To Stay or Not To Stay:
A Descriptive Case Study on a Faculty Member's Motivation

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Abstract - *This is a primary qualitative research about the motivation of an employee in a particular academic institution. Ten measurement tools employed by various research studies were used in this study, such as Maslow's Hierarchy of Needs Assessment Theory, McClelland's Needs and Assessment Theory, Herzberg's Two-Factor Theory, Self-Determinant Theory. The study found out that the chance to serve the people is his best motivation. His need for affiliation is the one that stood out for him which means that he is seeking for approval of his work and friendship or belongingness are important for him as an employee of that institution. Despite this, what motivated him to come in this institution are because of his close friends working there, the accessibility from his home to the school, and having the chance to give back and serve the people. This study shows how important motivation is for everyone in the workplace especially for the employees like the participant in this study. They should find ways on how to thoroughly understand the employees and how to motivate them. Managers must strive to look at all aspects that could help his/her employee to become a better person and help them achieve an improved performance for the betterment of the organization.*

Keywords – Motivation, job satisfaction, organization

INTRODUCTION

Motivation is the "willingness to do something and is conditioned by this action's ability to satisfy some need for the individual" [1]. It was further defined as a "process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive" [2]. Different theories were already made with regards to motivation. Some of the most well-known theories about this are the Herzberg's Theory, McClelland's Needs and Assessment Theory, Maslow's Hierarchy of Needs Assessment Theory, the Self-Determinant Theory among others. With the use of these theories, various researches were able to develop instruments in order to measure the motivation of an individual or a number of individuals.

Some of the measurement instruments being developed by various researchers were adopted on this study. This is in order to get more effective information about the motivation of the participant in this research. Through these questionnaires, the researchers were able to know whether the participant is motivated or not on his work, and understand its underlying reasons. More detailed explanations were also given by the participant through the methods that were used, including his personality, attitude, job satisfaction, and commitment to his organization.

OBJECTIVES OF THE STUDY

This study aimed to describe the motivational factors of the participant as an employee in an educational institution. It also tried to examine his personality, attitude, and level of satisfaction and organizational commitment and how these relate to the motivation of the participant.

MATERIALS AND METHOD

This study is a primary qualitative research about the motivation of an employee in a particular academic institution. Primary qualitative research "involves conceptualizing and conducting studies of qualitative data generated and collected for that particular study's research question or hypothesis" [3]. Ten

measurement tools employed by various research studies were used in this study. These include measurements about employee motivation, personality type, attitude, job satisfaction and organizational commitment. This was done in order to add the validity of this research. In addition, qualitative interviewing was done with the help of semi-structured questionnaires. Qualitative interviewing is a powerful and flexible tool to capture the voices and the means for people to make meaning of their experiences. This was employed in this study because the researchers do not only want to be limited by the questionnaires but to get more relevant information through the stories and in-depth details given by the participant.

Conceptual Framework

MOTIVATION MODEL
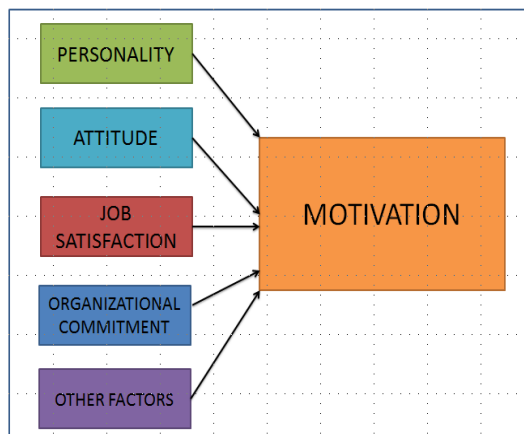
This study recognizes many theories on motivation that were developed by different theorists. Some of these are the Maslow's Hierarchy of Needs, Theory X and Theory Y by McGregor, Goal Setting Theory, McClelland's Theory, Herzberg's Two Factor Theory among others.

