Chapter 3
Motivation of Employees: An Analytical Study
CHAPTER 3
MOTIVATION OF EMPLOYEES: AN ANALYTICAL STUDY

3.1 Introduction

There is a variable driving force for every individual. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals. One of the most important factors that lead one to their goal is the drive. This drive is known as motivation. It is zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life be it – personal or professional. The drive may come from an internal or external source. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also the achievement of one goal sets the ball rolling for another to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action. A person with high job satisfaction holds a positive attitude towards his job, while a person who is dissatisfied with his job holds a negative attitude towards his job. The researcher attempted to draw a co-relation between the motivational needs of an individual and how it affects them. The present chapter undertakes this phenomenon by analyzing the concept of motivation and its various theories.

Motivation is one of the most important factors affecting human behaviour and performance. Hence, managers attach great importance to motivation in an organizational setting. Likert (1961) has called motivation as the ‘core of management’ Rao (2000) opines that the key to motivation lies in structuring meaningful jobs, jobs that are challenging and rewarding, that provide increased opportunities for achievement, responsibility, growth, and recognition. Motivating employees can be a manager’s biggest challenge. Employee motivation is the key to the overall effectiveness of an organization. An understanding of the applied psychology within a workplace, also known as organizational behaviour, can help
to achieve a highly motivated workforce. Employee motivation describes an employee’s intrinsic enthusiasm and drives, to accomplish work. Every employee is motivated about something in his or her life. Motivating employees about work is the combination of fulfilling the employee’s needs and expectations from work.

Employees of a library can be satisfied with their jobs through means of motivations like additional pay, rewards, and incentives. Library professionals constantly interact with their clientele and the library being a social institution must be capable of satisfying its personnel’s needs and motives. When librarians are positively motivated through providing different incentives like wage plans, promotion, increment, etc. they feel more committed to work and the performance level naturally increases. Positive motivation seeks to create an optimistic atmosphere in the workplace. It is in this context that this study concentrates on “Employee Motivation and Work Performance among Library Professionals of Colleges Affiliated to Mangalore University”. To understand the motivational level of librarians and to have a proper knowledge of motivation, it is necessary to study the theories of motivation. The researcher in this chapter attempts to explain the motivational level as suggested by various scientists and proposes to suggest changes as applicable to the present scenario.

3.2 Definition of Motivation

Motivation refers to that set of wishes, desires, needs, and drives that stimulate or activate individuals to behave or to do the things they do. The term “motivation” was originally derived from the Latin word ‘Movere’, which means “to move”. Motivation implies an emotion or desire which so conditions one’s will that the individual is propelled into action.

The Encyclopedia of Management (2007) defines motivation as: “Motivation refers to the degree of readiness of an organization to pursue some designated goals and implies the determination of the nature and locus of force inducing a degree of readiness.”
A motive is an inner state that energizes, activates or moves and that directs behaviour towards goals (Berelson and Steiner, 1964).

Dubin (1974) has defined motivation as “Motivation is the complex forces starting and keeping a person at work in an organization. Motivation is something that moves the person to action, and continues him to the course of action already initiated”.

According to McFarland (1974) “motivation refers to the way in which urges, drives, desires, aspirations, strivings or needs direct, control or explain the behaviour of human beings”.

Further, the term motivation has also been defined as follows;

- The psychological process that gives behavior purpose and direction (Kreitner, 1995).
- A predisposition to behave in a purposive manner to achieve specific unmet needs (Buford, Bedeian and Lindner, 1995)
- An internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993).
- All that inner-striving conditions described as wishes, desires, drives, etc. (Donnelly, Gibson and Ivancevich 1995).
- The way urges aspirations, drives and needs of human beings direct or control or explain their behaviour (Appleby, 1994).
- Some driving force within an individual by which they attempt to achieve some goal in order to fulfil some needs or expectations (Mullins, 1996).

