

Impact of HR Practices on University Teachers' job motivation: A case study of the Universities of Lahore, Pakistan

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Abstract:

The purpose of this study is to investigate the impact of HR practices on university teachers' job motivation in Lahore, Pakistan. The study consists of three variables: Administrative Policies (AP), Rewards/Incentives (RI) and Teachers Motivation (TM) where administrative policies and incentives/rewards are considered independent variables whereas motivation level is used as a dependent variable. Five point Likert scale questionnaire was adopted to collect the data. The data was processed through SPSS 20 and correlation & linear regression analysis was used to analyze the data. The results of the study carry significance and elucidate that rewards/incentives and administrative policies affect the motivation level of university teachers in Lahore, Pakistan.

Key words: Rewards/Incentives, Administrative policies, Teachers Motivation, University teachers, Lahore, Pakistan.

1. INTRODUCTION

The educational system plays an essential role in the development of any nation. The education sector relies on teachers for the advancement, development, and success of a country. Competent, well experienced, and motivated teachers are considered to be the backbone of a nation. The teaching is a different occupation as compared to others and it has major responsibility for the improvement of intellect and personal skills of the students. In this scenario, the teachers need a supportive administration that can appreciate and reward them with good incentives to keep them motivated for boosting the students' skills.

In this study a focused attempt is made to analyze the relationship between HR practices and academicians' job motivation for a developing country like Pakistan. Here in Pakistan the literacy rate is quite low and apart from many other major factors such as poverty, large family size, food deficiency etc. teachers' low motivation can be considered a key rationale for this low literary rate. None of the Pakistani universities is amongst the top ranked universities of the world. Government of Pakistan is taking considerable initiatives to emphasize the growth and development of university teachers by engaging them in various teachers' training programs. Many of the Pakistani universities are autonomous to design their own administrative policies, except for HEC's academic policies which are compulsory for all.

In such circumstances, it is very significant to determine the factors which can improve the teachers' performance in Pakistani universities. This research is carried out to facilitate the decision makers to go for the HR practices which can help to improve the performance of university teachers. This study can be a helping hand to HR managers of Pakistani universities for the formulation and development of HR practices that will

guarantee high level of teachers' performance ensuing improved achievement and learning among students not only for public but private sector as well. (Shahzad, Bashir, & Ramay, 2008).

HYPOTHESIS

The purpose of this research study is to determine the relationship between RI and AP and their effect on teacher's job motivation level in the universities of Lahore, Pakistan. Keeping in view, the said objectives following hypothesis have been tested.

H₁: There is relationship between reward/incentives and teachers' motivation.

H₂: There is relationship between administrative policies and teachers' motivation.

The major beneficiaries of this study are teachers, principals and policy makers who play the fundamental role in an educational system. The results of this study can be used by human resource development personnel, nail to design new and effective techniques for the management of the organization to get benefit before designing the RI packages. The key success factor of any student is completion of education in this modern era of science and technology. As we know effective teaching is a very basic factor in the student's learning; therefore, we must know the factors that help in the augmentation of TM. Employers can design new motivational strategies to improve TM. This research is beneficial for the employees to know about their inner strength of motivation and its relationship with human resource practices. Universities are facing different challenges that how they can get work done through their faculty willingly and efficiently. Regarding this, current

research can be help to the institutions and universities to improve the motivation level of its faculty.

2. LITERATURE REVIEW

The main purpose of educational institutions is to build up the strong minded, rational, social individuals in turn to promote cultural, economic and social life of the nation. The role of the teachers is very important in the society because the teachers are the one's who transfer the knowledge in the society (Hargreaves, 1998). It is generally believed that people enter the noble profession of teaching for intrinsic factors which include the opportunities for professional autonomy and advancement, personal and professional challenges, and interactions with students as well as with colleagues (Mehta, 2012). According to (Gandikota, 2010) academic profession is an occupation that is completely different from an office job as the academicians play many roles at the same time, such as a mentor, teacher, father, friend, adviser and trainer etc.

