

Determining Factors for Employee Motivation and Organisation Effectiveness

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Introduction

The main intension of this study is to analyse the various reviews related to employee motivation and organisational performance. The determining factors for employee motivation is analysed through various review of literature.

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Definition of Motivation

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Theoretical Approaches

According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher’s job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996).

Factors enhancing employees' motivation

Employees want to earn reasonable salaries, as money represents the most important incentive, when speaking of its influential value (Sara et al, 2004). Financial rewards have the capacity to maintain and motivate individuals towards higher performance, especially workers from production companies, as individual may use the money to satisfy their needs. Therefore, pay has a significant impact in establishing employees' diligence and commitment, being a key motivator for employees. Nevertheless, studies have shown that pay does not boost productivity on the long term and money does not improve performance significantly (Whitley, 2002). Moreover, focusing only on this aspect might deteriorate employees' attitude, as they might pursue only financial gains. Fortunately, there are other non-financial factors that have a positive influence on motivation, such as rewards, social recognition and performance feedbacks.

Numerous researches have also pointed out that rewards lead to job satisfaction, which in turn influence directive and positively the performance of the employees. Moreover, rewards are one of the most efficient tools of management when trying to influence individual or group behavior, as to improve organization's effectiveness. The vast majority of companies use pay, promotion, bonuses and other types of rewards to motivate employees and to increase their performance. In order to use salary as a motivator, managers have to develop salary structures, according to the importance of each job, individual performance and special allowances.

Employees can also be motivated through proper leadership, as leadership is all about getting thing done the right way. In order to achieve these goals, the leader should gain the employees' trust and make them follow him. Nevertheless, in order to make them trust him and complete their tasks properly for the organization, the employees should be motivated (Baldoni, 2005). The leaders and the employees help one another to attain high levels of morality and motivation.

Trust represents the perception of one individual about others and his willingness to act based on a speech or to comply with a decision. Therefore, trust is an important factor for an organization that wants to be successful, as it has the ability to enhance employees' motivation and foster interpersonal communication. Irrespective of the degree of technical automation, attaining high levels of productivity is influenced by the level of motivation and effectiveness of the staff. Therefore, developing and implementing employee training programs is a necessary strategy to motivate workers. In addition, a good communication between the managers and the workforce can instigate motivation, as the degree of ambiguity decreases.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

Bruce and Pepitone (1999) propose an interesting viewpoint according to which managers cannot motivate employees; managers can only influence what employees are motivated to do.

The role of facilitating quality subordinate-superior communication at various levels effectively employing a wide range of communication channels has been praised by Shields (2007) in terms of its positive contribution in boosting employee morale. Shields (2007) stresses two specific advantages of such a practice that relate to offering employees a chance to raise their

concerns and put across their points regarding various aspects of their jobs, as well as, supplying them with the feeling of engagement and appreciation.

According to Lockley (2012) offering training and development programs that effectively contributes to personal and professional growth of individuals is another effective employee motivation strategy. At the same time, Lockley (2012) warns that in order for motivational aspects of training and development initiatives to be increased, ideally they need to be devised and implemented by a third party with relevant competency and experience.

Alternative working patterns such as job-rotating, job-sharing, and flexible working have been branded as effective motivational tools by Llopis (2012). Moreover, Llopis (2012) argues that motivational aspects of alternative working patterns along with its other benefits are being appreciated by increasing numbers of organisations, however, at the same time; many organisations are left behind from benefiting from such opportunities.

An interesting viewpoint regarding the issue has been proposed by Wylie (2004), according to which members of management primarily should be able to maintain the level of their own motivation at high levels in order to engage in effective motivation of their subordinates. Accordingly, Wylie (2004) recommends managers to adopt a proactive approach in terms of engaging in self-motivation practices.

Furthermore, Wylie (2004) recommends concentrating on specific variations of intangible motivational tools such as celebrations of birthdays and other important dates with the participation of whole team

According to Thomas (2009) the main challenge of motivation in workplaces is identifying what motivates each individual employee taking into account his or her individual differences. In other words, individual differences have been specified by Thomas (2009) as the major obstruction for management in engaging in employee motivation in an effective manner.

Lockley (2012), on the other hand, addresses the same issue focusing on cross-cultural differences between employees in particular. Namely, culture can be explained as knowledge, pattern of behaviour, values, norms and traditions shared by members of a specific group (Kreitner and Cassidy, 2012), and accordingly, cross-cultural differences is perceived to be a major obstruction in the way of successful employee motivation.

This point has been explained by Lockley (2012) by insisting that certain practices such as engaging in constructive arguments and dialogues in workplace can prove to be highly motivational for the representatives of Western culture, whereas the same set of practices can prove to be counter-productive for employees from Asian countries due to vast cross-cultural differences.

Llopis (2012) draws attention to the increasing relevance of the work-life balance problem for modern employees and stresses its negative impact on the level of employee motivation. Specifically, Llopis (2012) reasons that unless employees achieve an adequate level of work-life balance in personal level, management investment on the level of employee motivation can be wasted.

This viewpoint is based on Hierarchy of Needs theoretical framework proposed by Abraham Maslow (1943), according to which there is a certain hierarchy for individual needs, and more basic human needs need to be satisfied in order for the next level needs to serve as motivators.

Employee Motivation and Organizational Effectiveness Employee satisfaction and motivation towards work refers to prospects of the employee about the organization and his approaches forward his service (Ali et al, 2011).

Organizational effectiveness refers to locating targets and attaining them proficiently in Spirited and energetic surroundings (Constant.D, 2001).

A study was done to examine the relationship of organizational effectiveness and employee performance and motivation in the telecommunication and banking sector of Pakistan. A sample of 103 respondents was taken and Pearson correlation was applied. The results showed that there exists significant positive correlation (0.287) between employee motivation and organizational effectiveness (Muhammad et al, 2011)

The autocratic leadership styles, mechanistic design of organization and authoritarian rules as practiced in African organizations, are all where decision making is concerned only to top management and employees are just given orders to accomplish different tasks. In these types of organizational environment the employees may suppress innovativeness and their motivation hinders which has a direct negative effect on organizational performance, growth and effectiveness (Constant.D. et al, 2001).

An internally satisfied, delighted and motivated worker or employee is actually a productive employee in an organization which contributes in efficiency and effectiveness of organization which leads to maximization of profits (Matthew.J. et al, 2009).

Thus from the literature and various studies the third hypothesis is fully supported that there exists a positive relationship between employee motivation and organizational effectiveness.

Conclusion

Based on the above discussions the main determining factors for employee motivation are salary, reward, leadership, employee attitude, trust, workplace, cross culture, alternate work pattern, training programs and cognitive behaviour.

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