RESULTS AND DISCUSSION
Basic Information

The participant in this study is an employee of an academic institution. He is a teacher, thus most of his tasks are about dealing with various students. He also does research works and extension activities which are important part of his job description. He is a

millennial, and this is his first job after finishing his degree. Aside from his students, most of his time belongs to dealing with his co-workers especially in their office. He also serves as a speaker in different events inside and outside the institution.

Analysis of Data

The whole concept of this qualitative study is based on the participant's answers on the selected motivational factors questionnaires and semi-structured questionnaires from various research studies in addition to the analysis of the unstructured information. There were two questionnaires that were based on Herzberg's Theory. Another questionnaire is about Job Satisfaction which is closely related to this theory of Herzberg. Questionnaire about the Self-Determinant Theory was also included. Another one was based on Maslow's Hierarchy of Needs Assessment Theory. There was also a questionnaire about work motivation and the rewards system which could also be related to this theory of Maslow. Another questionnaire that is plainly on work motivation was included. There was also a questionnaire about McClelland's Needs and Assessment Theory. Questionnaires about the participant's personality, organizational commitment, and employee attitude were also used. All in all, eleven questionnaires, aside from the semi-structured and unstructured information processes, were employed in this study. In order to have further analysis on the motivational factors of the participant on his work, this research will investigate his answers per the sections of theories as stated above.

McClelland's Needs Assessment Theory

This questionnaire was adapted from the study of Steers and Braunstein [4]. With the use of fifteen questions, the participant was asked to check the box that closely agrees with how she feels. Through the computation of his scores, it can be revealed what of the three needs that were discussed on this theory by McClelland namely Need for Achievement, Need for Power and Need for Achievement is the greatest for the participant. It was shown that the highest score

was the Need for Affiliation (24 points) followed by Need for Power (20 points) and the Need for Achievement (19 points). Thus, her need is greatest with regards to affiliation.

Hierarchy of Needs

The participant was asked to rank groups of five statements. Each of this group has five indicators that would be computed in order to get the ranking based on Maslow's Hierarchy of Needs. Luthans provided a converted Maslow's needs hierarchy theory into the content model of work motivation [5]. Based on the answer of the participant in this study, it was shown that the participant got almost the same scores in Self-Actualization, Social Needs and Security Needs. This implies that in the Self-Actualization part, the participant looks at his personal growth and realization of potential as a motivation for his work. In the Social Needs, this implies that he values formal and informal work groups or teams and in the Security Needs, he is motivated about his security such as having a plantilla position, seniority plans, health insurance, employee insurance plan, severance pay and pension.

Herzberg's Two Factor Theory

Two questionnaires about Herzberg's Two Factor Theory employed by various researches were used in this study. Another two are about Job Satisfaction. A Measurement of Hygiene and Motivational Factors was implemented which consists of three questions each measuring Herzberg's Motivation factors, Hygiene factors, and Intrinsic/Extrinsic job satisfaction [6]. The next part is the questionnaire that measures Intrinsic and Extrinsic job satisfaction of the employee. Based on the answers of the participant on the Motivation factors, the following results were derived. Concerning achievement, he agreed that he feels he has contributed towards his organization in a positive manner. He was just neutral about being proud to work in that organization and being satisfied with his job. With regards to advancement, he agreed to choose career over monetary incentives and just neutral about his organization allowing his to learn new skills for

career advancement. Concerning the work itself, he said that he was empowered enough to do his job but he disagreed that his work is thrilling. Regarding recognition, he was neutral about feeling appreciated or being recognized for doing his job well.

Moreover, the following results were derived based on the answers of the participant on the Hygiene factors. Concerning the company policy, agreed that he completely understands the mission of his organization but he disagreed that he is proud to work for this institution because its policy is favourable to its workers. With regards to his relationship with his peers, he strongly agreed that his colleagues are important to his. Regarding work security, he agreed that his workplace is located in an area where he feels comfortable. He gave neutral answers concerning his relationship with his supervisor, money and working conditions.