The above definitions reveal that motivation is an inner psychological force that activates and compels a person to behave in a particular manner. Motivation is a process of stimulating an individual to direct his energies to achieve some goal.
Highly motivated persons work more efficiently and their level of performance tends to be higher than others. The motivation level is partly influenced by perceptions, learning abilities, personality traits, and competence of the individuals.

Studies on motivation have also verified that motivation plays a crucial role in determining the level of performance. In the case of an average employee, if the level of capabilities and skills is enough to perform a job in a satisfactory manner, the presence or absence of motivation will make a lot of difference in the level of performance. In the words of Umasekharan (1989), motivation can be positive as well as negative. Positive motivation can be seen when employees are rewarded with financial or non-financial monetary benefits. Motivation may include different incentives, wage plans, productive bonus schemes, etc. Non-monetary motivation may include praise for the work, participation in management, social recognition, etc.

Thomas (2000) conducted a study with regard to the nature of reward. He feels that an intrinsic reward emerges from the work performance itself when the work performer experiences a sense of accomplishment on doing good work. The study revealed that employees are intrinsically motivated when they genuinely care about their work, and look for a better way to do it. He further states that intrinsic motivation is achieved when people experience feelings of choice, competence, meaning and progress. In the words of Robbins (2004), motivation is a personal and internal feeling and this arises from needs and wants. He feels that motivation is a continuous process. Since needs are interrelated, a person cannot be partly motivated as he is a self-contained inseparable unit.

In light of all these factors, it is imperative to learn about motivation of library employees and their performance in particular and the role of motivation in general. Therefore, a brief discussion of the role of motivation and other theories associated are discussed in this chapter.
3.3 Employee Motivation

As it is depicted in the figure 3.1, employee motivation describes an employee’s intrinsic enthusiasm about and drives to accomplish work. Every employee is motivated about something in his or her life. Motivating employees about work is the combination of fulfilling the employee’s needs and expectations from work and workplace factors that enable employee motivation - or not.

Figure – 3.1: Employee Motivation

3.4 Role of Motivation

Motivation causes goal oriented behaviour. Motivation is necessary for work performance because if people do not feel inclined to engage themselves in work behaviour, they will not put in the necessary effort to perform well. Motivation is an important factor that may affect an individual’s performance. Hence, it is necessary for every superior to motivate his subordinates towards the right type of behaviour. As individuals are the basic component of any organization, it is of prime importance to motivate them in all respects. Motivation plays a vital role in shaping the employees development in an over all manner. The importance of motivation in an organization is as follows.
High Performance Level

Motivated employees give higher performance as compared to other employees.

Low Employee Turnover and Absenteeism

When the employees are motivated they stay long in the organization and their absence is also minimal. Whenever there is high turnover and non-cooperation from the employees, the organization will be affected badly which will reflect on the reputation of the organization.

Acceptance of Organizational Changes

The technological development has brought tremendous changes in the organizational structure and an organization has to incorporate all those changes. Only a motivated employee can strive hard to accept, introduce and implement these changes keeping the organization on the right track of progress and success (Prasad, 2009).

3.5 What indicates Motivation and Demotivation?

Moshal (2009) opines that an employee is considered to be motivated in the following circumstances.

1. The employee is interested in coming to work and do his work willingly.
2. He gives his best when at work.
3. He feels a sense of belonging and pride in the organization.

In the same way there are some indicators when an employee is said to be demotivated

1. Increasing absenteeism among employees, excessive labour turnover
2. Low output and productivity.
3. Increasing rate of accidents and wastage of raw material
4. Rank indiscipline and insubordination.
5. Frustration and unrest in the workplace
6. Defiant and violent behaviour of workers.
7. Non-cooperation, strikes, violent demonstration, etc

3.6 Theories of Motivation

Like all other approaches and principles of management, motivation also has its origin in the traditional theory of management. With the passage of time, necessary modifications were made in the traditional model of motivation and a human relations model was developed. The traditional model of motivation is mainly associated with Taylor’s approach of scientific management. Taylor (1947) has pointed out that there can only be one best way of doing things, i.e., to provide an incentive to the workers. Since the workers are lazy, they can be motivated only by luring them with money. However, advocates of the human relations model strongly felt that apart from financial incentives, social interaction of the workers with their supervisors and fellow workers may also help in creating and sustaining motivation. The human relations model of motivation further suggests that the manager should give his subordinates some freedom to take decisions regarding the work assigned to them.

