Assess the Impact of Job Experience Level on Factors of Motivation

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Introduction

Motivation is the key to performance improvement

There is an old saying you can take a horse to the water but you cannot force it to drink; it will drink only if it's thirsty - so with people. They will do what they want to do or otherwise motivated to do. Whether it is to excel on the workshop floor or in the 'ivory tower' they must be motivated or driven to it, either by themselves or through external stimulus.

Performance is considered to be a function of ability and motivation, thus:

Job performance =f (ability) (motivation)

Ability in turn depends on education, experience and training and its improvement is a slow and long process. On the other hand, motivation can be improved quickly. There are broadly seven strategies for motivation.

Positive reinforcement

Effective discipline and punishment

- Treating people fairly

- Satisfying employees needs

- Setting work related goals

- Restructuring jobs

Base rewards on job performanceThese are the basic strategies, though the mix in the final 'recipe' will vary from workplace situation to situation. Essentially, there is a gap between an individual's actual state and some desired state and the manager tries to reduce this gap.

Motivation is, in effect, a means to reduce and manipulate this gap. It is inducing others in a specific way towards goals specifically stated by the motivator. Naturally, these goals as also the motivation system must conform to the corporate policy of the organization. The motivational system must be tailored to the situation and to the organization.

Concept: Employee Motivation - Theory and Practice

The job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that's easier said than done! Motivation practice and theory are difficult subjects, touching on several disciplines.

In spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced. To understand motivation, one must understand human nature itself. And there lies the problem!

Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

The Six Motives

Udai Pareek did extensive research in organizational climate for over two decades posits that organizational climate can only be discussed in terms of the various "organizational processes" going on within a firm and the "motives", positive or negative, that are created among members of the organization as a result of the perception of these processes. He designed instruments for measuring organizational climate that are in popular use among researchers in the field. Two of his leading instruments, MAO-B and MAO-C, are widely used in management and organization development programs.

In introducing his theory of organizational climate, Pareek explains that there are 12 organizational processes and six organizational climate motives present in any organization, as shown in the figure below:
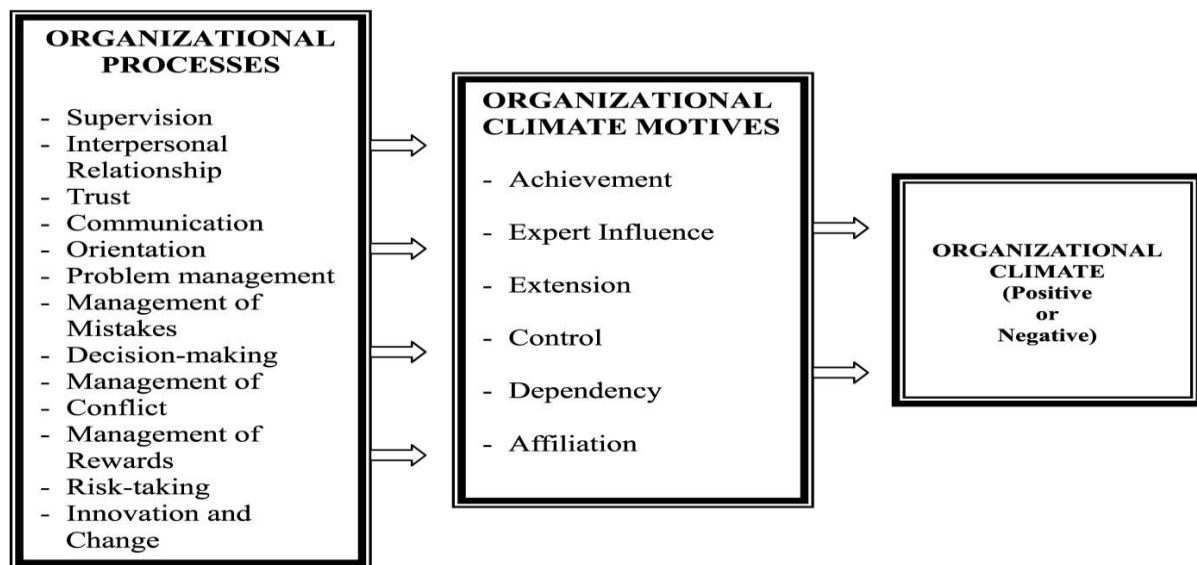
In profiling his framework, Pareek explains that the various organizational processes interact with one another and, through the perceptions and feelings of members, get expressed in the form of member motivations or what may be termed as organizational climate motives. Among the six climate motives, a number of them can induce positive effects on the working of the organization whereas the others can cause negative impact on the internal functioning and performance of the organization. Through his research Pareek isolated the positive ones as comprising achievement, expert influence, and extension, whereas the negative motives included control, dependency, and affiliation. These six climate motives, listed below, vary in their strengths and combine in different patterns to produce in each organization either positive or negative organizational climate, depending on the type of climate motives that dominate within them:

Achievement motive: the concern for excellence, competition in terms of standards set by othersor by oneself and setting of challenging goals.

