Impact of organizational climate and engagement on motivation level of university teachers

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Abstract: This research includes factors which affect motivation of employees. There are many factors which affect employee motivation but due to time constraint we take only 2 factors. Many researchers argue that employee motivation is very crucial for organizations; motivating employees can give financial success to organizations. Organizations have to invest on its employees to satisfy and motivate its employees. Took data through questionnaire and analyses
data through SPSS. Research included two independent variables, organization climate and engagement and one dependent variable that is employee motivation. It was observed that the two independent variables had strong and positive effect on employee motivation; if one of the independent variable is increased the motivation will also be increased. So it is recommended that there should be no disturbance in working environment, strong relation among employees and conducting seminars and training workshops so that employees can do their work with their full potential and will be more motivated.

Keywords: employee motivation, organization climate and engagement.

JEL: —.

Introduction

Education is the most basic step towards the development of any nation. Government as well as private sector has a major role in the attainment of this goal. Along with this, charity and civil organization also have a huge responsibility regarding this particular field. Teachers play vital role in the fulfilment of this huge challenge, as the teachers pave way to one’s education and the education ultimately leads towards socially, politically, economically developed and better nation. Therefore, the first and the foremost step in a better education system would be to have well trained teachers at hand.

Teacher should be motivated with the result of their work. The outcome of their work should be enough to help them with their living. Few will be successful to have well-trained but also devoted teachers. And these teachers will help building a strong nation.

It is generally noticed that teachers have a very critical position in a society. Every parent would want best for their children and this is what pressurizes a teacher. Where there are so many children to train, a
teacher cannot give his 100% to every student. Along with that all teachers are not having an ideal environment. They should be provided with the best environment and should be provided with all the necessary items for a better living to lessen the huge pressure of teacher. The government and all other responsible organization will have to work in harmony in betterment of this particular community, for its improvement will ultimately lead to a better education system.

One of the challenging education related problem is a development goal which is seem to be impossible till 2015. Due to which major societies, organization and national as well as international community’s including national government, education is a basic challenge for them. As it is very simple phenomenon that education is impossible without teachers, and if there are no teacher the aspects of quality education, corroborated economy, political and social development is not possible.

I personally met thirty lectures and professors in order to know about actual lecturer’s turnover that was less than twenty five percent and most of the faculty is satisfied while working in COMSATS Institute of Information Technology (CIIT), Abbottabad. A few studies have addressed the role of different job dimensions on organizational commitment of the teachers particularly in the context of universities in Pakistan.

Thus, the current study aimed at determining impact of university teacher’s motivation with job dimensions on organizational commitment. In addition, its objective was to exploring to what extent these teachers are committed to their universities and motivated with different dimensions of their job. In this connection, important contribution has been made to advance the body of knowledge is on organizational commitment and job motivation of teachers employed by institution of higher education in the developing country.
Motivation is about the ways a business can give confidence staff to give their most excellent. Motivated staff cares about the victory of the business and work better. In any organization employee motivation is the key factor for organizational presentation. Employee motivation is one of the important issues faced by every organization. The competence of an employee depends on two factors, first is the level of ability to do a certain work and second is the readiness to do the work. Ability can be acquired by proper education and instruction but the willingness to do work can be created by motivation. People may have various needs and wishes but only strongly felt needs became motives. Motivation is the act of stimulating someone or oneself to achieve preferred course of action. Motivation is the word derived from the word “motive” which means needs, wants, desires or drives within the persons. It is the process of moving people to action to achieve the goals.

One of the most important functions of management is to create interest amongst the employees to perform in the best of their abilities. Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne study results (Terpstra, 1979). Five major approaches that have led to our understanding of motivation are Maslow’s need – hierarchy theory, Herzberg’s two-factor theory, Vroom’s expectancy theory, Adam’s equity theory and Skinner’s reinforcement theory. According to Maslow, employee has five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. Herzberg’s work categorized motivation in to two factors: motivators and hygiene Herzberg, Mausner, and Snyderman, (1959). Motivators or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors such as pay and job security, produce job frustration. Vroom’s theory is based on the belief that employee attempt will lead to performance and performance will lead to reward (Vroom, 1964). Rewards may be either
positive or negative. The more positive the incentive the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. Adam’s theory states that employee struggle for fairness b/w themselves and other workers. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs (Adams 1968).