The enormous effect of motivational factors on the working behaviour and working level of performance of the employee has instigated a lot of research work and theories of motivation have been developed

3.7 Maslow’s Need Hierarchy

Abram Maslow (1954), an eminent U.S. psychologist has classified human needs in a logical and convenient manner. He has explained the needs that influence human behaviour. He has attempted to describe human behaviour with the help of a hierarchy of five needs ranging from the most basic psychological need to the highest needs for self-actualization.

1. Psychological Needs: These needs include food, clothing, and shelter without which man cannot survive. Psychological needs must be satisfied to
some level before the individual feels inclined to satisfy his other needs. A famous saying "a man can live on bread alone if there is no bread" suggests that human beings first try to acquire necessities for their survival.

2. Safety Needs: Once the physiological needs are satisfied, it is not necessary that they are fully satisfied. As pointed out by McGregor (1967), the safety needs may serve as motivators in such circumstances as arbitrary management actions, behaviour which arouses uncertainty with respect to continued unemployment and unpredictable administration of policy. Maslow feels that employees need sufficient wages to feed, shelter and protect him and his family, satisfactorily. He attempts to secure a safe working environment before attempting to satisfy other needs.

3. Social Needs: These include the need to be loved and to love and the need to belong and identify with the group. Social needs affect a person's work and his environment where he works. Since man is a social being, he has a need to belong and to be accepted by various groups. If the opportunity for association with other people is reduced, men often take vigorous action against the obstacles. In a situation, where workers are closely supervised and controlled, they depend on informal groups of unfulfilled social needs such as affiliation.

4. Esteem Needs: Esteem needs include the need for self-respect and appreciation from others, status, prestige in society etc. Satisfaction of these needs produces feelings of self-confidence, prestige, power, and control. Esteem needs is not always obtained by mature or adaptive behaviour, rather it is generated by disruptive and irresponsible actions.

5. Self-Actualization Needs: This is the topmost need in Maslow's hierarchy. Self-actualization is the need to maximize one's potential whatever it may be. This is related with the development of intrinsic capabilities which lead people to seek situations that can utilize their potential. A man with high
intensity of achievement needs will be restless unless he can find fulfilment in doing what he is fit to do.

Maslow’s theory of motivation can be well applied to the library professionals. A good salary will meet the physiological needs of a librarian. He can lead a better life and will be motivated to work better. Secondly his safety needs are met and he will opt for social needs. When he is well placed, he feels a sense of acceptance and affection from society. Esteem needs are those where a librarian needs to be recognized. Here he looks for rewards and promotion. He expects the authority or the management to involve him in policy matters. Finally, he craves for self-actualization, i.e., achieving one’s full potential. Here library professionals are more enthusiastic and open for innovative ideas and creativity. Thus, Maslow’s theory of motivation is applicable in every possible way.

3.8 Herzberg’s Two-Factor Theory

Frederick Herzberg (1959), a U.S. based clinical psychologist and pioneer of job enrichment, is regarded as one of the greatest original thinkers in management and motivational theory. He has developed a theory of employee motivation which is based on satisfaction. Herzberg’s survey work, originally on 200 Pittsburgh engineers and accountants remains a fundamentally important reference in motivational study. While the study involved only 200 people, Herzberg’s considerable preparatory investigations, and the design of the research itself, enabled Herzberg and his colleagues to gather and analyse an extremely sophisticated level of data. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow’s theory of a need hierarchy. However, Herzberg added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job
characteristics or incentives lead to worker satisfaction at work, while another and separate set of job characteristics lead to dissatisfaction at work. His theory explains that a satisfied employee is motivated from within to work harder whereas a dissatisfied employee is not self-motivated. He classified the employees into two groups, i.e., satisfied and dissatisfied employees. The first group of factors is referred as satisfiers or motivators and is responsible for self-motivation of employees. The job and its importance, opportunities for advancement, achievement, recognition, etc. are classified into job content factors or intrinsic factors.

