



## **A STUDY ON MOTIVATIONAL FACTORS OF THE FACULTY MEMBERS AT UNIVERSITY OF BALOCHISTAN**

**Nadeem Malik**

*University of Balochistan Quetta, Pakistan*

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### **Abstract**

There were times when employees were considered to be another addition to enhance the production of services or goods. However, a lot has changed now. Motivating employees is a necessary step that every business owner should take to succeed. This is because motivation encourages better performance and productivity on the part of employees. And when this happens, the company has nothing to enjoy but benefits and profit. Hence, it is natural for owners, managers, and team leaders to look for ways to improve the morale of their workers. This study examined the ranked importance of motivational factors of employees at the University of Balochistan. It is the descriptive survey addressed eight motivating factors in the context of employee motivation theory. Findings suggest that living in safe area and good pay are key to higher employee motivation. Carefully designed reward systems that include job enlargement, job enrichment, promotions, monetary, and non-monetary compensation should be considered.

*Keywords:* Motivational theories, ranked importance, comparison

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### **1. INTRODUCTION**

Motivation is one of the most important factors affecting human behaviour and performance. There were times when employees were considered to be another addition to enhance the production of services or goods. However, a lot has changed now. Elton Mayo conducted a research during the year 1924 and 1932 altered the way of thinking about employees.

This research was known as Hawthorne Studies. According to this study, employees require much more than just money. The study introduced the human relations approach to a company's management (Nickson, 1973). The main focus was given to the basic requirements and motivation factors of employees. The publication of the Hawthorne Study facilitated the understanding of factors that helped in motivating employees. There are several

reasons that employees require to be motivated first, an organization can easily survive when employees are motivated. Studies have proved that motivated employees are more productive. Managers must under the factor that motivates employees with respect to the roles they perform. (Hedeian, 1993).

## 2. SIGNIFICANCE

In this changing world there is a need of motivated employees so that they can survive in the organization and it will also give help in the development of the organization. (John,1994). Although the task of motivation is very complex as it changes person to person (Bowen & Radhakrishna, 1991). Some research suggests that as employees' income increases, money becomes less of a motivator (Maoch, 1988). Also, as employees get older, interesting work becomes more of a motivator.

## 3. DEFINING MOTIVATION

Motivation is to inspire people to work, individually or in groups in the ways such as to produce best results. It is the will to act. It is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need (Kreitner, 1995).

Motivation is getting somebody to do something because they want to do it. It was once assumed that motivation had to be injected from outside, but it is now understood that everyone is motivated by several differing forces. (Buford et al., 1995)

Motivation is a general term applied 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 (Higgins, 1994).

To motivate others is the most important of management tasks. It comprises the abilities to communicate, to set an example, to challenge, to encourage, to obtain feedback, to involve, to delegate, to develop and train, to inform, to brief and to provide a just reward. (Bedeian, 1993) For this paper, motivation is defined as the inner force that drives individuals to accomplish personal and organizational goals.

## 4. MOTIVATION THEORIES

In 1943 Abraham H. Maslow, the basis of Maslow's motivation theory is that human beings are motivated by unsatisfied needs, and that certain lower factors need to be satisfied before higher needs can be satisfied. According to Maslow, there are general types of needs (physiological, survival, safety, love, and esteem) that must be satisfied before a person can act unselfishly. He called these needs "deficiency needs." As long as we are motivated to satisfy these cravings, we are moving towards growth, toward self-actualization. Satisfying needs is healthy, while preventing gratification makes us sick or act evilly.

According to various literatures on motivation, individuals often have problems consistently articulating what they want from a job. Therefore, employers have ignored what individual's say that they want, instead *telling* employees what they want, based on what managers believe *most* people want

under the circumstances. Frequently, these decisions have been based on Maslow's needs hierarchy, including the factor of prepotency. As a person advances through an organization, his employer supplies or provides opportunities to satisfy needs higher on Maslow's pyramid.

Frederick (1959) has tried to modify Maslow's need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: "What do people want from their jobs?" He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their nonpresence leads to demotivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact

B.F. Skinner (1953), who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and

de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

The most widely accepted explanations of motivation have been propounded by Victor Vroom (1964). His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific 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 to make this simple, expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward. Therefore an employee is:

$$\text{Motivation} = \text{Valence} \times \text{Expectancy.}$$

The theory focuses on three things:

- Efforts and performance relationship;
- Performance and reward relationship;
- Rewards and personal goal relationship.

The Adams' Equity (1965) Theory model extends beyond the individual self, and incorporates influence and comparison of other people's situations - for example colleagues and friends - in forming a comparative view and awareness of Equity, which commonly manifests as a sense of what is fair.

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. The way that people measure this sense of fairness is at the

heart of Equity Theory.

Equity, and thereby the motivational situation we might seek to assess using the model, is not dependent on the extent to which a person believes reward exceeds effort, nor even necessarily on the belief that reward exceeds effort at all. Rather, Equity, and the sense of fairness which commonly underpins motivation, is dependent on the comparison a person makes between his or here reward/investment ratio with the ratio enjoyed (or suffered) by others considered to be in a similar situation.

## **5. BACKGROUND OF THE STUDY**

This study is initiated in the context of security situation in Quetta Pakistan, where the University of Balochistan is located. As the innocent people are being killed by the insurgents, the province of Balochistan is also affected by the activities of neighbor country India who is constantly involved in disturbing the peace of the province. The faculty of Balochistan is under pressure due to this situation and many faculty members are moving to the other parts of the country.

