

## STUDIES ON MOTIVATION IN HIGHER EDUCATIONAL INSTITUTIONS

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### ABSTRACT

Education must transfer from generation to generation which is the core of our culture's accumulated body of knowledge. For this many think that, to believe in an accepted body of knowledge that prioritizes, what is important is to learn and what is not slang, "Is a mark" of elitism and exclusivity. Its importance in educational administration is only beginning to be understood and applied to professional and other adult employees. Teachers motivate learners through a variety of strategies based on understanding of learner's growth and development patterns, individual ability differences, and of internal and external factors that may arouse and sustain the desire to learn more. These general principles may be adapted to adult. In Higher educational institutions, quality has become a necessity. But as the numbers of higher educational institutions are increasing rapidly, the quality is deteriorating. A large number of private institutes and universities have come in to existence within a short span of 10-12 years. As a result, there are many imperfectly run higher educational institutes in the education scenario. There is a strong need of revising the HR policies made for higher educational academicians in various universities and institutes. The Higher educational needs to take initiative to create a congenial and dynamic environment, which can nurture superior quality of worklife and education in higher educational institutions.

**KEYWORDS :** *Motivation, Higher educational Institutional,*

### INTRODUCTION

One of the most important assets of any institution is its academicians. Keeping academicians motivated is one of the key roles of any institution as it leads to increase in overall productivity and profitability of that institution. It is mainly the department of Human Resource that takes care of academician motivation. Salary, incentives, good working atmosphere, appreciation, healthy environment are some of the common aspects that motivate an academician at work. Every individual needs motivation to work- be it intrinsic motivation or extrinsic motivation. Nonetheless, motivation is a huge push in an institution especially for academicians. It is the job of the main head in an institution to get the work done through the academicians working under him. Hence it is important for the Higher educational to motivate the academicians to perform. However, motivation is a concept that is not tangible and so it is not easy to measure the same.

A general view after analyzing the motivational system of various Higher educational institutions, it was found that there is not any specific division or department to take care of

employee welfare in the Higher educational institutions. HR functions of the institution are administered in centralized manner at top level Higher educational only. There are many institutional behaviour experts who have written and formulated many theories on motivation. Enormous research is done in this field and a typical institution keeps coming up with new ideas and programs that motivate the academicians of that institution. What is more important is to understand that motivation is not something that management can achieve in a day or two. It is more of an ongoing habit and only after years of practicing it, an institution would be capable of motivating its academicians effectively. Surprisingly, a simple smile can also be a great motivator for many academicians to feel better and perform even better. Through effective leadership and Higher educational, academician motivation can be achieved. Academician motivation is essential to the success of any institution big or small. In the modern workplace human resources are valued above all others. Motivated academicians are productive, happy and committed. The spinoff of this includes reduced academician turnover, results driven academicians, institutional and professional loyalty and work place harmony.

Motivational strategies of the institution's Higher educational like, recognition of the motivational value of intrinsic factors, such as desire for achievement or self fulfillment is needed to balance, what has been an over reliance, extrinsic motivator factors are external to the person and job satisfaction. We have different needs, goals and personalities. We are even motivated differently at different times in a single course of instruction. Good Higher educational institutions are sensitive to the motivational need of academicians and try to provide a climate in which a healthy, satisfactory educational community can develop. Typically, academician motivation is likely to be intrinsic rather than extrinsic. Academicians control increases the relevance of the loyalty and in turn improves the level of motivation amongst academicians.

The knowledge about motivation will be helpful for managing institution's who are commonly faced with a variety of problems in situation, where academicians react differently to the work culture and teaching learning activities. Some plunge into new learning with glee, some accept learning task with resentment and resignation and some block themselves to even understand anything offered by the management. Management plays a significant role in motivating academicians not only by translating the vision and mission of the institution in to their personal goals and teaching actions but also by their ability to teach. This attitude is reflected in the amount of effort they use in creating and inspiring environment for performing. Similarly the management belief about academician's teaching and other managerial ability is also determined by his willingness to persist in finding ways to promote students learning and dedicating themselves for other managerial work. In short, motivated

And successful academicians believe that they can inspire their students and they can prove themselves in all the activities associated with them. Introducing variety and novelty in motivational strategies, encouraging academicians to work hard by setting good examples and making the work culture interesting and friendly. Relevant and meaningful, implantation of best strategies of motivation reduces the anxiety, making the work environment non-threatening and 'Balanced Use of Extrinsic and Intrinsic Motivation' are a few techniques to

motivate and inspire academicians for improving their job commitment and organizational commitment.