Skinner’s theory simple states that employee’s behaviour that leads to positive outcomes will be repetitive and behaviours that direct to negative outcomes will not be repeated (skinner, 1953). Managers should positively highlight employee behaviours that direct to negative outcomes. Job insecurity represents an individual’s supposed powerlessness to maintain desire continuity in a threatened job condition which is conceptualized into four major factors (Greenhalg Rosenblatt 1984)

- Job feature: is defined as the importance of characteristic in a job.
- Total job: is defined as the value of job itself.
- Threat to total job: is defined as the supposed threat to on the whole job.
- Powerlessness: is defined as be powerless towards a failure at work.

Employee engagement has become a hot issue in modern time. In answer to the economic crises, employers are worried about keeping employees engaged after they have suffer through remuneration freezes, lost bonuses, increased work demands and downsizing. Employee engagement is typically described as a high level of employee participation commitment to the organization and job satisfaction. Engaged employees value take pleasure in and have pride in their work.
They are more willing to help each other and the organization be successful; take extra responsibility; devote more effort in their jobs; share information with other employees and stay with the organization than employees who are less engaged.

Organizational climate, manifest in a variety of human resource practices, is an important forecaster of organizational success. Denison (1990) found that an organizational climate that encourages employee participation and empowerment in decision-making predict the financial success of the institute.

**Research Objectives**

The objectives of research are to:

- Find out whether the employees functioning at CIIT are motivated to work.
- What is the influence of organization climate to the motivation of employees and do they feel engaged with the institute.

**Theoretical framework**

![Diagram showing the relationship between engagement, employee motivation, and organizational climate]
**Hypotheses**

The hypotheses indicated below is tested and discussed in this whole study accordingly:

H1: There is a positive significant relation of Engagement with employee motivation.

H2: There is a positive significant relation of Organizational climate with employee motivation.

H3: Engagement and Organizational climate effect the Motivation of the employee.

**Methodology and Analysis**

CIIT, Abbottabad deals with a large number of employees who are working in it. It is therefore very difficult to collect data from entire organization because of time, access and cost constraint, therefore proportionate random sampling will be used. The population of study is 575 and researcher distributed 200 questionnaires and received 115.

**Literature review**

Employee motivation can be studied through several broad approaches Vis-a-Vis content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define, therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo 2003; Rosenfeld and Wilson 1999). An organization’s liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial role in determining their work
their performance their motivation (Lewis, Goodman and Fandt 1995). Golembieluski (1973, p.597) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974, p.279), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. According to Hoy and Miskel (1987, p.176), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defined motivation as the intensity of a person’s desire to engage in some activity. Several factors are believed to influence a person’s desire to perform work or behave in a certain way. The need based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically or within an individual. We can widely recognize two need based theories; Maslow’s hierarchy of needs and Herzberg et all's two factors theory.

Abraham Maslow’s Hierarchy of Needs

Abraham Maslow’s (1943 to 1970) need based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the context theories. According to this theory a person has five fundamental needs: physiological, security, affiliation, esteem and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for the safety, fair, treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition respect, achievement, autonomy, independence etc. finally self-actualization needs which are the highest in the level of Maslow’s need theory, include realizing one’s full potential or self
development. According to Maslow’s once a need is satisfied it is no longer a need. It ceases to motivate employee’s behaviour and they are motivated by the need at the next level up the hierarchy.