## **6. OBJECTIVES OF THE STUDY**

The objective of the study is to describe the importance of the motivating factors at the University of Balochistan for the faculty members. The study investigated eight motivating factors include living in a safe area, sympathetic help with personal problems, interesting work, good salary, promotions and growth in the organization, full appreciation of work done, conducive working condition and personal loyalty to employees.

## **7. METHODOLOGY**

The research method design employed is descriptive survey method, target population of study include faculty members at the university of Balochistan and sample size comprised of 100 faculty members, and participants of the survey come up with participation ratio of 100%. From the review of literature (Bowen & Radhakrishna, 1991; Harpaz, 1990; Kovach, 1987) a survey questionnaire was developed to collect data for the study. Data was collected through the use of written questionnaire hand-delivered to participants. Questionnaires were filled out by participants and returned personally. The questionnaire asked 100 participants to rank the importance of several factors that motivated them in doing their work based on scaling process 1= as most important and so on. The instrument was pilot tested to be situated as employees within the university, As a result of the pilot test, minor changes in word selection and instructions were made to the questionnaire. The Face and content validity for the instrument were established using two administrative and professional employees at University of Balochistan.

Comparison was used as a research method linking to Maslow's need-hierarchy theory, compares to highest ranked motivational factor to Vroom's expectancy theory and interrelated to other theories of motivation.

## **8. RESULTS AND DISCUSSION**

The results of the study revealed the ranked importance of eight motivating factors as living in a safe area, good salary, promotion and growth in the organization, interesting work, conducive working

*Table 1. Rank of Motivation Factors*

Rank of importance	Motivation factor
1	Living in a safe area
2	Good Salary
3	Promotion and growth in the org
4	Interesting work
5	Conducive working condition
6	Sympathetic help with personal problems
7	Appreciation of work done
8	Personal loyalty to employees

condition, sympathetic help with personal problems, appreciation of work done and personal loyalty to employees.

A comparison of these results to Maslow's need-hierarchy theory provides that living in safe area which is ranked first is a safety factor while others good wages is a physiological factor, promotion and growth in the organization is an esteem factor and interesting work is a self-actualizing factor.

Therefore, according to Maslow (1943), if managers of the university wish to address the most important motivational factor of faculty members then they should provide the safety need first.

If managers wished to address the second most important motivational factor of faculty members' good pay, increased pay would suffice. The ranges of motivational factors are mixed in this study. Maslow hierarchy of need is not confirmed in this study.

While comparing the Vrooms expectancy model with highest ranked motivator living in a safe area, the idea is that the individual then changes their level of effort according to the value they place on the outcomes they receive from the process and on their

perception of the strength of the links between effort and outcome. Thus, this theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

When we compare third highest ranked motivational factor promotion and growth in the organization to Adams's equity theory then it is clear that if the managers of university want to motivate the faculty members they should provide promotional and growth opportunities on equity basis while and inequity dis-motivate the faculty members. If the faculty members are not provided the promotional opportunities equally the performance will be decreased.

The second ranked motivator good wages is a hygiene factor. Herzberg, Mausner, & Snyderman (1959) stated that to the degree that motivators are present in a job, motivation will occur. Herzberg argues that both factors are equally important, but that good hygiene will only lead to average performance preventing dissatisfaction. The absence of motivators does not lead to dissatisfaction. Further, they stated that to the degree that hygienes are absent from a job, dissatisfaction will occur. When present, hygienes prevent dissatisfaction, but do not lead to satisfaction. Paying lower wages (hygiene) than what they believe to be fair may lead to job dissatisfaction. Conversely, faculty members will be motivated when they are doing work in a safe area and but will not necessarily be motivated by higher pay.

The discussion above, about the ranked importance of motivational factors as related to motivational theory, is the one angle the other angle is how these rankings compare with related research. A study of industrial

employees, conducted by Maoch (1988), yielded the following ranked order of motivational factors: Conducive working conditions, living in safe area and good wages. Another study of employees, conducted by Karpaz (1990), yielded the following ranked order of motivational factors: living in a safe area, good wages, and interesting work.

## **9. CONCLUSION**

It is clear from the above comparison with other research studies and discussion that living in safe area was ranked second in Maoch 1988 while it was ranked first in Karpaz 1990 therefore we can conclude that living in safe area is an important motivational factor which provides sense of

security to the employees and they will be free of any fear in their mind, they can give better performance to the organization. The university should pay attention upon the safety of the faculty members, if the university failed to do this then many senior faculty members will leave the university and thus there will be shortage of PhD professors within the university. The authorities should take measures to improve the security position in the city.

The efficiency of the university is dependent upon the motivation of its employees (Chesney, 1992; Buford, 1990; Smith, 1990). Knowing what motivates employees and incorporating this knowledge into the reward system will help in building the identity of the university. Motivating of faculty members requires both the administration and faculty working together

(Buford, 1993). Faculty members must be willing to let managers know what motivates them, and managers must be willing to design reward systems that motivate employees. Survey results, like those presented here, are useful in helping the administration to determine what motivates employees. If properly designed reward systems are not implemented, however, employees will not be motivated.

The ranked importance of motivational factors for the faculty members at the University of Balochistan provides useful information for the administration and faculty. Knowing how to use this information is complex. The strategy for motivating depends on which motivation theories are used as a reference point. Regardless of which theory is followed living in safe area and good pay appear to be important links to higher motivation.

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