CHAPTER V

SUMMARY, FINDING AND RECOMMENDATION

5.1 Introduction

This chapter includes the concluding summary of the whole thesis. The key findings based on the study objectively have been elaborated in this chapter. The further research direction and recommendation have also been included in this chapter.

5.2 Summary

The topic of this research was "Determinants and outcomes of employee work motivation": An empirical study of higher educational institutions of Nepal. The main theme of this study is to identify and analyze the factors affect the employee motivation and its effect on employee behavior in their working places. Some factors help the faculty to motivate and some others discourage the faculty in their working place. Thus, this study seeks both positive (perks) and negative determinants (irks) of faculty motivation and their effect on attitudinal and work-related behavior of the faculty. The focus of this study was the impact of environmental and job characteristics on attitudinal and work-related behavior of the faculty. The supervisor's behavior, co-worker's behavior, physical environment, and incentive system were the dimension of environment whereas skill variety, task significance, task identity, responsibility and feedback were from job characteristics. The dependent variable was attitudinal behavior (job satisfaction, job performance and job commitment) whereas the work-related behavior turnover intention and absenteeism). Thus, the proposition of this study was positive perception towards the independent variable (determinants) increase the motivation of the faculty that increase job satisfaction, job performance and job
commitment of the faculty. On the other hand, the negative perception towards the determinants of independent variable of the faculty that decrease the motivation level that induce turnover intention and absenteeism along with decrease in the job satisfaction, job performance and job commitment of the faculty.

The objectives of this study were:

1. To examine the relationship between current and expected perception towards the environment and job characteristics of the faculty.

2. To examine the relationship between perks with attitudinal and work-related behavior of the faculty.

3. To examine the relationship between irks with attitudinal and work-related behavior of the faculty members.

The conclusion drawn from the previous research shows the motivation aspects of employee is very important for the success of every organization. The motivation is an individual phenomenon that requires continuous study. The impact of perks and irks affect differently. Thus, the work motivation of the faculty members of higher educational institutions of Nepal have not studied yet. Thus, the topic and organization has been selected for the research.

Primary data were used for this study. The population of this study was from constituent, community and private higher educational institutions faculty under Tribuvan University located at Mid-Western Development Region. Using purposive sampling the whole sampling area was stratified, and region were selected. From the selected region, campuses were selected purposively and then from each campus, respondents were selected randomly. 421 respondents responded in this survey. Pair t-test and ANOVA were used to analyze the data.
While observing the current and expected perception of the faculty and found that supervisor's behavior, co-worker's behavior, physical environment, incentive system and job characteristics has significant difference of current and expected perception of the faculty in their working places.

The impacts of perks on attitudinal behavior was found significant positive relationship. Thus, all the perks variable has been found positively environment creator that boost up the job satisfaction, job performance and job commitment of the faculty. Similarly, the relationship between the perks and work-related behavior (turnover intention and absenteeism) was found significantly negative. Likewise, the impacts of irks on attitudinal behavior found negatively significant whereas the impacts of irks on work related behavior found positively significant. Thus, increasing in irks environment decrease the attitudinal behavior of the faculty and increase the work-related behavior of the faculty.

Employee motivation is linked with the several other factors directly or indirectly and the organization should always be tactful to understand the personal, social and psychological aspect of their employees to get the things properly in right time in right place for the better performance in a sustainable way.

5.3 Key findings related to research objective

**Objective 1: To find out the significant difference between current and expected perception of the faculty members towards supervisor's behavior, co-worker's behavior, physical environment, incentive system and job characteristics.**

**1.1 Supervisor behavior:** The supervisor's behavior was analyzed using mean, standard deviation and pair t-test to examine the relationship between the current and expected supervisor's behavior observed by the faculty in their working places. From the perspective of mean, the average mean of current supervisor's behavior
was lower compared to the expected average mean. Similarly, the pair t-test shows significant difference between current and expected supervisor's behavior. The result mentioned above shows that there is a gap between the existing and expected behavior of supervisor. The faculty observing the lower level relationship with their immediate supervisor which is the indication of demotivation of the faculty towards the supervisor's behavior. In course of data collection visit, the part time faculty said that the supervisor allocates the period without consulting with them, which makes very difficult to manage the time. The system of changing routine each year always brings the obstacles in managing appropriate system of time management to the part-time staff in higher level institutions in the research area.