**Herzberg et al.’s Two Factors Theory**

Herzberg, Mausner AND Snyderman’s (1959) two-factor theory is heavily based of their interest in how best to motivate workers. They referred to the environmental factors that cause workers to be dissatisfied as Hygiene factors. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal and work conditions they are associated with job context. These factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone and Pannel, 1993; Tohnson 1990, ROSENHOLT, 1989)

There is a rich body of work in organizational climate research, associated areas such as psychological climate research and in the development of framework for measurement of organization climate.
Numerous definitions of organization climate have been offered (Argyris, 1958; Guion, 1973; Hellriegel and Slocim, 1974; Howe, 1977; James and Jones 1974; Powell NAD Butterfield, 1978; Schneider, Parkington, and Buwton, 1980). Climate has also been defined (Moran and Volkwein 1992) as: a relatively enduring characteristic of an organization which distinguish it from other organization and (a) embodies members’ collective perceptions about their organization with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation, and fairness; (b) produced by member interaction;(c) serves as a basis for interpreting the situation;(d)reflects the prevalent norms and attitude of the organization’s culture; and (e) acts as a source of influence for shaping behaviour.

Burke and Litwin (1992) define climate in terms of perception that individuals have of how their local work unit is managed and how effectively they and their day to day colleagues work together on the job. The level of analysis, therefore, is the group, the work unit. Climate is much more in the foreground of organization member’s perception, whereas culture is more in the background and defined by beliefs and values. The level of analysis is the organization. Climate is, of course, affected by culture, and people perception define both, but at different levels Burke and Litwin, 1992)

“Engagement” may sound fluffy, but it’s an integral component of company performance. Highly engaged employees create the greatest value for the company. Statistically, they are 87 percent less likely to leave their jobs, and they report 20 percent fewer lost- time accidents. It’s important that companies engage and keep essential contributors. After all, the cost of turnover for a senior manager or a salesperson can exceed 250 percent of the position’s annual compensation.

Employee engagement has become a hot topic in recent years. Despite this, there remains a paucity of critical academic literature on the subject, and relatively little is known about how employee engagement
can be influenced by management. Although there is a great deal of interest in engagement, there is also a good deal of confusion. At present, there is no consistency in definition, with engagement having been operationalised and measured in many disparate ways. One of the most influential studies of engagement was carried out by Kahn (1990). Conceptually, Kahn began with the work of Goffman (1961) who proposed that, “people’s attachment and detachment to their role varies” (Kahn 1990:694). However, Kahn argued that Goffman’s work focused on fleeting face-to-face encounters, while a different concept was needed to fit organisational life, which is “ongoing, emotionally charged, and psychologically complex” (Diamond and Allcorn 1985). To gain further understanding of the varying levels of attachment individuals expressed towards their roles, Kahn (1990) examined several disciplines. It was found that psychologists (Freud 1922), sociologists (Goffman 1961, Merton 1957) and group theorists (Slater 1966, Smith and Berg 1987) had all recognized the idea that individuals are naturally hesitant about being members of ongoing groups and systems. As a result they “seek to protect themselves from both isolation and engulfment by alternately pulling away from and moving towards their memberships” (Kahn 1990). The terms Kahn (1990) uses to describe these calibrations are ‘personal engagement’ and ‘personal disengagement’, which refer to the “behaviours by which people bring in or leave out their personal selves during work role performances” (Kahn 1990:694). These terms developed by Kahn (1990) integrate previous ideas taken from motivation theories that people need self-expression and self-employment in their work lives as a matter of course (Alderfer 1972, Maslow 1954). Kahn undertook a qualitative study on the psychological conditions of personal engagement and disengagement by interviewing summer camp counsellors and staff at an architecture firm about their moments of engagement and disengagement at work.