The research revealed a second set of factors called hygiene factors or maintenance factors including working conditions, job security, salary, organizational policies, interpersonal relationships, and other factors in the work environment. Any deficiency or absence of these factors would simply create dissatisfaction and demotivate the employees. Herzberg encouraged managers to think carefully about what actually motivates employees. He felt that the opposite of job satisfaction is not just job dissatisfaction, but rather no job satisfaction. The two factor theory is classified as follows in Table 3.1

<table>
<thead>
<tr>
<th>Hygiene Factors</th>
<th>Motivating Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Policies</td>
<td>Achievement</td>
</tr>
<tr>
<td>Administration</td>
<td>Recognition</td>
</tr>
<tr>
<td>Supervision</td>
<td>Growth</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>Advancement</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>Interest in Job</td>
</tr>
<tr>
<td>Salary</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Status</td>
<td>Challenges</td>
</tr>
<tr>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>Maintain</td>
<td>Promote</td>
</tr>
<tr>
<td>Basic</td>
<td>Added Value</td>
</tr>
<tr>
<td>Without</td>
<td>With</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>Not dissatisfied</td>
</tr>
<tr>
<td>Demotivated</td>
<td>Limited motivation</td>
</tr>
<tr>
<td>Without</td>
<td>With</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Not Motivated</td>
<td>Motivated</td>
</tr>
</tbody>
</table>

Table 3.1: Two factor theory
3.9 ERG Theory of Motivation

Alderfer (1972) developed a theory on the same lines as Maslow's theory of hierarchy. He condensed Maslow's hierarchy into three need categories as Existence (E), Relatedness (R), and Growth (G). Existence needs include basic needs like food and shelter. In an organization, these include fringe benefits. Existence needs group physiological and safety needs of Maslow into one category as these have similar impact on the behavior of the individual. Relatedness needs include all those needs that involve relationship with other people whom the individual cares. This category is similar to Maslow's physiological needs. Growth needs involve the individual making creative efforts to achieve full potential in the existing environment. Growth needs reflect many aspects of the need for self-actualization.

Alderfer stressed that when a higher category of needs are not fulfilled, the lower level needs will return even though they are already satisfied to a reasonable level. According to this theory, different types of needs operate simultaneously. If the individual's particular path towards satisfaction is blocked, he may persist along that path but at the same time, he regresses towards more easily satisfying needs. Alderfer distinguishes between chronic needs which persist over a period of time and the episode needs which are situational and can change according to the environment.

3.10 Vroom's Expectancy theory

This theory was developed by Victor H Vroom. According to Vroom (1964), people will be motivated to exert a high level of effort when they believe there are relationships between efforts put forth, the performance achieved and the outcome or rewards they received. Vroom's model is based on the concepts of value, expectancy, and force. Its basic assumption is that the choice made by a person among alternative courses of action is lawfully related to psychological events occurring contemporaneously with the behavior. Some of the terms used in Vroom's model are as follows:
Valence: According to Vroom (1964), Valence means the strength of an individual’s preferences to a particular outcome. Other terms equivalent to valence used in various theories of motivation are incentive, attitude, and expected utility.

Instrumentality: Hunt and Hill (1969), explains that an individual desires promotion and feels that superior performance is a very strong factor in achieving that goal. The person would be motivated towards superior performance because of his desire to be promoted.

Expectancy: Another factor in determining the motivation is expectancy i.e., the probability that a particular action will lead to the outcome. Expectancy is different from instrumentality input into valence. Expectancy differs from instrumentality in that it relates efforts to first level outcomes whereas instrumentality relates first and second level outcomes to each other.

