# Employee Motivation Factors That Affect Job Performance of Suan Sunandha Rajabhat University Employee

Orawan Boriban, Phatthanan Chaiyabut

*Abstract*—The purpose of this research is to study motivation factors and also to study factors relation to job performance to compare motivation factors under the personal factor classification such as gender, age, income, educational level, marital status, and working duration; and to study the relationship between Motivation Factors and Job Performance with job satisfactions. The sample groups utilized in this research were 400 Suan Sunandha Rajabhat University employees. This research is a quantitative research using questionnaires as research instrument. The statistics applied for data analysis including percentage, mean, and standard deviation. In addition, the difference analysis was conducted by t value computing, one-way analysis of variance and Pearson's correlation coefficient computing. The findings of the study results were as follows the findings showed that the aspects of job promotion and salary were at the moderate levels. Additionally, the findings also showed that the motivations that affected the revenue branch chiefs' job performance were job security, job accomplishment, policy and management, job promotion, and interpersonal relation.

*Keywords*—Motivation Factors, Job Performance, Suan Sunandha Rajabhat University Employee.

## I. INTRODUCTION

NOWADAYS the staff of a higher education institution area key resource. Academic staff, in particular, accounts for a significant component of the budget of higher education institutions and have a major role to play in achieving the objectives of the institution. The performance of academic staff, both as teachers and researchers and also as managers, determines, to a large extent, the quality of the student experience of higher education and has a significant impact on student learning and thereby on the contribution that such institutions can make to society [1].

Most higher education institutions have an implicit or explicit mission to offer a high quality learning experience to all their students. Academic staff manages this learning experience and are the main interface with students. Consequently, their motivation is crucial in determining the quality of this interface. In addition, research is important both in revitalizing staff interest in their subject and in keeping their enthusiasm alive, and in building a research and publishing profile for the institution. Exceptionally well motivated academic staff can, with appropriate support, build a national and international reputation for themselves and the

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institution in the research, publishing and professional areas. [2]

Such a profile may have a significant impact on the ability of the institution to attract high caliber students, research funds and consultancy contracts. However, such achievements depend on an exceptionally high level of commitment.

Motivation, then, is key in the establishment and further development of quality in higher education. This article explores some of the tensions associated with motivation of teaching staff in higher education. It argues that formal reward systems are only one tool which may be used by the effective manager. The effective manager needs to recognize that different motivators are appropriate for different staff and that different staff will demonstrate differing inherent levels of motivation in setting their own targets and striving towards them. Good management consists of recognizing and working with those individual differences. Since many teaching staff in higher education are inherently well motivated and work in an environment where the development of professional skills and subject knowledge is the accepted norm, an important component of the manager's role is in minimizing dissatisfies. After exploring the relationship between quality, culture and

Motivation, the article reviews some traditional models of motivation. Despite their longevity these models still offer a useful framework for the consideration of motivation [2].

## II. LITERATURE REVIEW

### A. Quality, Culture and Motivation

Quality, and in particular quality assessment and assurance procedures, have received much attention in higher education in the Thailand in recent years.

It seeks to improve the quality of teaching and learning strategies. It is flexible, it harnesses the commitment of all staff, the learner should be involved, and there must be enhanced working relationships in all functions of the organization. Requirements can be measured and the progress can be demonstrated [2].

This model indicates the central role of "commitment" or motivation in quality models. It also recognizes the importance of treating quality as an organization-wide issue which covers all functions. Also seek to emphasize the relationship between quality and culture: A quality management system … is after all concerned with how people behave and this behaviour is made manifest in an organization's climate and culture [3].

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In the context of their central theme of culture and cultural change, they start to explore some of the mechanisms for harnessing commitment. This article seeks to make a more thorough analysis of motivation for academic staff. Admittedly this is only one element of culture and focuses only on one group of workers. But the issues for this group are sufficiently significant for an analysis to be appropriate. Further work on the cultures and sub-cultures in a higher education institution would also provide a more effective backdrop

Some models of motivation there are four well-established models of motivation:

1.  The rational-economic;
2.  The social;
3.  The self-actualizing; and
4.  The complex models.

The first three of these can be regarded as content models of motivation. Content theories of motivation try to explain the factors within a person which motivate them. Although these models were first introduced some 40 to 50 years ago they are still a useful framework. The complex model introduces some aspects of the process theory of motivation. Each of these is described briefly, as a basis for later discussion [2].

Hertzberg's study is recognized to have some limitations. In particular, results for professional workers may not be applicable to all groups. In addition, he uses satisfaction and motivation as interchangeable, and there is an embedded assumption that increased satisfaction leads to increased motivation and this is not always the case. Nevertheless, the distinction between satisfiers and dissatisfies is useful, and the recognition that some factors contribute to positive motivation while others can only minimize dissatisfaction is important.