He defined disengagement as the decoupling of the self within the role, involving the individual withdrawing and defending themselves
during role performances (May et al 2004). Disengaged employee displayed incomplete role performances and were effortless, automatic or robotic (Kahn 1990). Kahn found that there were three psychological conditions related with engagement or disengagement at work: meaningfulness, safety, and availability. He argued that people asked themselves three fundamental questions in each role situation: (i) How meaningful is it for me to bring myself into this performance; (ii) How safe is it to do so? And (iii) How available am I to do so? He found that workers were more engaged at work in situations that offered them more psychological meaningfulness and psychological safety, and when they were more psychologically available. In the only study to empirically test Kahn’s (1990) model, May et al (2004) found that meaningfulness, safety, and availability were significantly related to engagement. They also found job enrichment and role fit to be positive predictors of meaningfulness; rewarding co-worker and supportive supervisor relations were positive predictors of safety, while adherence o co-worker norms and self consciousness were negative predictors. Resources were a positive predictor of psychological availability, while participation in outside activities was a negative predictor. Overall, meaningfulness was found to have the strongest relation to different employee outcomes in terms of engagement. An alternative model of engagement comes from the ‘burnout’ literature, which describes job engagement as the positive antithesis of burnout, noting that burnout involves the erosion of engagement with one’s job (Maslach et al2001). According to Maslach et al, six areas of work-life lead to either burnout or engagement: workload, control, rewards and recognition, community and social support, perceived fairness and values. They argue that job engagement is associated with a sustainable workload, feelings of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, and meaningful and valued work. Like burnout, engagement is expected to mediate the link between these six work-life factors and various work outcomes. May etal’s(2004) findings support
Maslach et al’s (2001) notion of meaningful and valued work being associated with engagement, and therefore it is important to consider the concept of ‘meaning’. According to Holbeche and Springett (2003), people’s perceptions of ‘meaning’ with regard to the workplace are clearly linked to their levels of engagement and, ultimately, their performance. They argue that employees actively seek meaning through their work and, unless organizations try to provide a sense of meaning, employees are likely to quit. The research findings suggest that many people experience a greater search for meaning in the workplace (70 per cent) than in life in general (ibid). There are numerous possible reasons for this, for example, it may be because people generally spend longer at work than on other parts of their lives. Holbeche and Springett (2003) argue that high levels of engagement can only be achieved in workplaces where there is a shared sense of destiny and purpose that connects people at an emotional level and raises their personal aspirations Kahn’s (1990) and Maslach et al’s (2001) models indicate the psychological conditions or antecedents that are necessary for engagement, but they do not fully explain why individuals will respond to these conditions with varying degrees of engagement. According to Saks (2006), a stronger theoretical rationale for explaining employee engagement can be found in social exchange theory (SET). SET argues that obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence. A basic principle of SET is that relationships evolve over time into trusting, loyal, and mutual commitments as long as the parties abide by certain ‘rules’ of exchange (Cropanzano and Mitchell 2005). Such rules tend to involve reciprocity or repayment rules, so that the actions of one party lead to a response or actions by the other party. For example, when individuals receive economic and socio-emotional resources from their organisation, they feel obliged to respond in kind and repay the organisation (ibid). This is consistent with Robinson et al’s (2004) description of engagement as a two-way relationship between the employer and employee. Saks (2006) argues that one way for individuals
to repay their organisation is through their level of engagement. In other words, employees will choose to engage themselves to varying degrees and in response to the resources they receive from their organisation. Bringing oneself more fully into one’s work roles and devoting greater amounts of cognitive, emotional, and physical resources is a very profound way for individuals to respond to an organisation’s actions, as suggested earlier by the work of Kahn (1990). Thus, employees are more likely to exchange their engagement for resources and benefits provided by their organisation.

**Source of Data collection**

The source used for data collection is standardized questionnaire. Responses are obtained on a 5-point Likert scale ranging from (1 = strongly disagree to 5 = strongly agree).

**Population**

We take all the teachers COMSATS institute of information and technology Abbottabad, as a population. Total numbers of doctors are 575.

**Sample**

COMSATS Institute of Information and Technology, Abbottabad, deals with a large number of employees who are working in it. It is therefore very difficult to collect data from entire organization because of time, access and cost constraint, therefore proportionate random sampling will be used. The population of study is 575 and researcher distributed 200 questionnaires and received 115. A questionnaire was developed to find data and then correlation and regression are used to
analyse data.

**Conceptual Framework**

![Conceptual Framework Diagram]

**Hypotheses**

The hypotheses indicated below is tested and discussed in this whole study accordingly:

H1: There is a positive significant relation of Engagement with employee motivation.

H2: There is a positive significant relation of Organizational climate with employee motivation.

H3: Engagement and Organizational climate effect the Motivation of the employee.
Data Analysis

Correlation and regression analysis is used to represent the trend of relationships.