From the perspective of (Musimwa-Makani, 2012), Teacher's power of influencing student's performance greatly depends on their drive and also enthusiasm for taking the profession. There are various factors which affect this academicians's drive consisting of course surroundings, RI, workload pressure, class room's environment and also admin guidelines. A motivated academicians is recognized by higher level determination, work, faithfulness, devotion and also gets to a new way to obtain enthusiasm through their exemplary identity desire.

Motivation is a force which compels the employees to do the job. It can be therefore crucial besides the supply on the suitable work environment; employees receive the suitable mix off motivational programs to help towards higher performance. Stimulating employees is vital to get useful performance. It can

be compulsory for executives to produce this sort of surroundings wherever environment is healthy enough for incorporating good motivation routines along with uses a good benefits system (mindtools.com). To help encourage your employees it's the duty of the managers. It is eventually the job on the golden-agers of the corporation or even managers to help encourage your employees. Undoubtedly prize along with bonuses play a significant role towards your achievements on the corporation however true motivation which will come in the camera through particular person by (Shanks, N.H. 2007). According to (Bame, 1991), for the achievement of work place goals, work motivation is the psychological procedure that manipulates the individual behavior. The salaries of teachers are also comparatively very low and this has in a way translated into teacher's low morale in the country which in turn has culminated into student's poor academic performance in external examinations. (Bishay, 1996) indicates that when teachers are motivated, it benefits students as well as teachers.

According to (Velnampy) rewards are the payments made to the employees as compensation for the services provided by them to the organization. Reward is one of the most important considerations. According to (Malhotra, Budhwar, & Prowse, 2007) RI may in many forms like tangible benefits and financial returns that employees received as a part of employment relationship. Compensations are divided into three parts fixed pay, flexible pay and benefits. Reward may be awarded to the employee when he or she efforts for any function with his or her best efforts. Rewards can be divided into two categories of intrinsic reward and extrinsic reward. An extrinsic reward consists of external things like promotions, money, bonuses benefits, and flexible schedules etc. However in which of them monetary reward has crucial incentive given by the employees because through this reward employees purchase the numerous need satisfying things as they desired (Eshun, Duah,

& Ljungquist). With respect to (Kaplan, Atkinson, & Morris, 1998) another person or organization brings the extrinsic rewards to you, and these rewards can be monetary or non-monetary. The Intrinsic rewards are internal to the person and are in agreement with many of Shanks and are less tangible. Intrinsic rewards come from within and could be described by optimistic feelings, feeling happy and proud of something you've done. Teachers pay and other material benefits were too low for individual and family survival needs to be met in developing countries by (Bennell, 2004). To obtain teachers satisfaction reward is a complex process; it is function of several related factors. For example, teachers demand more revenue on the behalf of their education and skills or when an academicians compares their salary with other employees. To carry out effective and efficient organizational objectives reward is intended to motivate employees. (Malhotra, et al., 2007) dedications among employees come through the reward and play a significant role in relation to the performance and stability of the workforce. In particular, it is found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding. This may, to an extent, demonstrate a teacher's level of motivation (Bishay, 1996) It is important for management to help encourage your employees thus there's the requirement to fully grasp most of these operations in order to create appropriate prize programs with regard to powerful motivation.