### B. The Complex Model

The problem with each of the preceding models of human behaviour is their claim to universality and generality. Schein, instead, sees human nature as complex, with human needs and motivations varying according to the different circumstances people face, their life experience, expectations and age. People are motivated to work when they believe that they can get what they want from their jobs. This might include the satisfaction of safety needs, the excitement of doing challenging work, or the ability to set and achieve goals. Schein emphasizes that those with responsibility for managing people need to be sensitive to people's differing circumstances and different cultural backgrounds and that strategies for motivating staff need to accommodate this diversity [3].

Schein also introduces the concept of a psychological contract. This contract is essentially a set of expectations on both sides and a match is important if efforts to improve motivation are likely to be effective. This model suggests a process of enquiry and negotiation, where each side makes their expectations explicit, and some kind of workable agreement is reached. The manager also needs to recognize that people are not fully aware of their expectations or most find it difficult to express them, so the manager needs to be sensitive and open to signs [3].

### C. Academic Staff – Environment and Culture

This section seeks to draw on some of the concepts introduced in the last section in explaining cultural and environmental factors which impinge on motivation in higher education. Important aspects of the environment which impinge on the management of motivation include the following [3].

### D. Financial Rewards

Academic staff is appointed to a single salary scale. Their position on that scale is determined by their qualifications and experience, and possibly previous salary, at the time of their appointment. Progression through the scale is by annual increments. In some institutions additional increments may be awarded for special achievements, but in others there is no such scheme. In some subject areas, notably the professional disciplines, it is possible for staff to earn additional income by participation in external, income-generating activities, but arrangements surrounding these opportunities vary between institutions [3].

Promotion is relatively rare, and may reward many years' work. In this environment, financial reward is remote from day to day experience, and other sources of motivation are important. On the other hand some new staff are on a very low point on the salary scale and this can act as a dissatisfied, particularly if they have entered a lecturing post after employment in a sector where performance is rewarded by promotion or increased pay. The culture of teaching and higher education. Higher education is by culture a developmental environment. All staff has a significant role as teachers, and is subject to the person to-person pressure to perform that is inherent in this contact. Most staff gain gratification from working with students and witnessing the achievement and development of those students. This is associated with having a professional pride in their work. It is important for them to be accepted by the students when they work as a leader and facilitator. Frustration may develop from dissatisfies which prevent staff from doing a good job, including poor timetable organization, inadequate maintenance of educational equipment, or too many assorted demands on their time [4].

### E. Diversity of Staff Experience and Roles

It is easy to view the academic staff in higher education as a body, and to seek to introduce motivation and rewards for the body as a whole. It is important to recognize that staff is motivated by different factors, depending on their length of service in higher education, their other work experience, their age, their aspirations with respect to career development and the relative priorities which they attach to achievement and social factors, such as their personal life and being accepted as a team member [3].

## III. METHODOLOGY

This study is a survey research. It attempted to investigate Employee motivation factors that affect job performance of Suan Sunandha Rajabhat University Employee. The sample

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groups utilized in this research were 400 Suan Sunandha Rajabhat University employees. This research is a quantitative research using questionnaires as research instrument data analysis including percentage, mean, and standard deviation. In addition, the difference analysis was conducted by t value computing, One-Way Analysis of Variance, and Pearson's Correlation Coefficient were used follow by this conceptual framework [4].
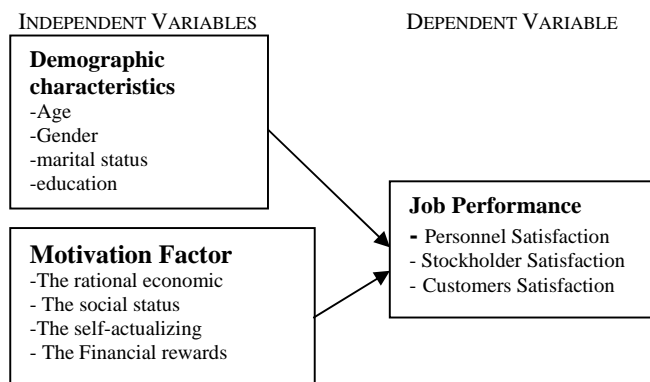


INDEPENDENT VARIABLES            DEPENDENT VARIABLE

Fig. 1 Research Conceptual Framework

## IV. FINDINGS

The study found that the majority of the employees working at Suan Sunandha, university were female, aged between 25-35 years old, followed by those who were between 36- 45 years old. Most were married. The majority of the respondents had a Bachelor degree followed by those who had High Vocational Certificate. Regarding the salary per month, the majority of the respondents had a salary between 8,001 - 12,000 Baht, followed by 12,001- 16,000 Baht. Most of them had been working there for 4-7 years, followed by the respondents who were working for over 11 years. Regarding the overall working motivation, the study showed that interrelationship and respect and acceptance were ranked highly as important factors, whereas motivation in performing duties, remunerations and welfares, career growth, and working conditions was ranked as moderate important factors. Additionally, overall working behavior was ranked high, including working under rules & regulations, decision making and working as a team [5].