Correlation Analysis

Correlation analysis is used to know the relationship between two variables and also their strength and direction of relationship. In statistics, dependence means any statistical relationship between two random variables or two sets of any statistical data. Correlation has many coefficients, often denoted $\rho$ or $r$, which measure the degree of correlation. The most common of these is the Pearson correlation coefficient.

The Pearson correlation has many results ranging from +1 to −1. When we got +1 it means that there is a perfect positive (increasing) linear relationship (correlation), when we got −1 it means that there is perfect decreasing (negative) linear relationship (anti correlation), and some time we got value between −1 and 1. When there is zero then there will be low relationship (closer to uncorrelated). The closer the coefficient is to either −1 or 1, the stronger the correlation between the variables.

Regression

In statistics, regression is a procedure for estimating the contact or relation among variables. It also tells us about how the value of the dependent variable changes by the change in 1 independent variable; while other being fixed. Multiple regression can be used to tackle with a variety of research questions. It can tell you how a group of variables is able to forecast a particular result. Multiple regression will tells us about
the whole model, and the contribution of each of the variables by which model is made. Moreover it also tells us about variables of the model that they are sufficient to predict result or there is need to add more variable.

**Descriptive Statistics**

Given table shows the minimum, maximum, mean and standard deviation values calculated for the sample participants of current study.

**Table 1 - Descriptive Statistics for Measures**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>115</td>
<td>2.67</td>
<td>4.17</td>
<td>3.4377</td>
<td>.39333</td>
</tr>
<tr>
<td>Engagement</td>
<td>115</td>
<td>1.98</td>
<td>4.50</td>
<td>3.6464</td>
<td>.46941</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>115</td>
<td>2.33</td>
<td>4.33</td>
<td>3.2710</td>
<td>.47009</td>
</tr>
</tbody>
</table>

**Demographic Variables**

Following tables shows all the demographic variables of the data used in this study. It includes Age, Gender, Education, Marital status, Length of service and job status.

**Gender, the chart shows majority respondents were male in this study.**
Marital Status, most respondents were single

Education

Majority respondents of the COMSATS University were holding M.Phil /M.S degrees and some are PhD’s, few were holding masters degrees.
Length of Service

Above chart shows that length of experiences of the majority respondents were having experience of 6 to 10 years at CIIT Abbottabad.

Job Status
The above chart shows majority employees were hired on permanent basis.

**Correlation**

<table>
<thead>
<tr>
<th></th>
<th>Motivation</th>
<th>Engagement</th>
<th>Organizational Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
<td>.401**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Pearson Correlation</td>
<td>.401**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.269</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td><strong>Organizational Climate</strong></td>
<td>Pearson Correlation</td>
<td>.243**</td>
<td>.104</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td>.208</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>115</td>
<td>115</td>
</tr>
</tbody>
</table>

**.** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation shows that there is strong positive relation of engagement ($r=0.40$, $p=0.000$) with motivation. There is also positive association exist between organizational climate ($r=0.243$, $p=0.003$) and motivation.

**Regression**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.387*</td>
<td>.301</td>
<td>.234</td>
<td>.45711</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), engagement, motivation
Regression analysis shows that engagement and organizational climate caused 30% variation in employees’ motivation at CIIT, Abbottabad, it means 1% change in independent variables caused 30% change in dependent variable.

**Conclusions**

The objective of this study is to know the relationship and impact of independent variables on dependent variable that is motivation. Here we can see in this study that independent variables have strong positive effect on motivation of employees. It means that if we increase that independent variable the motivation of employee would be increased. Here we see organizational climate and engagement have a strong effect on motivation. If a person has good climate or the surrounding then he will be motivated in organization. Engagement or we can say commitment with overall organization increase employee satisfaction and motivation. All the independent variables have strong and positive relationship with motivation.

**Recommendations:**

- There must be some activity related teachers growth and career development.
- Seminars and different training workshops must be conduct.
- Working environment must be safe and healthy.
- There should be no disturbance in working environment so that employees can do their work with their full potential.
References


