1991) stated that professional growth and career improvement are the fundamental motivators for employees in the higher education institutions. Lynn (2002) also agreed the point of professional growth and career improvement which can motivate employees to enhance their performance. Mufflin (1995) and Memmott et al. (2002) both pointed out the impact of feedback mechanism which has a huge influence on employee performance. As per Photanan (2004), training is one of the most important factors of motivational tactics which can be used to motivate employee for their performance enhancement. Proper training provides more opportunities for career progression. It is through training that an employee can gear up and enhance their competence level. Thus desired training can provide a suitable and rightful path for their career advancement. Such a drive and initiative from the part of institutions can motivate employees to progress and be constructive for the institution (Mullins, 2007). Ngima & Kyongo (2013) stated 'motivating factors definitely do not exist in vacuum. Employee engagement, commitment and performance can only be improved by increasing positive managerial behaviour and reducing negative managerial behaviour. We must remember that everyone prefers to work with people they like and respect, and it is important to treat others with respect, regardless of their title and position. Managers serve as models for their teams and for the organization and they must lead and motivate by example'. The study reflected that motivational management can influence the behaviour and attitude at workplace which in turns become conducive for optimum employee performance. Marchington & Wilkinson (2003) states 'Team building is the most recent manifestation of job redesign and involves a group of multi capable workers who switch between tasks, organize and allocate work and are responsible for all aspects of production including quality'. A

responsible team operates to show a high performance activity without supervision. Such a team would be able to do so when there would be 'a high degree of group cohesion, much interaction, mutual support and shared perception of issues'. Team members would be willing to interchange roles, share workloads and generally help each other out (Graham & Bennett, 1998). Wehrich & Koontz (2001), further states that leading means the interpersonal aspect of managing – hence the ability of the person to influence, motivate takes a predominant role in binding employees together and leading the group to harmonize individual goals and contribute to organizational goals at large. A smooth flow of communication is essential in an organization. For an institution to prosper and update communication system should be effective and sound. An employee suffers badly if he or she remains excommunicated or half communicated which affects his overall performance chart. Employees can work more, be more productive and efficient and fit into organizational strategy if employee communication is pellucid and unambiguous. A better communication helps to shape employees perception and make the employee a notable contributor to the organization. Employee communication is a vital part of change management programmes, increases commitment and generates trust (Armstrong, 2009). An effective communication inspires employees to work harder towards common goals. People tend to have more cooperation among each other which result in better outcomes. A motivational aspect in communication further enriches the bond that employee's share which gives a prominent impact on organizational excellence. Effective and timely performance appraisal and feedback is a critical component for organizational improvement. A feedback works best when it relates to a specific goal. Employees should receive information about how they are performing. If employees exceed and excels in reaching a goal, a positive feedback enriches their spirit and they become motivated. A performance appraisal system is important to any organizational success or failure (Nyaoga, Simeon & Magutu, 2010). Kotherja and Rapti (2015) in their study which is based exclusively on review of literature points out the fact that the performance of employees in higher educational institutions has a long term effect on the whole society which includes serving of knowledge and skills. Therefore being motivated makes an employee, performance oriented which not only enhances the academic level but also enriches employee engagement. They have rightly pointed out that motivation refers to the psychological processes directly. Once they are motivated, they know how to direct their energies and skills at work in proper manner that is bound to affect their performance. When an employee feels that he is satisfied it makes him to perform better as he feel valued and it

encourages his level of productivity and concern. If employees see that hard work and superior performance is recognized and awarded by organization, they shall invigorate with an increasing performance and a hope to obtain a higher level of compensation (Simamora, 1997). Rizal et al. (2014) in their study has rightly shown that compensation has a significant effect on motivation and increase in motivation shows a strong effect on relationship between compensation and employee performance. Analysis result shows a direct effect of compensation on motivation. Compensation with indicators of salary, incentives and benefits increases employee motivation to deliver their best effort when they are confident that their hard and compact work shall be compensated adequately. Job should be designed and redesigned in such a manner that would motivate employees to produce better performance. An improvement in job content may stimulate growth in employees. As has been pointed out by S.O. Onimole (2015) that redesign of work and jobs as a strategy for change and advancement is expected to enhance employee motivation and performance More satisfied are the workers, more effective they will be in their assigned task and their productivity shall enhance.