The application of Vroom’s theory to this present study is more relevant. According to Vroom an individual will strive towards superior performance in order to achieve salary increase. He says motivation is determined by the nature of the reward people expect to get as a result of their job performance. Likewise in a library the staff is motivated to work efficiently when they are promoted with better positions and good pay scales. When a librarian is motivated to achieve a particular goal he or she will put their best efforts or performance to achieve that particular goal. Thus, Vroom’s model attempts to explain how individual goals influence his efforts and like Maslow’s and Herzberg’s models, reveals that behavior is goal-oriented.

3.11 Porter Lawler Model of Motivation

Porter and Lawler (1968) explained the complex relationship that exists between job attitudes and job performance. Their model encounters some of the simplistic traditional assumptions made about the positive relationship between satisfaction and performance. In their study, they revealed that the variables presumed to affect performance turned out to show relations to performance and
those variables presumed to result from performance. After a review of related studies, they suggested that managers should carefully assess their reward structures and that through careful planning and clear definition of role requirements, the effort performance reward satisfaction system should be integrated into an entire system of management.

This model states that motivation, satisfaction, and performance are all separate variables and related in different ways. Efforts lead to performance and performance leads to satisfaction. The Porter and Lawler theory is well applicable in a library where the librarians should carefully assess their reward structure and after careful planning, the effort-performance reward satisfaction systems should be integrated into a library system.

3.12 Equity Theory

This theory is based on the social exchange process. Adams (1963) formulated this theory. Some important assumptions of this theory are:

Individuals make contributions for which they expect certain rewards. Individuals decide whether or not, a particular exchange is satisfactory, by comparing their inputs and outcomes with those of others and try to rectify any inequality.

This theory points out that people are motivated to maintain fair relationship between their performance and reward in comparison to others.

Equity theory makes managers in an organization to realize that equity motive tends to be one of the important motives of people. "Equal pay for equal work" principle is based on this theory. A manager should also remember that perceptions or feeling in equity is an important factor in a work setting and the management should consider this aspect to develop perceptual skills of the people. As individuals likes to enforce equity, employees will attempt to correct the situation by either increasing performance when they are rewarded or decreasing
performance when they are under rewarded. Similarly in a library, promotions should be based on performance and not length of service. Employees would be seen more equitable having rewards based on their performance rather than on length of service.

3.13 McGregor's Theory X and Theory Y

Douglas McGregor, (1960) a U.S. scientist, assumed that to motivate a person in an organization certain behavioural patterns are to be studied. Human behaviours are complex in nature. His assumptions are categorized in two theories. They are Theory X and Theory Y

**Theory X:** McGregor's theory assumes that the average human being is basically lazy and avoids work. Most of the people are not ambitious and they are not bothered about achievement and success. Most people are threatened and controlled by the organization to achieve goals. This theory states that the motivation of average human beings occurs at the physiological and safety levels. Theory X suggests that threats of punishment and strict control are the ways to manage people. This was practiced during the days the scientific management approach gained prominence and human beings were treated as machines. Here we can see that threat and punishment are used as tools for the employees to get their work done. It is seen that by using force motivation is not possible and the application of this theory to motivate the librarians is highly unsuitable.

**Theory Y:** McGregor developed an alternative theory of human behaviour after challenging the validity of Theory Y. According to this theory people are not unreliable and lazy by nature. They are more creative, if properly motivated. When employees are motivated well, they work efficiently and thereby help in achieving organizational goals. The theory assumes that work is as natural as play and an average person does not dislike work. Man can exercise self-direction and self-control in the service of objectives to which he is committed. The average human being learns under proper conditions, not only to accept but also to seek responsibility. Theory Y is more realistic than theory X as it places emphasis on
the satisfaction of the needs of the workers. Theory Y also assumes that the basic problem in most of the organization is that of securing the commitment of workers to organizational goals. When workers exercise self-direction and self-control they feel very committed to work.

Hence, we can apply this theory to motivate library professionals. When librarians are given full freedom to exercise their power there arises a feeling of being committed to work and they can perform better. This theory advocates that individuals have the potential to learn and accept responsibility. It is in this respect that the manager has to help the employees in achieving their goals. Both these theories are based on assumptions of human behaviour. Though Douglas McGregor was a great critic of the classical approach of management, his theory X is related to the philosophy of traditional management. Theory Y is based on humanistic assumptions about employees and describes the approaches of management and motivation.