1.2 Co-worker's behavior: The co-worker's behavior was analyzed using mean, standard deviation and pair t-test to examine the relationship between the current and expected co-worker's behavior observed by the faculty in their working places. From the perspective of mean, the average mean of current co-worker's behavior was lower compared to the expected average mean. Similarly, the pair t-test shows significant difference between current and expected co-worker's behavior. The result mentioned above shows that there is a gap between the existing and expected behavior of co-workers. The faculty observing the lower level relationship with their peer group, which is the indication of demotivation of the faculty.

1.3 Physical environment: The physical environment was analyzed using statistical tool such as mean, standard deviation and pair t-test to examine the relationship between the current and expected facility of physical environment observed by the faculty in their working places. From the perspective of mean, the average mean of current physical environment was lower compared to the expected average mean. The pair t-test result shows that the current physical environment and expected
physical environment is significant difference. In observational report, the infrastructure of most of the visited campuses was found poor. The faculty have to move around here and there due to lack of proper seating place in the campuses premises. The faculty were found to go out to get water, cafeteria and internet facilities due to mismanagement inside the campuses. The noise pollution, open boundaries also have not been managed that resulted the disturbances in study and exam as well.

1.4 **Incentive system:** The incentive system was analyzed using statistical tool such as mean, standard deviation and pair t-test to examine the relationship between the current and expected incentive system observed by the faculty in their working places. From the perspective of mean, the average mean of current incentive was lower compared to the expected average mean. The pair t-test result shows that the current incentive system followed by the organization and expected incentive system of the faculty is significant difference. The researcher was informed in course of observation that the part time teaching faculty gets Rs. 200 per period which becomes Rs. 20,000 per period for the whole year. Even the full-time faculty were not found satisfied with the present scale that is provided to them and they were complaining about the promotion system of Nepal government and internal systems of the individual campuses as well. In some cases, the faculty were found to have the salary even after two years of work completion.

1.5 **Job characteristics:** The job characteristics was analyzed using statistical tool such as mean, standard deviation and pair t-test to examine the relationship between the current and expected job characteristics observed by the faculty in their working places. From the perspective of mean, the average mean of current job characteristics was lower compared to the expected average mean. The pair t-test
result shows that the current job characteristics provided to the faculty in the organization and expected job characteristics of the faculty is significant difference.

**Objective 2:**

*To examine the relationship between perks with attitudinal and work-related behavior of the faculty members.*

2.1 **Participative supervisor's behavior:** The result shows the higher participation of faculty on decision making and other activity, produce higher job satisfaction, job performance and job commitment of the faculty whereas the lower participation of the faculty on these activities produces the lower performance for the overall betterment of the organization. Similarly, the participative supervisor's behavior and turnover intention has significant difference. It means with higher participation of faculty in decision making process the turnover intention also reduces. But from the study the participative supervisor's behavior does not effect on absenteeism of the faculty. So, management should be aware on immediate superiors’ behavior and their style of leading and make them more explicit while providing needed guidance, training for them. By understanding and addressing these matters correctly, harmonious work relationships can be created among supervisors and faculty. The main findings of the study, participative supervisor's behavior in which employees are allowed to have sense of belonging, carry out higher responsibility with little supervision, and followers are helped to achieve their visions and needs enhance organizational efficiency.

2.2 **Team support co-worker's behavior:** The result of this study shows that team support co-worker's behavior has significant difference with attitudinal behavior (job satisfaction, job performance and job commitment). The result shows that higher the team support co-worker's behavior is, higher the faculty attitudinal behavior is found.
Similarly, the team support co-worker's behavior has significant difference with work related behavior (turnover intention and absenteeism). The result shows that team support co-worker's behavior has positive significant effect on turnover intention and absenteeism.