#### IV. OBJECTIVE

1. To study the determinants of motivational management which have an impact on employee performance in higher educational institutions of West Bengal.
2. To find out the relationship among tactics of motivational management, motivational facets and employee performance through a model in the perspective of higher educational institutions of West Bengal

#### *Hypothesis:*

- H<sub>1</sub>:** There is no significant difference between 'Motivational Facets' and 'Workplace environment'.
- H<sub>2</sub>:** There is no significant difference between 'Motivational Facets' and 'Proper Job Design'
- H<sub>3</sub>:** There is no significant difference between 'Motivational Facets' and 'Fair Compensation System'.
- H<sub>4</sub>:** There is no significant difference between 'Motivational Facets' and 'Career Development Opportunities'.
- H<sub>5</sub>:** There is no significant difference between 'Motivational Facets' and 'Proper Training'.
- H<sub>6</sub>:** There is no significant difference between 'Motivational Facets' and 'Effective Communication'.
- H<sub>7</sub>:** There is no significant difference between 'Motivational Facets' and 'Empowerment & Participation'.
- H<sub>8</sub>:** There is no significant difference between 'Motivational Facets' and 'Recognition & Rewards'.
- H<sub>9</sub>:** There is no significant difference between 'Employee Performance' and 'Motivational Facets'.