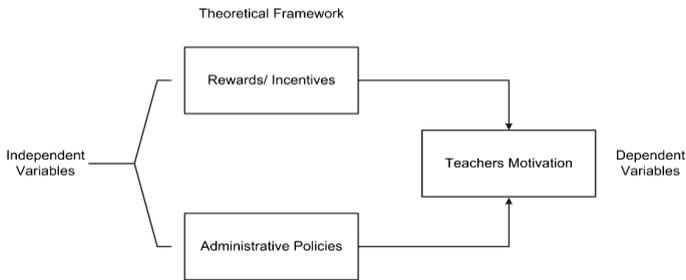
Employee behavior depends on the performance characteristic of the dynamic behavior of flexible organization and it varies from one organization to another depending on the administrative policies and techniques to get the work done by its employees and decision-making process through the execution of decisions that do not have an impact on the level of incentive for employees by (Abdel-Razek, 2011). Administrative policies have both negative and positive effect on the level of

teacher's motivation. According to (Leroy, Bressoux, Sarrazin, & Trouilloud, 2007) also observed that alleged pressures at school did show a unconstructive impact on teachers' ability to produce desired outcomes, and this in turn was linked to the extent to which they reported autonomy support. According to (Taylor & Ntoumanis, 2007) pressure from higher authorities highly affects the choice of motivational strategies and behaviors of the teachers in their class. The results indicated that teachers who were pressurized for higher student standards were more critical of the students; directive languages, gave more hints, and were more controlling than teachers who did not have to face such performance standards. The study of (Shaheen, Sajid, & Batool, 2013) showed that administrative policies have negative effect on the academicians of University College Kotli UAJ & K. Biasness and nepotism in administrative policies leading to low morale and disappointment of academicians by (Bamisaye, 1998), (Memon, 2007).

3. RESEARCH FRAME WORK AND METHODOLOGY

In this research study quantitative research technique is used. Data is collected through self administered questionnaire which is based on questionnaire used by (Shaheen I. et al., 2013) and (Salanova A. et al., 2010) for measuring impact of two HR practices on employee motivation level. Convenient sampling technique is used for the present study. Target populations of this study were academicians from both public and private sectors. A total of 150 questionnaires were disseminated among the academicians and 108 were collected from the respondents. The answer rate remained 72%, which is enough for the analysis. Questionnaire that was administered consisted of two HR practices which are reward/incentive (5 items), administrative policies (7 items) and Teachers' job motivation

level (8 items). 5-point Likert scale is used to measure the responses (1 = strongly disagree, 5 = strongly agree). Questionnaire is tested on reliability and validity scales. Correlation and regression tests are applied for analysis.



4. ANALYSIS AND DISCUSSION

4.1. Demographics: The demographics of the study are discussed and shown in the following table.

Demographics		Frequency	Percent
Gender	Male	76	70.4
	Female	32	29.6
Marital Status	Married	52	48.1
	Unmarried	56	51.9
Age	<30	67	62
	30-40 years	33	30.6
	41-50 years	05	4.6
	More than 50	03	2.8
Education	Bachelors	14	13
	Master/M. Phil	76	70.4
	Ph. D	17	15.7
	Others	01	0.9
Salary/Month	<30,000	13	12
	31,000-60,000	50	46.3
	61,000 - 100,000	27	25
	More than 100,000	18	16.7
University Sector	Public Sector	59	54.6
	Private Sector	49	45.4
Experience in this organization	<3	68	63
	3-10 years	34	31.5
	11-20 years	05	4.6
	More than 20 years	01	0.9
Job Designation	RA/TA/Lab Engineer	23	21.3
	Lecturer	52	48.1

	Assistant Professor	29	26.9
	Associate Professor	03	2.8
	Advisor	01	0.9

A total of 108 academicians had responded to this survey questionnaire comprising of a response rate of 72 %. There were 76% male and 29.6% female respondents. Almost two third (67%) of the respondents were under less than 30 years. Most respondents had postgraduate degrees (70.4%) & remaining were undergraduate, Ph. D's and others. A large number of the respondents have worked in the public sector universities with less than 3 years of experience. Moreover, the salary of the maximum respondent were 31000-60,000/- and job designation were Lecturer.