## **EXPECTATIONS FROM HIGHER EDUCATIONAL ACADEMICIANS**

Professional academicians are expected to exemplify professional leadership and ethical behavior in teaching, research, service, and collaboration with the institutional management, colleagues and prospective managers. A delineation of professional expectations governing relationships with professional colleagues and students cannot anticipate every potential problem. Thus, these expectations begin with a statement of general principles from which all subsequent expectations follow: Faculty members strive to benefit those with whom they work, serve and take care to do no harm. In their professional actions, faculty members seek to safeguard the welfare and rights of those with whom they interact. When conflicts occur among members' multifaceted obligations or concerns, members should attempt to resolve those conflicts in a responsible fashion that avoids or minimizes harm. Because faculty members' professional judgments and actions affect the lives of others, they must avoid personal, financial, social, organizational, or political actions that might lead to misuse of their influence. Faculty members strive to be aware of the possible effects of their own physical and mental health on their ability to conduct themselves professionally with their colleagues, students, and members of the larger community. Faculty members behave respectfully toward all members of the institution and respect the rights of individuals to maintain confidentiality, safety, and self-determination. They strive to recognize the professional/social/interpersonal dimension of their roles and establish relationships of mutual trust with management authority, fellow workers and students. They are aware of their professional and moral responsibilities to society, their professional disciplines, and to the communities in which they work. Faculty members uphold professional standards of conduct and ethical codes within their disciplines and use them to clarify their professional roles and obligations. They should take appropriate responsibility for their behavior, and seek to avoid conflicts of interest that could lead to exploitation or harm. Faculty members should be aware that special safeguards may be necessary to protect the rights and wellbeing of future managers. Faculties should be aware of prevailing requirements of corporate and update knowledge and skills while preparing students as per the requirement of industries. Faculty should try to eliminate the gap between the expectation of corporate scenario and the contents delivered to the budding managers.

### **Academic Honesty and Ethical Behavior**

Academicians are expected to exhibit honesty, integrity, and diligence, responsible in delivering the quality education. They should behave in professional manner and abide by the institutional standards of conduct, the policies related to academic honesty and ethical behavior, and bear a responsibility to inculcate these values in their students. Academicians should broaden their self-education in respective discipline of the management and professional education and according to corporate expectations.

### **Academic/Subject Preparation**

Academics are expected to prepare for the quality delivery to the students prior to the class session and be prepared to insist, encourage, motivate and guide students to actively participate in professional and managerial activities in the class. The faculty member must take responsibility for establishing a healthy discussion atmosphere consistent with the current best practices in management education, including the workplace right-to-know law governing employees and students. Faculty members should use their expertise to assist students for contingency decision making.

### **Punctuality**

Faculties are expected to be punctual and participate in all professional activities at institution level. Active coordination in professional activities enhances their job commitment. The management must set the guidelines for the academics and they are expected to adhere to the punctuality guidelines. Punctuality, coordination and participation in professional activities may be used by the management in determining the incentives and benefits.

### **Contribution to Groups and Teams**

Academics are expected to actively participate in different groups and teams of the institution to complete the professional activities and projects. This includes presence at team meetings, actively engaging as a member of the team in a professional manner, and handling assigned team responsibilities. Professional projects of groups and teams are essential components of the Higher educational institution's professional experience and directly contribute to each faculty's professional and personal growth. The faculty member should be a model for the professional development of students, colleagues, and staff by continuing professional development activities.

### **Communicate with Professional Courtesy and Regard**

Academics are expected to show professional courtesy and personal respect to others. Actively participating with courtesy and respect in spirited interactions is part of a professional learning experience. The faculty member should contribute to building a collegial environment among all the staff and students of the institution.