With regards to his answers on what could motivate his intrinsically, the results were derived based in its seven indicators. He agreed that his abilities should be utilized. He also agreed that he must feel accomplished that he gets from the job, the chance to work alone on the job, and being able to do things that do not go against his conscience. Furthermore, he strongly agreed that he should have the freedom to use his judgment and be recognized for doing a good job.

Basing from his answers on what could motivate his extrinsically, the results were derived based in its eight indicators. He agreed that the policies of the organization should be put in practice and having the chance to tell other people what to do. He agreed that the supervisor should be competent in making decisions and that he should have the chance to do different things from time to time. Furthermore, he strongly agreed that co-workers get along with each other, having a good working environment, and having the chance to advance on his job.

The measurement used by Sithiphand when he tested the motivation of the employees based on Herzberg's Motivation-Hygiene Theory in selected Thai Commercial banks was adopted on this study [7]. With regards to Satisfaction, the participant's answer showed that out of 29

indicators, he is only satisfied with five and these include growth in skills (advancement), allowed to work without supervision, friendly relations with supervisor, community and other outside situations, and working in social surroundings. He was not satisfied with not seeing results of work, work blamed or criticized, good idea(s) not accepted, failed to receive expected advancement, routine job, too easy job, too difficult job, lack of opportunity for growth, lack of responsibility, harmful or ineffective organization of work, harmful personnel policies, low company status, supervisor incompetent, supervisor unwilling to listen to suggestions, supervisor withheld credit, lack of cooperation on the part of your co-workers, did not like people you work with, poor working relationship with subordinates, did not receive expected wage increase, amount of salary and too much work.

Job Satisfaction and Motivation

Oanh studied on how to improve the employees' motivation in order to increase work performance [8]. Regarding the possible motivational factors, the participant agreed that he was motivated by the following factors: students have good attitude towards learning; his students got good grade and get into university; his students and their parent shows appreciation towards his for their achievement; his manager shows their appreciation and rewards his good work; school has good facilities and he has his own class room; good working environment; my work is recognized by his boss and others; he get sufficient and constructive feedback from management; his job is secured; the work load at school is manageable; school has good policy and administration; school provides other benefits to teachers.

With regards to the participant's answers on the intrinsic and extrinsic factors, he agreed that the reason he became a teacher because of the following factors: it is a prestige profession; it brings his happiness and fulfillment; the salary and benefits are excellent; he hopes to contribute to society; he values the opportunity to grow as a person; and he enjoys friendly and supportive relationships with col-leagues and students.

Furthermore, he strongly agreed that the reason he became a teacher because of these factors: he feels a duty to help educate the next generation; the working hours and frequent holidays are pleasant; it is an opportunity to be a lifelong learner; he is happy to see his students achieve their goals; his job brings me great sense of achievement.; and that his job offers his opportunities for advancement. On the other hand, he disagreed that his supervisors and administrators are transparent and supportive.

Concerning the possible demotivational factors, the participant agreed that: School does not have good policy and administration supports; there are lack of positive feed-back; he has lack of time for family and home; low salary/pay; there are lack of training and development; there are lack of promotion opportunity; there are lack of autonomy; lack of challenge; there is no job security and stability; management did not recognize his work; teachers do not get treated equally; and that management only cares about the student feedbacks regardless circumstances. Moreover, he strongly agreed that he is motivated when he as too much work he does not get pay to leave work.

Regarding the satisfaction of his work, he was satisfied with the following: School facilities, school policy, administration supports, management feedbacks, work environment, job security, number of teaching hours, other benefits offered by school, teaching material and method, and training and career development.

Next part of the questionnaire was the open-ended about employees' motivation, satisfaction and future plans with her career. When asked what motivated him to come and work in this academic institution, he immediately answered that these were because of his close friends also having their work there, and the accessibility form his home to the school which only about a few minutes ride. He was also inquired if teaching was his first profession and its underlying reason. He said that never did he imagine that would become a teacher, and that he really wants to work in a government offices. With the question whether he feel satisfied being a teacher and its reasons, he said, not really. In a

way, he thinks that he is slowly becoming more mature but he believed that this career path is not really meant for him. When asked whether he plans on continuing teacher permanently and what motivates him to do so, he answered yes but with reservations such as finding a greener pasture or having a scholarship.