The increased need for high quality, flexibility and shorter lead time, means that all co-workers have to cooperate to reach goals and all the time improve the quality and services. This makes the organization more dependent on co-worker's performance and motivation. Co-workers are the ones who support and guide every time at the work place and are the source of positive spirit which leads towards the accomplishment of objectives. At the work place in team works, the faculty are like a family and work with a same wavelength and understand the problems and difficulties of one another in a better way than anybody else.

**2.3 Physical infrastructure development:** Well developed physical infrastructure are an important source of faculty motivation. The study shows that the physical infrastructure development has significant difference with attitudinal behavior (job satisfaction, job performance and job commitment). Similarly, physical infrastructure development has significant difference with work related behavior (turnover intention and absenteeism) of the faculty. The higher level of infrastructure development in the campus is, the higher level of job satisfaction, job performance and job commitment of the faculty is found which helps to reduce the turnover intention and absenteeism.

With regard to motivation, good working infrastructure will enhance motivation of faculty. Considering the positive impact of work place environmental characteristics, it is suggested that the management should take initiatives to improve work environment for faculty motivation. As increase the motivation of faculty, their job satisfaction, performance and commitment will increase. The conclusion of the analysis is that
conducive work environment has a convincing way of impacting on the motivation of the faculty at work to increase organizational performance. Infrastructural development should be taken as a way of helping them to continue being in organization rather than seeing it as a means of luxury to achieve their desires because it has been proven that infrastructural facility development has assisted in enhancing employee satisfaction, performance and commitment.

2.4 Personal safety measures: The personal safety measures is also an important determinant of work motivation. The result of this study shows personal safety measures and attitudinal behavior of the faculty have significant different. Similarly, the personal safety measures and work-related behavior (turnover intention and absenteeism) has significant difference. Higher the personal safety measures is in the work place, more the faculty are motivated and reduce the turnover intention and absenteeism.

2.5 Incentive system: The notion is that higher the pay is, higher the satisfaction of the faculty will be found. The study shows that, the incentive system followed by the campuses have significant impact on its faculty' job satisfaction and job commitment. It means higher the pay of faculty is, the higher the job satisfaction and commitment is found. Similarly, the incentive system of the campuses has significant impact on work related behavior (turnover intention and absenteeism). As much as there is satisfaction on pay, the lower the turnover intention and absenteeism will be found. But the incentive system does not affect on faculty job performance in this study.

2.6 One's positive evaluation of job characteristics: The positive evaluation of job characteristics has significant impact on attitudinal behavior (job satisfaction, job performance and job commitment) of the faculty. Faculty are found more motivated with challenging and interesting work, meaningfulness of work, shared responsibility
and knowledge of the actual results, in turn influencing work outcomes (attitudinal as well as work related). When jobs are, meaningful and have good feedback, they tend to maximize internal motivation. Thus, very difficult, repetitive, or over tasking jobs decrease an employee's sense of attachment to the organization. Similarly, the positive job characteristics have significant positive impact on turnover intention and absenteeism. The result shows that with the increase in positive perception of faculty towards the job, the lower turnover intention and absenteeism is found.

**Objective 3:**

*To examine the relationship between irks with work attitudinal and work-related behavior of the faculty members.*

**3.1 Autocratic supervisor's behavior:** The ANOVA analysis of autocratic supervisor's behavior and attitudinal behavior of the faculty found significant difference. This result indicates that higher the autocratic supervisor's behavior is, lower the job satisfaction, job performance and job commitment of the faculty is found. Similarly, ANOVA result of autocratic supervisor's behavior and work-related behavior have also significant difference. This means the increase in autocratic supervisor's behavior, increases the turnover intention and absenteeism of the faculty.

