

**INFLUENCE OF
MOTIVATIONAL
FACTORS ON EMPLOYEE
MOTIVATION IN
EDUCATIONAL SECTOR
IN UAE**

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ABSTRACT

In olden days, employees are considered as the one of the important inputs of production process. They are the main contributors and affective factors for the business production. Furthermore, it has been stated that employees are not nearly motivated by their attitude towards the job. In an organisation motivation is adhered at different levels of work in an organisation. In United Arab Emirates (UAE), different Universities use different motivational strategies for the encouraging their employees. There exists no uniformity in the motivational strategies adopted by different universities functioning in UAE; it has become imperative to investigate whether the employees' motivational strategies adopted by different universities enhance the motivation of teachers in institutions. In this connection, based on the previous literature, the impact of major forces or factors which influences the motivation was analysed and its impact was found out.

Keywords: Motivation, Education Industry, UAE, Workplace Environment, Recognition, Rewards, Career Development.

Introduction

In olden days, employees are considered as the one of the important inputs of production process. Hawthorne has referred the Elton Mayo's thought as "employees are not just assets; they are the main contributors and affective factors for the business production". Furthermore, it has been stated that employees are not nearly motivated by their attitude towards the job. In an organization motivation is adhered at different levels of work in an organization i.e., from top to bottom level employees, generally, managers, by motivating employees open the door to them to add their innovative inputs for the development of the organization. Motivated employees are considered as the main assets. Motivation is defined as "aligning human resources toward doing the effective job and achieve the goals through rewards". From the above discussion, it has been understood that workplace motivation is related a set of internal and external forces that induce work-related behavior and determine the form, direction, intensity and duration of work completion by the employees. In the workplace, employees' performance and job satisfaction exist as an invisible factor and it is also believed that it manifests itself in the form of observable and as a measurable behavior. In an educational institution, motivating teachers is very important as it results in more productivity, keeps the employees and students happier and supports the organization to exhibit their work force more productive, happier and in turn it supports the employers to retain their employees for longer time.

Statement of the problem

In United Arab Emirates (UAE), different Universities use different motivational strategies for the encouraging their employees. Some of the motivational strategies include promotion, workplace environment, career development, monetary and non-monetary rewards such as appreciation and recognition. Other motivational strategies include salaries, pension, medical

cover, commuting allowance, scheme of service and allowance etc. Since, there exists no uniformity in the motivational strategies adopted by different universities functioning in UAE; it has become imperative to investigate whether the employees' motivational strategies adopted by different universities enhance the motivation of teachers in institutions. In this connection, based on the previous literature, the impact of major forces or factors which influences the motivation was analyzed and its impact was found out.

Review of literature

The factors which motivate the people are in variety and the two types of motivation are intrinsic or extrinsic. A person's 'internal' desire to do something makes the intrinsic motivation, and is therefore usually self-applied e.g. pure interest in a project or a positive recognition from colleagues is examples of intrinsic motivation. Intrinsic motivation is what the action of people without external inducement such as hunger, a sense of duty, altruism, and a desire of appreciated (Malone and Lepper 1987). Strong interest and involvement in the work, and by such a perfect match of task complexity with skill level that people experience some kind of psychological "flow", a sense of merging with the activity they are doing would be marked as very high levels of intrinsic motivation (Csikszentmihaly, 1975).

Extrinsically motivated behavior is performed to acquire material or social rewards or to avoid punishment. The source of motivation is the consequence of the behavior not the behavior itself. Extrinsically motivated behavior is generally done as a consequence of pressure and result in low self-esteem and anxiety. Extrinsic motivated work behavior stems from such tangible rewards such as pay, bonuses, and promotion among others (Deci and Ryan, 1985).

The difference between extrinsic and intrinsic motivation is former is driven by the forces which are external to an individual and later is driven by forces which are internal and within that

individual (Giancola, 2014). Further, extrinsic motivation is goal driven, such as the rewards and benefits of performing a certain task, whereas intrinsic motivation is the pleasure and satisfaction that an employee gets when performing an activity. Generally speaking, intrinsic and extrinsic motivation influences employee intentions regarding activities and behaviors (Lin, 2007).

The activity done only for satisfaction rather than some separable outcome, reflecting the natural disposition in humans to assimilate and learn is intrinsic motivation (Ryan & Deci, 2000).

Because intrinsic motivation exists in the connection between an employee and a task, some researchers have defined intrinsic motivation in terms of the task that is performed by the employee, while others have defined intrinsic motivation in terms of the Intrinsic outcomes may produce the positive feelings of personal achievement such as an increase in knowledge, and enjoyment of the work itself (Green, 1992). According to this point of view, as stated by Lashway (2001), “people who are intrinsically motivated will enter an activity with no other reward required [than] competence and autonomy”. It doesn’t mean that extrinsic reward is not important to a person but it means that it is not only sufficient to keep the person motivated. A study was conducted in which it was found that employee’ performance is directly influenced by intrinsic rewards. Because when intrinsic rewards are given to them, they came to know about their performance and do more work hard to gain appreciation (Edirisooriyaa, 2014).