3.14 Reinforcement Theory

This theory was developed by Skinner and his associates. It is based on the “Law of effect”, that behaviours with positive consequences tend to be repeated but with negative consequences are not repeated. Here the law states that the behaviour of an individual which is voluntary in the form of a response to a situation or event or stimulus is the cause of specific consequences. When the effects are positive, the individual will behave in a similar manner in the future. When the effects are unpleasant or negative, the individual will modify or change his behaviour (Skinner, 1969).

In the same way, in a library the staff attempts to seek certain goals so that they will be rewarded. When an efficient librarian is suitably rewarded in the past, he would like to repeat his behaviour on the basis of his past learning. According to this theory a manager can modify the behaviour of his employees through positive reinforcement, avoidance learning, extinction and punishment.
3.15 Carrot and Stick Approach

The theory of carrot and stick is considered as the basis of motivation. In this theory, carrots are rewards in the form of money, promotion, and other financial and non-financial factors and the stick is the form of punishment, reprimand or demotion. Any individual who joins an organization carries some goals, interest, and expectations along with their ability, competence, knowledge, and skill. Apart from building a conducive environment for the smooth functioning of the organization, it is necessary to reward those employees who are committed and punish those who are not working efficiently. Thus the carrot and stick policy was followed. Employees can be motivated either by rewarding or punishing.

In a library set up, the theory of carrot and stick does not apply much as a library is a service oriented centre and the employees are more committed. Hence, there may not be any fear of punishment. Rewards may come in the form of annual increment, pay hike, promotion, etc. This theory mostly succeeds in motivating people as long as their physiological and safety needs remain unsatisfied. As McGregor (1960) aptly said, that the carrot and stick approach does not work at all once an individual has reached an adequate subsistence level and is motivated primarily by higher needs. He felt that the stick is used by a superior only when it is unavoidable and can be used as only a means to correct the erring employees. Thus, it could be summarized that motivation is crucial to the development of human resources in the library in the following ways:

1. Maslow's hierarchy of needs is apparent in library employment. Acquiring a job and looking for job security helps satisfy physiological and safety needs. When those needs are satisfied, employees look to their need for belonging and self-esteem. The need for self-esteem and self-actualization are represented in library human resources development efforts that focus on training, creativity, problem-solving, and so on.

2. The maintenance and motivational factors of Herzberg's two-factor theory play important roles in the development of human resources in the library. Herzberg
believed that motivators must be build into the job. These include responsibility, autonomy, respect, and recognition from superiors, a sense of well-being, and the opportunity to have one's ideas adopted.

3. Equity theory likewise has a place in the library. Workers compare their pay, work schedules, benefits, or any reward with what is being received by other employees. Unless the reward system is carefully administered, it could result in problems of perceived or actual inequity.

Expectancy theory can be used in the development of human resources in libraries. The logic of expectancy theory is that individuals exert effort for a performance that results in preferred rewards. Expectancy can be influenced by selecting individuals with particular skills and abilities, providing training, and providing support to achieve a particular level of performance.

3.16 Conclusion

Different studies on motivation have verified that motivation plays a crucial role in determining the level of performance. Motivation is a complex problem as shown by various theories and is determined by both individual and organizational factors. Motivation is an inner psychological factor that activates the individual to use his abilities to achieve given goals. When people join an organization, they bring with them certain needs, goals and interest along with a certain level of ability and competence. If the organization provides for the satisfaction of their needs, the employees are motivated and perform assigned jobs more efficiently. Similarly, in a library set up the library professionals need to be motivated by providing necessary stimulus. Motivation of the professionals through promotion, rewards or such incentives helps them to perform better in achieving the goal of any institution. No institution can succeed without a highly motivated and committed team of employees. The researcher in this chapter analysed the various theories of motivation and how it is applicable in the context of library management. Maslow's theory of motivation has attained worldwide attention of all the well known and established theories of motivation.