Self-Determination Theory

The Work Extrinsic and Intrinsic Motivation Scale or WEIMS was used in this study [9]. This was divided into three-item six subscales, which correspond to the six types of motivation proposed by Self-Determination Theory.

Based on the answer of the participant, it was revealed that by getting the total of each of these six types of motivation, his intrinsic motivation's score is 15; his integrated regulation is 14; identified regulation is 13; introjected regulation is 14; external regulation is 14; and his score for amotization is 18. Among these six types of motivation, the highest score of the participant is amotization. This implies that the participant lacks the intention to act or he acts passively which could possibly show about his being demotivated in the academic institution. The score of the participant in the intrinsic motivation (15) implies that he is doing an activity for its own sake because he finds this activity inherently interesting and satisfying. The score of the participant for identified regulation is 13, which means that his lowest rating is about doing activity because he identifies with its value or meaning, and accepting it as his own.

Organizational Commitment

The questionnaire by Johnson [10] was divided into two parts, namely the motivational factors that are important to the participant and his commitment to his organization. The first division of the survey contained twelve items that were used as motivational factors.

Based on the participant's answer, it was shown that 13 out of these 15 motivational factors were very important for him. The other two were checked as important. This shows that the participant clearly knows how important these factors for him to be motivated in his work.

Next section of this survey is the organizational commitment. The measurement used was Organizational Commitment Questionnaire, (OCQ), by Mowday, Steers, & Porter (1979), as cited in Johnson [10].

Out of the nine statements about organizational commitment, the participant in this study agreed only once which is "I know what is expected of me at my job." He did not strongly agree in any of the statements. He thought that he is neither proud to tell others that he is part of this organization nor care about the fate of this academic institution. He disagreed that this organization inspires him in the way of his job performance. He supported this by saying that he did not agree that he was able to his best every day in this organization. Lastly, only one answer was given to "strongly disagree" and that is in accepting almost any job just for her to continue working for this institution.

By combining his "very important" answers to almost all of the factors he thought could motivate him to his mostly disagreement to the measured commitment to his work, this could imply that the motivational factors the institution is giving to him are not enough for him to deeply commit himself in this organization.

Employee Attitude

This study used the Employee Attitude Instrument employed by the government of Australia. This helps to determine what is good about the work of an employee and his workplace and what he thinks could be improved. In addition, this survey asked the three best things about working in that institution and three things he would like to see improved.

Based on the participant's answer, he strongly agreed that he has asked for trainings in order to improve his work, and that it could be better at his work if he has some or more training developments. He did not think that the academe cares about him as a person or as an employee. He perceived that the general morale in that institution is low that he would not recommend this to others as a workplace. Furthermore, he said that he wanted to see improvements in the administration as a whole, the workload, and for

his superiors to become more reliable. However, he was still able to able to identify three best things about working in this education institution as it being comfortable, easily accessible and the fact that through his work as a teacher, he is able to serve other people.

Employee Personality

A personality test based on Carl Jung's and Isabel Briggs Myers' personality type theory was adopted on this study. The Myers-Briggs Type Indicator (MBTI) instrument was developed by Isabel Briggs Myers and Katharine Briggs and is based on Carl Jung's theory of psychological types. With 64 questions, an online test was conducted by the participant. It was revealed that she has ENFJ Personality. It further showed that he is 25% Extravert, 9% Intuitive, 50% Feeling, and 3% Judging. According to Myers et al (2004), the following are the preferred work tasks of people with ENFJ personality: helping others structure their time and meet deadlines; helping teams arrive at consensus; facilitating teams' achievement of common goals; focusing on people and process issues rather than on technical problems; listening to and understanding the needs of customers, clients, and colleagues; helping others develop new skills. By looking at these preferred tasks, it could imply that almost all of these are tasks by a teacher, but this could also be tasks of other jobs. This suggests that although his personality can take the tasks of a teacher, there could be other factors why the participant is motivated or demotivated in his work.