Extrinsic motivation is opposite of intrinsic motivation, it regards the carrying out of an action in order to achieve an external reward. The source of extrinsic motivation is from an individual physical environment. More job benefits, bigger salary, incentives and job promotion are some rewards that leads to extrinsic motivation. Deci,1972, describes extrinsic motivation as money and verbal reward, mediated outside of a person, on the other hand

intrinsic motivation is mediated inside the person.

Extrinsic motivation factors also tend to increase the performance of an employee. The motivation comes from the external sources. The example can be categorized such as reward, money, coercion, threats and punishment in some cases. In some situation the major extrinsic factor is the competition because it comes from external side and tends to increase the performance. The Employee at the Apple store is given as gift vouchers, certificates on the performance. However, such certificated and prizes play as a role of extrinsic motivators (Jain, 2005).

Regardless of the type of motivation, people are experiencing certain outcomes because of these types. Autonomy, responsibility, feeling of accomplishment and the pleasure of doing interesting or enjoyable work, result in intrinsically motivated behavior. Pay, job security, benefits and vacation time result in extrinsically motivated behavior.

There will also be an interrelationship between the intrinsic motivators and extrinsic motivators which influences the work performance. Considering all these reviews, the important motivational factor which influences the work performance has been formulated and which have been considered for this research. Those factors are: workplace Environment, rewards, recognition and career development.

Research question

How much impact do the workplace environment, rewards, recognition and career development have on motivation in educational sector in UAE?

Research Methodology And Tools Used In Analysis

This research has been focused on employee-based motivation dimensions. So, the type research adopted for this survey was

descriptive research based on the nature of data and its collection method. The employees from top five universities have been selected as the sampling frame.

A structures questionnaire was formulated and the data was collected from 227 respondents through online. The questionnaire was designed with the statements about the four factors of motivation and the overall motivation and the responses were recorded in likert scale. In order to determine the content validity of the questionnaire, it was given to experts and academician. Based on their opinion, the necessary changes were made in the questionnaire.

The reliability was measured from the primary sample of 40 respondents through Cronbach's alpha. Multiple regression analysis was used to find the impact of four factors of motivation and the overall motivation in education sector.

Hypotheses

- H1: Work place environment has a positive impact on work Place Motivation
- H2: Monetary Rewards has a positive impact on work Place Motivation
- H3: Recognition has a positive impact on work Place Motivation
- H4: Career Development has a positive impact on work Place Motivation

Data Analysis And Interpretation

Reliability Assessment

The reliability of a measurement instrument is the extent to which it yields consistent, reproducible estimates of what is assumed to be an underlying true score. Reliability is evaluated by assessing the internal consistency of the items representing each construct using Cronbach's alpha.

Table -:1. Reliability assessment results

Cronbach's Alpha for Higher education teachers' research instrument

Constructs	Cronbach's Alpha (First 30 respondents)
Employee Motivation	0.911
Workplace environment	0.989
Monetary rewards	0.921
Recognition	0.892
Career development	0.976

The table 1 clearly indicates that all the constructs of the study have the Cronbach's alpha value which is higher than 0.8. It shows the high internal consistency among the selected statements and its construct.

Multiple Regression Analysis

In order to create a model for overall motivation, multiple regression analysis was employed. This model would help to determine how the factors of motivation affect the overall workplace motivation.

Table-2: Coefficient of determination (R²), and Adjusted (R²)

R	Coefficient of determination (R ²)	Adjusted R Square	Std. Error of the Estimate
.892	.872	0.869	.09136

From Table 2, the coefficient of determination of 0.872 shows that 87 percentages of variations were expressed by all the dimensions considered in the model for predicting overall impact.

Table – 3: ANOVA

	Value of Sum of Squares	Degrees Of freedom	Mean Square	F	Sig.
Regression	123.03	4	30.758	3844.75	.000
Residual	1.778	226	.008		
Total	124.808	230			

From the table3, The significance of F value is 0.000 which indicates that the model is statistically significant model a t0.05 level of significance.

Table4: Standardized and unstandardized regression coefficients for Factors of motivation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(constant)	0.131	0.032	0.126	5.231	0.000
Workplace environment	0.188	0.013	0.175	6.212	.000
Monetary rewards	0.594	0.024	0.578	3.423	.021
Recognition	0.238	0.031	0.221	6.731	.000
Career development	0.047	0.012	0.038	0.721	.031

From the table 4, the significance value for all factors are less than 0.05 which shows the hypotheses formulated for the study were accepted at 95% confidence level. All the factors of motivation have positive impact on overall employee motivation. Based on the beta value from the regression analysis, the following model was formulated to depict overall Workplace Motivation.

Multiple regressions model for impact of factors of motivation on Measurement of workplace motivation.

$$WPM=0.131+0.188WPE+0.594MR+0.238REC+0.047CD$$

WPM represents workplace motivation
WPE represents workplace Environment
MR represents Monetary Rewards
REC represents Recognition

CD represents Career Development

Discussion and Conclusion

The study made an attempt to develop a model for impact of factors of motivation on workplace motivation. The study results showed that all the four factors motivation have positive effect on workplace motivation. Based on the model formulated, it was found that the monetary rewards have the highest impact on motivation on higher education sector in UAE. The recognition also has higher impact. So the employees of higher education sector should concentrate on enhancing these two dimensions.

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