**3.2 Lack of support co-worker's behavior:** The ANOVA result shows that the lack of support co-workers in the working place and attitudinal behavior of the faculty found significant difference. When the faculty perceive lack of support co-workers in the working place, this will reduce the job satisfaction, job performance and job commitment of faculty. The lack of support from co-workers demotivates the faculty towards their job and as a result the performance of the campuses will be reduced. Similarly, the ANOVA result of lack of support co-workers and work related behavior
have also significant difference. This means the increase in lack of support in the work place, increase the turnover intention and absenteeism of the faculty.

**3.3 One's negative evaluation of job characteristics:** The ANOVA result of one's negative evaluation of job characteristics and attitudinal behavior of faculty found significant difference. When the faculty perceive the job characteristics negatively, this will reduce the faculty job satisfaction, job performance and job commitment. The negative perception of job characteristics demotivates the faculty towards their job and as a result the performance of the campuses will be reduced. Similarly, the ANOVA result of one's negative evaluation of job characteristics and work-related behavior have also significant difference. This means the increase in one's negative evaluation of job characteristics, increase the turnover intention and absenteeism of the faculty.

**5.4 Direction for further research**

It is the researcher’s keen interest that this research will yield a theoretical contribution beyond the previous findings and explanations offered by past researchers. Meantime it will create a new understanding of determinants of work motivation, its outcomes and an ability to manage it more effectively. Thus, researcher hopes to create new directions for future research works following the outcomes and recommendations provided by this study.

This study was limited in only higher educational institutions of Nepal located at Mid –Western Development Region affiliated under Tribhuvan University of Nepal taking certain variable of motivation. Similarly, the study has followed the cross-sectional design to collect the information of respondents. Likewise, only the faculty members of constituent, community and private campuses as the sample of the study. So, the research is limited in the above-mentioned areas only and it directs in the following areas and sectors for the further studies in the days to come:
(i) The study can be replicated in other sectors of service industry of Nepal and aboard such as hospitality, school, construction industry, transportation and consultancy institutions.

(ii) It could be broadened using longitudinal study of the same respondent to measure the relationship the determinants and output of motivation.

(iii) The research could be conducted broadening the sample by selecting faculty members as well as administrative staff working in the same campuses or all categories of employees from different campuses located in other development regions as well.

(iv) It could be broadened by adding the respondents from the campuses of other universities except Tribhuvan University.

5.5 Recommendations

1. Employee motivation is continuous and intentional behavior. To increase the attitudinal behavior of the faculty, the campus chief should involve them in all motivational process such as making feel of responsibility on their duty and participation of decision making.

2. The impact of irks factor on the faculty behavior has been found the negative consequence as in other organization. Thus, the campus chief should be always aware in reducing the impact of these variable in their faculty to improve the motivation level of them.

3. The campus chief (supervisor) should give greater attention to the quality of overall work environment. The effectiveness of supervisor's style, co-worker's relation, infrastructure development, reasonable reward system,
5.6 Conclusion

The study was carried out to examine the impact of environmental and job characteristics on attitudinal and work-related behavior of the faculty working in different campuses. The study conclude that the current perception observed by the faculty found low compared to expected perception towards the supervisor's behavior, co-worker's behavior, physical environment incentive system and job characteristics. The faculty have been found more satisfied working full time in constituent and community campus compared to working in private campus and part time faculty of all campuses. Regarding the physical environment, the private campus faculty have been more satisfied compared to the constituent and community campuses. The part time faculty were found more dissatisfied towards the supervisor's behavior, co-worker's behavior and incentive system.

The impacts of perks on attitudinal behavior was found significant positive relationship. Thus, all the perks variable has been found positively environment creator that boost up the job satisfaction, job performance and job commitment of the faculty. Similarly, the relationship between the perks and work-related behavior the turnover intention and absenteeism was found negatively significant.

Likewise, the impacts of irks on attitudinal behavior found negatively significant whereas the impacts of irks on work related behavior found positively significant. Thus, increasing in irks environment decrease the attitudinal behavior of the faculty and increase the work-related behavior of the faculty.