CONCLUSION AND RECOMMENDATION

The study found out that the chance to serve the people is his best motivation. With regards to rewards, monetary incentives are important for him especially if it is not expected. Company achievement celebrations are important for him because he loves mingling with people and he wants to see people being recognized for their works. Aside from wages, the reward aspects that he thinks are important for him are recognition of achievements, promotions, and also scholarships. The most important for him is recognition.

This study revealed that the participant is demotivated in his work as a teacher in their organization. Several motivation questionnaires were used and the results are in accordance with one another. With regards to needs, his need for affiliation is the one that stood out for him which means that he is seeking for approval of his work and friendship or belongingness are important for him as an employee of that institution. This coincides with his social needs. Having a good relationship with his co-workers is important for his motivation. His answers about the topic concerning with how he deals with his supervisors and co-workers are almost the same. He thought that he was not very-much appreciated and his works were not properly recognized not only in the whole organization but more so inside their office.

With regards to his attitude, it showed that his perception on the support of the organization for him is low. He is not satisfied with his work. He also could not commit deeply to this organization thinking that it has does not done its part to motivate employees like him. He was not able to do his best in this organization and he thought that this may not be the right career path for him. Despite this, what motivated him to come in this institution are because of his close friends working there, the accessibility from his home to the school, and having the chance to give back and serve the people.

His personality as ENFJ showed that his preferred tasks are those that are being done by teachers like her. Despite this, it can be seen that he is still not satisfied with his work and his needs not being gratified. Thus, in can be suggested that despite his personality being congruent with the task of a teacher, it was not enough to compensate the negative attitude with his job and unsatisfied needs.

This study shows how important motivation is for everyone in the workplace especially for the employees like the participant in this study. This should be a concern for people who are running organizations like this academe. Being certified with various evaluation measurements is not enough to improve the

performance of a certain organization. They should find ways on how to thoroughly understand the employees and how to motivate them.

This study features different theories made by various researchers about motivation such as Maslow's Hierarchy of Needs Assessment Theory, McClelland's Needs and Assessment Theory, Herzberg's Two-Factor Theory, Self-Determinant Theory. These, together with other motivation theories such as ERG theory, equity theory, expectancy theory, goal setting theory among others can be used by managers to be able to understand what every employee is going through. These can help them know what needs should be prioritized and how people act in response to the needs and wants that they have.

Different programs are being done by various organizations such as organizational behavior modification, monetary or financial incentives, awards and recognitions, team buildings, among others. These are all good methods, but managers must keep in mind that that the organization is divided in several units. For example, the campus where he works is divided into several colleges. The college where he is working is divided into several departments. The point is, the motivation should be prioritized on the people and the specific department where he/she is working. This is where satisfaction usually happens, especially the relationships that are happening inside that office. The needs, attitudes, and personalities of individuals of each

organization should be identified from the very start of his/her work. Recognition should be always be made to those who are deserving. Assistance should always be given to those who need it, more so if it can lead to the improvement of human capital which could benefit the organization as well.

This study was completed to get as many information as possible with regards to the motivation of the participant. The bottomline is that regardless of whatever measurements researchers use, it is imperative to understand as many factors as possible that could lead to motivation or demotivation of any employee. Managers must strive to look at all aspects that could help his/her employee to become a better person and help them achieve an improved performance for the betterment of the organization.

In addition, it is worthy to note that in doing these kinds of research about motivation, it is imperative that the mood of the participants may vary. Thus, they may have different opinion depending on what they are going through during the course of the study. Therefore, it is recommended to have a longer time and use a more detailed phenomenological study to have a deeper understanding of the motivations of the employees. This would include more opportunities to observe the participants and to be able to have more interviews not only with them but also with the persons around them such as their supervisors as well as their co-workers.

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