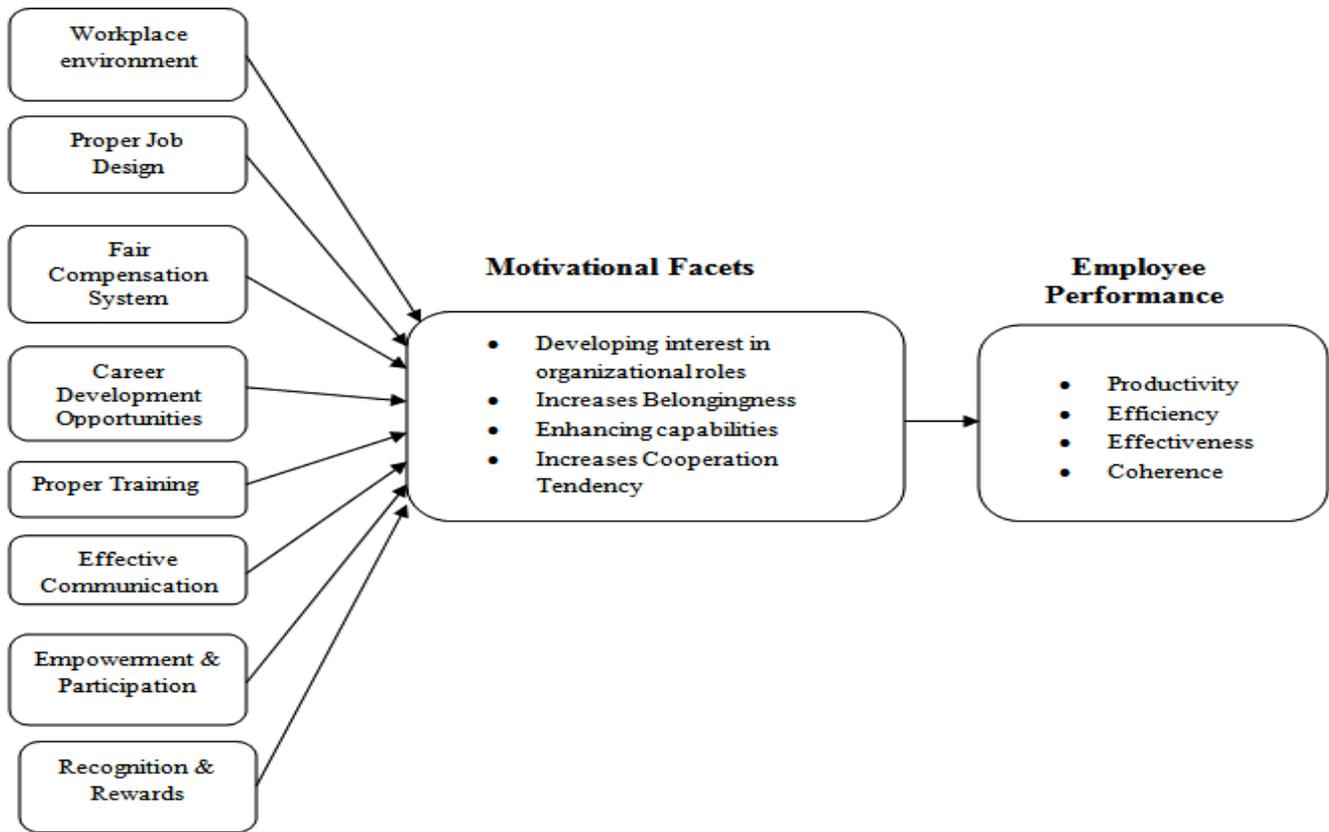


Figure 1: Hypothesized Research Model

Table 3: Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.091	.234		-.389	.698 (NS)
Proper Job Design	.217	.034	.322	6.338	.000*(S)
Career Development Opportunities	.192	.038	.284	5.114	.000*(S)
Empowerment & Participation	.083	.040	.110	2.094	.038**(S)
Recognition & Rewards	.147	.046	.178	3.190	.002*(S)
Fair Compensation System	.120	.053	.126	2.240	.026**(S)
Workplace Environment	.112	.036	.158	3.086	.002*(S)
Proper Training	.197	.040	.270	4.932	.000*(S)
Effective Communication	.233	.051	.265	4.540	.000*(S)

a. Dependent Variable: Motivational Facets

\*\* (S): Significant at 5% level

\* (S): Significant at 1% level

**Research Methodology**

For collection of primary data, structure questionnaires were circulated to 200 respondents and 8 different attributes were chosen to evaluate the influences of motivational tactics to the motivational facets and employee performance. The survey period of this study was 15<sup>th</sup> February, 2017 to 15<sup>th</sup> April,

2017. The responses of the questionnaires were scored by assigning the following weights (5-point Likert Scale: Very satisfied-5, Satisfied-4, Neutral-3, Dissatisfied-4, Very Dissatisfied-5) depending on the respondent’s preference level towards individual attributes. Here the sample area was Kolkata region and ‘Two-Stage Cluster Sampling’ was used as the Sampling Technique.

## V. RESULT AND ANALYSIS

**Table 1: Reliability Statistics**

Cronbach's Alpha	N of Items
<b>.954</b>	<b>10</b>

As Cronbach Alpha value is greater than 0.70, the reliability is high between different variables on 5-point Likert Scale.

**Table 2: Model Summary (Regression Model: Motivational Facets as Dependent variable)**

R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sig.
<b>.813<sup>a</sup></b>	<b>.661</b>	<b>.645</b>	<b>.430</b>	<b>41.154</b>	<b>&lt;.000<sup>a</sup></b>

a. Predictors: (Constant), Effective Communication, Proper Job Design, Workplace Environment, Recognition & Rewards, Empowerment & Participation, Proper Training, Career Development Opportunities, Fair Compensation System

As F-value is significant (<.001) and model summary defines a good R-Square values, it can be concluded that the regression model is best fitted to explain the dependent variable by the help of independent variables. Also following table shows that all independent variables are significant for the model.

### Model Specification:

The Multiple Linear Regression Model is specified below:

$$\begin{aligned}
 *Y(\text{Motivational Facets}) = & .217*(\text{Proper Job Design}) \\
 & +.192*(\text{Career Development Opportunities}) \\
 & +.083*(\text{Empowerment \& Participation}) +.147*(\text{Recognition \& Rewards}) \\
 & +.120*(\text{Fair Compensation System}) \\
 & +.112*(\text{Workplace Environment}) +.197*(\text{Proper Training}) + \\
 & .233*(\text{Effective Communication})
 \end{aligned}$$

### Hypotheses Testing & Findings:

**H<sub>1</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Workplace environment’.

From the t (3.086) and P (0.002) values, it is observed that ‘Workplace environment’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.112) in the regression. Thus, ‘Workplace environment’ is positively related with ‘Motivational Facets’.

**H<sub>2</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Proper Job Design’.

From the t (6.338) and P (<0.001) values, it is observed that ‘Proper Job Design’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.217) in the regression. Thus, ‘Proper Job Design’ is positively related with ‘Motivational Facets’.

**H<sub>3</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Fair Compensation System’.

From the t (2.240) and P (0.026) values, it is observed that ‘Fair Compensation System’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.120) in the regression. Thus, ‘Fair Compensation System’ is positively related with ‘Motivational Facets’.

**H<sub>4</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Career Development Opportunities’.

From the t (5.114) and P (<0.001) values, it is observed that ‘Career Development Opportunities’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.192) in the regression. Thus, ‘Career Development Opportunities’ is positively related with ‘Motivational Facets’.

**H<sub>5</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Proper Training’.

From the t (4.932) and P (<0.001) values, it is observed that ‘Proper Training’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.197) in the regression. Thus, ‘Proper Training’ is positively related with ‘Motivational Facets’.