### **Take Initiative**

Academics are expected to take the initiative to meet their job commitments and responsibilities. Academics are also expected to communicate and seek help when they need assistance. Full attention should be directed to student learning, recognizing that the acquisition, interpretation, and dissemination of knowledge are the principal functions of the Higher educational institution. The faculty member should stimulate the students' interest, broaden their outlook, and encourage a sense of taking initiative with courage.

### **Believe in Mentorship**

The faculty member should willingly serve as a mentor to students and other faculty

members. Mentoring should include assistance in developing a successful career and should encourage the development of a sense of understanding, a habit of broad-based learning, and professional communication skills. The special obligation to provide sound guidance to budding managers should be recognized. Prospective mentors should seek professional development opportunities to increase their mentoring skills. The faculty member should guide the students so the degree requirement, including coursework and practical exercises, can be satisfactorily completed in a reasonable amount of time.

### **Inculcate Encouragement**

The faculty member should encourage and provide opportunities for students to develop writing, speaking, listening, or other professional communication skills necessary to achieve success in corporate world. Students studying or working should be encouraged to improve their managerial and professional communications skills. Faculty members should seek professional development opportunities to increase their own communication skills. The faculty member should encourage the development of initiative and independent thinking by prospective managers.

### **Use of Recognition**

The faculty member should recognize the managerial contributions of students or staff by appropriate acknowledgment. Regular and periodic evaluation should be provided to students. This communication should be concerned with the progress of the professional grooming and provide feedback regarding the status relevant to the project, as well as constructive suggestions toward resolution of any research difficulties encountered. A functioning advisory committee should be formed for each graduate student as soon as the research is initiated. The committee should meet periodically with the student and faculty member to evaluate progress and to provide further guidance to the student.

### **Gives Prompt Feedback**

Knowing what you know and don't know focuses on learning. Students need appropriate feedback on performance to give benefit from education. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during academic sessions, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **Communicates High Expectations**

The academicians should tell the students that expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and

institutions hold high expectations for them and make extra efforts.

### **Respect Diverse Talent and Ways of Learning**

The faculty members are expected to make students understand that there are many roads to learning. People bring different talents and styles of learning to Higher educational education. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talent and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

### **Guidelines to use Motivational Techniques**

Almost all academicians want to do interesting work, secure a good salary and earn recognition for their contributions. Motivating academicians take more than money and an occasional “thank-you.” It requires a strategy tailored to each academician’s needs.

#### **Ask what they want out of work**

Just knowing that institution’s management or boss is interested in academician’s goals will make many academicians feel better about their jobs. It can be difficult to get quick and accurate answers to this question, however. Some academicians may say that they want to serve in a prestigious assignment, for example, only to discover once they have been assigned the assignment that it is not what they expected.

### **Consider each Academician’s Age and Life Stag**

There are exceptions to every generalization, of course, but academicians nearing the end of their careers are often less focused on the next promotion than those who are just starting to climb the corporate ladder. Younger academicians may also be less accustomed than older ones to wait patiently in a job they do not find interesting. **Match**

#### **Motivators to the Institution or Department Culture**

Again, there are exceptions, but academicians are likely to be motivated by challenging and innovative authority and responsibilities, Engineers are likely to be motivated by working on cutting- edge projects. On the other hand, Sales Professionals tend to use money as a way to measure how well they are doing.

### **Motivational Techniques for Academicians**

Motivation is the strength of the drive toward the action. It takes place within a culture, reflects an organizational behaviour model and requires communication skills. It also requires discovering and understanding the employee’s drive and need, since it originates with in an individual. The employees will be more motivated when they have clear goals to achieve (Lewis, 1998). A motivational technique is very relevant in educational institutions if the goals and objectives need to be achieved. The head of the institutions must ensure that the teachers and staff are well motivated; motivation techniques can mean the difference between success and failure even if you are qualified to succeed. Even people who use motivation techniques know that

without these techniques enthusiasm would fade. Finding the motivation techniques to put meaning and purpose in our life, developing a vision and becoming highly motivated can lead us towards a successful and exciting life, there are general techniques of motivation, each with one main goal: to make the day to day jobs more purposeful and interesting to employees.