Expert influence motive: the concern for making positive impact on others, a desire to make people do what one thinks right and urge to change situations and to develop people.

Extension motive: concern for others, interest in super ordinate goals and urge to be relevantand useful to large groups.

Control motive: concern for controlling and correcting others, desire for staying informed about others' actions and an urge for displaying personal powers.

Dependency motive: desire for the assistance of others in developing oneself, a tendency to submit ideas or proposals for approval, and the urge to maintain relationship base on other person's approval.

Affiliation motive: concern for establishing and maintaining close personal relationship, emphasis on friendship and tendency to express one's emotions.

During his research, Pareek observed that the climate motives expressed by the members vary in their strength or force of expression and developed a scheme of order to represent their significance to the organization. Among the six, the motive expressed as the most active by the

members is called the "dominant motive" and the one that is next most active in the mindset of the employees is called the "back-up motive". Through research he was able to suggest that these two motives reveal the basic character and type of the organizational climate prevailing in any organization. The stronger and positive these motives, the more favorable the organizational climate and higher the potential of the organization as a human entity to perform and excel at its business functions.

Intrinsic and Extrinsic motivation factors

As suggested by the Udai Pareek, "What does a person looks for in a job?" measures the intrinsic and extrinsic motivation, or what Herzeberg called motivators and hygiene.

The instrument contains fourteen items, seven related to intrinsic and seven to extrinsic motivation. Its administration is simple, it is self-administered, and respondents are asked to if they have the above stated motivators included in their work life.

Intrinsic motivation factors are:

Advancement in life

Interesting work

Respect and recognition

Responsibility and Independence

Achievement

A technically competent supervisor

An equitable pay

Extrinsic motivation factors are:

Job security

Adequate Earnings

Fringe benefits

Comfortable working conditions

Fair company policies

A considerate and sympathetic supervisor

Restricted work hours

"Motivation is dependent on the fulfillment of fundamental, innate psychological needs for competence, relatedness, and autonomy" (Thijs, 2011). Dualistic theory divides motivation in Intrinsic and Extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting, and extrinsic motivation refers to doing something because it leads to a distinguishable outcome. Several of intrinsic and extrinsic factors such as salary, rewards, work environment including close-supervision, and personal factors presumably owing to job dissatisfaction.

Literature Review

Benedetti et al (2015) in their paper analysed the effects of intrinsic and extrinsic sources of motivation on well-being depend on time of day: The moderating effects of workday accumulation

using self-determination theory and research on temporal aspects of work (e.g., time of day), this study investigates dynamic effects of task-specific motivation on well-being throughout the workday. We argue that the effects of task-specific intrinsic and extrinsic motivations on well- being outcomes (psychological vitality, job satisfaction) depend on the time of day in which the task is encountered, referred to here as workday accumulation. Our results showed that time of day interacted with intrinsic sources of motivation to predict job satisfaction, such that the relation was strong and positive early in the day and weak and positive later in the day. Time of day did not moderate the relationship of intrinsic task motivation with vitality, which was consistently positive throughout the day. The effects of extrinsic reasons for task pursuit on satisfaction and vitality were moderated by time of day, with extrinsic motivation having positive effects early in the day, but negative effects later in the day.

Bogler & Nir (2012) in their paper examined the different relationships with intrinsic satisfaction and extrinsic satisfaction. The study reveals that the persuasive dimension of empowerment predicting teacher intrinsic satisfaction is self-efficacy (a psychologically oriented variable) while the influential dimension of empowerment predicting extrinsic job satisfaction is earned status and respect (a sociologically oriented variable).

Hsueh-Liang et al (2008) have researched on Employee ownership motivation and individual risk-taking behaviour: a cross-level analysis of Taiwan's privatized enterprises that privatization has long been a prevailing strategy worldwide for promoting economic liberalization. During privatization of state-owned enterprises employees are often encouraged, as part of policy design, to become equity shareholders through buying priority shares reserved for them with the goal of expediting privatization and building employees' organizational identification. Using risk-taking behavior as a lens to observe individual-level entrepreneurial orientations after privatization, in this study the sample size was taken 328 employees in 14 privatized firms in Taiwan, aims to examine the behavioral consequences of two distinct types of motivation behind employee ownership and the contextual influences on such relationships. They used hierarchical linear modelling (HLM) method to test the hypotheses and find that intrinsic motivation for employee ownership which helps in cultivating innovative behaviour, whereas extrinsic motivation yields the similar effect only in the presence of a climate of self-determination and the absence of environmental hostility.

Rioux (2001) in his study addressed the role of motives in organizational citizenship behavior (OCB). Three motives were identified through factor analyses: prosocial values, organizational concern, and impression management. Scales that measured these motives and other variables known to covary with OCB were administered to 141 municipal employees and were correlated with self-, peer, and supervisor ratings of 5 aspects of OCB. Relative to the other motives, prosocial values motives were most strongly associated with OCB directed at individuals, and organizational concern motives were most strongly associated with OCB directed toward the organization. Each of the motives accounted for unique amounts of variance in OCB. The results suggest that motives may play an important role in OCB.