4.2. Correlation

Correlation			
	AP	M	RI
AP	1		
M	.70**	1	
RI	.66**	.58**	1
** Correlation is significant at the 0.01 level			

From the above table we can see that there is a strong relationship between variables because the Pearson's r is close to 1. The relationship between RI and M is moderately strong having value (.58), relationship between RI and AP are moderately strong having value (.66) and AP have strong relationship with M having value of (.70). Therefore, the values of M, RI and AP show significant relationship with each other.

4.3. Regression

The regression tests were run on SPSS to obtain outputs of the dependent variable TM and independent variables RI and AP. Overall descriptive statistics of the variables:

	Mean	Std. Deviation
Teachers Motivation	3.54	0.71
Rewards/Incentives	2.66	0.87
Administrative Policies	3.00	0.81

Both independent and dependent variables were used to get descriptive statistic of means and standard deviation. The summary of the descriptive statistics is shown in above table. A 5-point Likert scale (1 being strongly disagreed to 5 being strongly agree) is used for the measurement of all variables. The mean values for Motivation, Reward & incentives and Administrative Policies were above than 2.66 that show that academic staff is satisfied with RI and AP of the universities of Lahore.

Coefficients

Model	Un standardized		Standardized	t	Sig.
	Coefficients	Std. Error	Coefficients		
	B		Beta		
(Constant)	1.62	0.188		8.66	0.00
AP	0.48	0.079	0.55	6.06	0.00
RI	0.18	0.074	0.22	2.41	0.017

a. Dependent Variable: TM

R Square = 0.51, Adjusted R Square = 0.50, F = 56.10

Following equation is derived on the basis of the result:

$$\text{Teacher's Motivation level} = 1.62 + 0.18 \text{ RI} + 0.48 \text{ AP}$$

A significant relationship is found between dependent and independent variables. Highest value of coefficient AP is 0.48. This shows that each unit of AP increase would increase the teachers' motivation by 0.48. RI coefficient value is 0.18 which shows that each unit of RI increase would increase the teacher's motivation level by 0.18.

Moreover, in the regression table *p-values* of RI and AP shows the significant contribution in teachers motivation R square is 0.51 which depicts that independent variables can cause 51% impact on teachers motivation, adjusted R square is

0.50 which shows the fitness of the model. The F-statistics also explains the significance of the model.

H₁: The first hypothesis which states that there is a significance relationship between RI and teacher motivation is accepted. This shows that RI given to teachers in the universities have significant influence. The findings agree with the (Bohlander, Snell, & Sherman, 2001) which showed Reward is one of the most important considerations and (Malhotra, et al., 2007) which showed dedication among employees come through the RI and play a significant role in relation to the performance and stability of the workforce.

H₂: The second hypothesis which states that there is a significance relationship between AP and teacher motivation is also accepted. This shows that academicians are satisfied with the AP and have significant influence. The findings agree with the Bamisaye, 1998 (Memon, 2007) which showed Biasness and nepotism in administrative policies leading to low morale and disappointment of academicians.

5. CONCLUSION

Teachers' job motivation is a complex construct that is critical to teacher retention, teacher commitment, and university effectiveness. This study was conducted to examine the impact of HR practices namely reward/incentive and administrative policies (independent variables) on teachers' job motivation (dependent variable) level. The respondents were belonging to different public and private sector universities of Lahore, Pakistan. The data were collected through questionnaires and tests were run on SPSS. The analysis and results of this study elucidate that there is direct relationship among dependant and independent variables. The RI and AP of the universities do

affect the motivation level of both public and private sector academicians.

Since this study was conducted in the Universities of Lahore, Pakistan so the views and thoughts of the academicians may not represent or reflect the views and thoughts of the academicians of other universities located out of Lahore or out of the country. These things limit the scope of this research study. Secondly, others many aspects related to the teacher's motivation which include promotion policies, recruitment & selection procedure, training, working environment, colleague attitude and some community related factors which are not covered in this study, researchers need to investigate these areas too. The study provides important policy implications for decision makers to increase job motivation among faculty members.

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