**H<sub>6</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Effective Communication’.

From the t (4.540) and P (<0.001) values, it is observed that ‘Effective Communication’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.233) in the regression. Thus, ‘Effective Communication’ is positively related with ‘Motivational Facets’.

**H<sub>7</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Empowerment & Participation’.

From the t (2.094) and P (0.038) values, it is observed that ‘Empowerment & Participation’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.083) in the regression. Thus, ‘Empowerment & Participation’ is positively related with ‘Motivational Facets’.

**H<sub>8</sub>:** There is no significant difference between ‘Motivational Facets’ and ‘Recognition & Rewards’.

From the t (3.190) and P (0.002) values, it is observed that ‘Recognition & Rewards’ is significant explanatory variable for ‘Motivational Facets’. Also it has positive coefficient (+0.147) in the regression. Thus, ‘Recognition & Rewards’ is positively related with ‘Motivational Facets’.

### Multicollinearity Assessment:

VIF (variance inflation factor) which defines multicollinearity, must be less than 3 for acceptability range (Zuur et al., 2010).

In this study, it has been observed through the following tables (Table 4) that all VIF values are in acceptable range which proves that the variables are free from multicollinearity.

**Table 4: Collinearity Statistics when ‘Motivational Facets’ as dependent variable:**

	Collinearity Statistics	
	Tolerance	VIF
Proper Job Design	0.975	1.115
Career Development Opportunities	0.845	1.188
Empowerment & Participation	0.954	1.037
Recognition & Rewards	0.817	1.203
Fair Compensation System	0.847	1.157
Workplace Environment	0.843	1.178
Proper Training	0.865	1.144
Effective Communication	0.887	1.142

**Table 5: Model Summary (Regression Model: Employee Performance as Dependent variable)**

R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sig.
.338 <sup>a</sup>	.114	.109	.905	22.628	<.000 <sup>a</sup>

a. Predictors: (Constant), Motivational Facets

b. Dependent Variable: Employee Performance

As F-value is significant (<.001) and model summary defines a suitable R-Square values, it can be concluded that the regression model is best fitted to explain the dependent variable by the help of independent variable. Also following table shows that the independent variable is significant for the model.

**Table 6: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.788	.360	-----	4.968	.000
Motivational Facets	.449	.094	.338	4.757	.000

a. Dependent Variable: Employee Performance

\*(S): Significant at 1% level

**Model Specification:**

The Linear Regression Model is specified below:

$$*Y \text{ (Employee Performance)} = 1.788 + .449 * \text{(Motivational Facets)}$$

**Hypotheses Testing & Findings:**

**H<sub>0</sub>:** There is no significant difference between ‘Employee Performance’ and ‘Motivational Facets’.

From the t (4.757) and P (<0.001) values, it is observed that ‘Motivational Facets’ is significant explanatory variable for ‘Employee Performance’. Also it has positive coefficient (+0.449) in the regression. Thus, ‘Motivational Facets’ is positively related with ‘Employee Performance’.

**VI. CONCLUSION**

It is a high time to rethink about the situation and pour a motivational approach into the workplace and employees. The education institutes today must provide challenges, opportunities and responsibilities towards their people and encourage them to think more about their work and welcome improvement measures from them so that they become eager to be a part of the big picture and contribute significantly towards organizational goals rather than only pushing them uphill. We find a tough and strong competition as well as contention in higher educational institutions today. Organization, no matter what their nature is, always aim at achieving their goals; otherwise survival would become a dream (Srivastav & Barmola, 2011). Thus to ensure success they want productive employees, on the other hand success of an organization is analyzed by its degree of productivity. Here, we cannot ignore the endeavour and attempt of the employees who constitute an extensive part of an institution. Thus by occupying a radical part, employees need to check their performance strata that would help them to measure their way and type of contribution towards their institution. Moreover the effects of the reason of their behavior as well as productivity of some employees depend on a large scale on how they are accepted, involved, guided and directed in an organization. That is when they put real effort and energy. These motivating factors provide a thrust and help them to jostle up their verve and performance rate. Higher education institutions cater skills, knowledge, abilities and try to ingrain in students the zeal in every good work they stand for. On the other hand these students would stand as a beacon in the unforeseeable and mercurial future. Thereby employees of such institutions need a sheer motivation to uphold their proficiency so that they can give their best. Employees do not need command or threat; what they need is positivity and gusto at workplace, support, belongingness, transparency to follow the action strategy and bring out measurable results.

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