Ryan et al (2000) in their research talks about self-determination theory and the facilitation of intrinsic motivation, social development and wellbeing. Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in

which they develop and function. Accordingly, research guided by self-determination theory has focused on the social–contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs—competence, autonomy, and relatedness—which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being. Also considered is the significance of these psychological needs and processes within domains such as health care, education, work, sport, religion, and psychotherapy.

Lang et al (1992) in their research put forward that **e**motional states are characterized by a motivational continuity marked by reflex reactions to complex, cognitively elaborated emotional expressions. Such emotional states fall under either pleasant or unpleasant categories which are driven by the appetitive and aversive motivation system, respectively. Reflex responses are triggered by either positive-appetite or negative-aversive brain systems. During emotional processing, reflexes are augmented if their affective valence matches that of the active motivational system and inhibited when a mismatch is evident

Research Methodology

Objective of the Project

- To understand the motivation on the basis seven intrinsic and seven extrinsic motivation.

- To analyse how intrinsic and extrinsic factors of motivation are affected or change with increasing level of experience.

Hypotheses

To achieve the above stated objectives, the following null hypotheses were formulated to be tested:

H_{01}: There is no significant impact of job experience level on intrinsic motivation factors. H_{02}: There is no significant impact of job experience level on extrinsic motivation factors. H_{03}: There is no significant impact of job experience level on overall motivation.

Scope of the Study

- It will help in identifying people's motivation level with less or more experience.

- It can help the organizations to understand what a person looks for in a job.

Research Design

Research is descriptive and explanatory in nature. It is descriptive because descriptive data has been collected and also explanatory as the researcher will explain the relationship between variables. Descriptive research designs are usually structured and specifically designed to measure the characteristics described in questions. Studies that establishes casual relationships between variables may be termed as explanatory research.

Conclusion

The present study establishes that job experience level plays an important role in both the intrinsic as well as extrinsic motivation. The study confirms that there exists a positive relationship between motivation (extrinsic and intrinsic) and job satisfaction.

Motivation is an imperative psychological factor that should be taken seriously at every organization. It can arise from various factors depending upon the experience level of a person. For example: if a person is a fresher and is newly appointed on the job, he/she will be more motivated to work if he feels there will be advancement in his life by doing that job, or the work done by him/her should be interesting and so on. Therefore, for a fresher motivation can come from any of the seven intrinsic and extrinsic factors, as stated in the study. Similarly, for a person with experience of 1to 5 years motivation can come from factors like job security, equitable pay, technically competent supervisor etc. Same is the case for a person with 5-10 years of experienceor above 10 years of experience.

It can be concluded that job experience level of a person does affect their motivation level and it affects them positively i.e. if job experience level increases the motivation on both intrinsic and extrinsic factors also increases. Though the factor that will motivate the most or least can differ from person to person depending upon their situation or the sector in which they work. This conclusion is made because in the above analysis, the beta value is near to 0.5 in the above analysis, it can be concluded that when the independent variable (in this case, job experience level) increases the dependant variable (in this case, intrinsic and extrinsic motivation factors) also increases positively.

One of the important tasks of a manager is to keep his employees moving. Job Security, authority to take decision, recognition and skill utilization are strongly associated with the motivation. If an employee perceives that his job is secure, it results in increase in level of performance spontaneously (Yamamoto, 2013). Data (Table III) reveals the fact that factor of security of job and authority to take decision at job have correlation (r_s =0.775. and r_s =0.723) to motivate a person on the job. Appreciation and recognition are immaterial incentives at work (Kingira and Mescib, 2010) and are the elements which keep employee motivated beyond material incentive (Mahazril et al., 2012). The study found recognition has a strong correlation with motivation (r_s =0.665. p < 0.01) that encourages a person to work more. Employee at the right place and position, where he /she can utilize the skills are more satisfied and motivated. So the skill utilisation stands at fourth influencing variable. Monetary incentives create a positive environment (Beretti et al. 2013). Salary, one of the important parts of employment is not so motivating factor as authority and recognition. Similarly, management support also has similar effects on motivation, or can be said that it supports the two-factor theory and produces similar results of study conducted by Panagiotakopoulos (2013), where financial rewards are considered as least to motivate employees over other factors. Coefficient for the peer bonding (r_s =.373. p <0.01) at work is positive but not so strong, may be in modern times employees are to engage in work to build social relation or this factor may be more relevant for family and friends which are not included in this study.Every study has its own limitations. The study gives insights of various job motivators, but the study revolves around a limited factor, intrinsic motivation factors such as personal interests or hobby is one of the important factor that can motivate an employee to do more (Dysvik and Kuvaas, 2010). Further studies including in-depth interviews can disclose more motivational factors for individuals. Studies show that intrinsic motivation plays an important role in performance creativity, and development (Di Domenico, 2017). An analysis combining both extrinsic and intrinsic motivation will provide a more realistic picture to develop motivational strategies.