TABLE I
THE DESCRIPTIVE OF THE MOTIVATION FACTOR

| Motivation Factor | Mean | Interpretation |
|---|---|---|
| 1.The rational economic | 3.67 | Effective |
| 2.The social status | 3.64 | Effective |
| 3.The self-actualizing | 3.67 | Effective |
| 4. The Financial rewards | 3.59 | Effective |
| **Overall Mean** | **3.64** | **Effective** |

This suggests that people are motivated primarily by economic self-interest, and will act to maximize their own financial and material rewards. People's motivation then can be controlled largely by offering or withholding financial rewards. Underlying this model are the assumptions that people are passive, are inclined to assert less rather than more

effort, are unwilling to take responsibility, and are interested in work for what they can get out of it financially [6].

### A. The Social Model

This can be summarized in the following terms: People at work are motivated primarily by social needs, such as the need for friendship and acceptance, and their sense of identity is formed through relationships with other people. As a result of increased mechanization and rationalization, work has lost some of its meaning, and people increasingly seek meaning in social relationships at work. People are more responsive to the pressures of their peer groups at work than to management controls and incentives. People respond when management meets their needs for belonging, acceptance and sense of identity.

### B. The Self-Actualizing

Maslow first developed the idea of self-actualization needs. According to Maslow, self-actualization is the need a person has to fulfil his or her capabilities and potential, that is, his or her desire for growth. The model further indicates that the following motivate people:

1) Human needs fall into a hierarchy from the most basic physiological needs to needs for self-actualization. As the basic needs are met, energy is released for the satisfaction of higher needs. Everyone seeks a sense of meaning and accomplishment in their work.

2) Individuals like to exercise autonomy and independence and to develop skills. People are primarily self-motivated and self-controlled.

3) There is no inherent conflict between self-actualization and more effective organizational performance. People are happy to integrate their goals with those of the organization.

Hertzberg conducted a study of accountants and engineers. Hertzberg et al asked respondents what made them feel good particularly (satisfiers) and bad (dissatisfies) about their jobs. Satisfiers or motivators were closely related to self-actualization needs [6].

Motivators include the work itself, recognition, advancement and responsibility. Motivators are intrinsic factors directly related to the job and largely internal to the individual. Dissatisfies or hygiene factors relate to Maslow's lower level needs. These include company policy and administration, super annulation, salary, working conditions and interpersonal

The data displays various Motivation Factor the affect to the job performance the use and effectiveness of all these factor as manifested in their almost equal mean responses to the following factor: the rational economic (X=3.64), the social status (X=3.67), the self-actualizing (X=3.65), the financial rewards (X=3.53) Overall mean (X=3.64) which means "Effective" [7].

Regression of motivation factor: Personnel satisfaction on employee motivation-related factors reveals the regression of personnel satisfaction on personnel satisfaction factors. The optimal equation generated using the stepwise regression

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analysis is found to be statistically significant at 0.000 level with an F value of 125.196. With the initial combination of four (4) independent variables (Job Performance factors), only one (1) came out to provide the greatest explanatory power to the optimal equation of the Personnel Satisfaction [6].

TABLE II
THE REGRESSION OF MOTIVATION FACTOR

| Predictor | Beta Coefficient | t | Significance |
|---|---|---|---|
| The Financial rewards | 0.509 | 11.189 | .000 |

Adjusted R-Square: .257 F-Value: 125.196 Significance of F: .000. As indicated, sales promotion predicts positively the Personnel Satisfaction. The beta coefficient (B=0.509) implies that for every standard unit deviation increase in Personnel Satisfaction, there is a 0.509 standard deviation unit increase in Personnel Satisfaction [7].

All the stockholder satisfaction is effectively utilized as manifested from the equal mean ratings of the customer respondents. Low interest financing (X=3.72) however is proven to be a common Stockholder Satisfaction employed by university executive. This finance reward motivation factor gives the customers an option to pay thru credit cards with a very minimal interest charge. Overall, with a mean rating of X=3.61, these factor are apparently effective motivation factor of Suan Sunandha Rajabhat University [8].

## V. DISCUSSION

Since motivation factor-related factors such as the rational economic, the social status, the self-actualizing, the financial rewards, the hypothesis that the job performance as to personnel satisfaction in terms of work environment and benefits is influenced by job performance-related, personnel-related, and customer-related factors is partially accepted [7].

## VI. RECOMMENDATION AND FUTURE STUDIES

This article has sought to identify some of the issues which impact on the motivation of academic staff in higher education. It argues that such motivation is central to a quality culture. As higher education institutions become more sophisticated in their approach to quality and move on from the current emphasis on quality assurance to a stronger focus on quality enhancement, motivation will become an even more central issue.

Further survey-based research, which investigates the relative importance of a variety of factors on staff motivation, will offer additional insights, but will be no substitute for the development of psychological contracts between staff and their managers [7].

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