### **Quality of Leadership**

Leadership may be defined as the influence that particular individuals (leaders) exert upon the goal achievement of others (subordinates) in an organizational context. Leadership and motivational qualities are excellent to have, not only among institution in an education, but among teachers as well. Many individuals tend to have a propensity to be leaders, while some learn successful leadership behaviours and go on to be effective leaders. Leading is the ability to influence others in a group. Being a good leader takes understanding of what motivate others. Leaders want to influence things to continue or create change. Either way it likes a person with certain skills to do the task. The Top Management must know to lead organizations in which leadership and decision making are shared, and continual learning is fostered for all the academicians.

### **Integrity of Behaviour**

A principled leadership is about personal integrity. It's about our ability to make sound moral judgments and then to do the right thing. Honesty and integrity are two factors that allow leaders to enjoy the support of staff. Without these qualities, there is a perception of mistrust that leads to a lack of confidence. A positive attitude is necessary for Top Management. Educational institution morale is affected by the Management's attitude. Not only the Management should be positive, but also should be determined to change negative experiences of the group into growing experiences. The Management should know about teachers. Each teacher is equally important to the success of the institution. Management should provide a personal touch their leadership by making an effort to know each teacher by name. Respect each teacher for his or her abilities – everyone has something to contribute. (Deci E.L., Ryan R.1991)

### **Attractive Role Model**

One of the most important traits in a leader is integrity. Being the head of educational institutions managing authority, one becomes a role model for others to follow according to the demands. A successful Head (Managing Authority) has to display confidence in the integrity, discipline and regularity in his actions. Head should be friendly and supportive in all relationship with staff members and create a favorable working environment. Heads should have cool temperament and should be professional in approach as well as confident in the task. As he will train and promote the academicians.

### **Setting light Standards**

Whenever the head has to accomplish an educational institutional goal through academicians and staff, it is the academician's and staff's motivation that is the greatest limiting factor. The

Head knows that the success their educational institution has achieved would not have been possible if not for the efforts of their staff. Professionalism refers not only to a person demonstrating exceptional expert skills and knowledge but also consistently conducting themselves with high standards. The teaching as a profession demands the highest level of competence with regard to knowledge, skills, attitudes and behaviour in the delivery of better results and performance with teachers, staff and students. The essence of professionalism requires head to serve the interests of the teacher and their staff and to adhere to the concepts of leadership, excellence, honesty, integrity and respect for others.

### **Job Characteristics**

Job characteristics describe how content an individual is with his or her job. It is a relatively recent term, though since in previous centuries the jobs available to a particular person were often predetermined by the occupation of the person's parent. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organization, the quality of the working conditions, leadership and social relationship, and the job itself. It means that the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements (Bays and Rue 2003).

### **Security of Employment**

Jobs are an important factor in security of employment because performance of their components may provide each reward that meet employee's needs. Head needs to know what aspects of the job provide motivation as well as how to compensate for routing tasks that have little inherent satisfaction. Job security is one of the most intense motives particularly in a fast paced, highly technological society such as is found among academicians, where job insecurity has a great effect on organizational behaviour. Otherwise a firm cannot succeed and develop to the desired pace and desired level until and unless job security is provided to its employees. Job security is one of the top goals that motivate employees. Heads need to communicate and clarify organization policy and discuss job security to their employees. Academicians can help to soften the blow of getting laid off by providing outplacement services, counseling and assistance to laid-off students so they can secure a new position elsewhere, by having such assistance available, the negative emotional aspect of job security is reduced. If academicians feel that educational institution cares about their employment, they are more likely to be committed to the educational institution and therefore be motivated to work harder.

### **Opportunities for Growth**

These growths are those needs that are fulfilled by strong personal involvement that fully utilized our skills, abilities and creativity. The growth to attain the highest status is the desire of any professional say an academician. Here the responsibility of the head like the top authority of other organizations is to support the academicians to attain their status. Heads should act both as a stimulating professional people as well as successful executives. Head should provide all the elements of growth to the



academicians like environment, support and facilities. More over all problems and issues must be solved by negotiation according to the situations being fair with the profession.

### **Setting Goals and Policies**

Fixation of goals is good means of motivating personnel's in an organization, e.g. an educational institute. If certain areas are specified and targets clearly defined and expressed to the students and the academicians, then their performance level increases and the output brings about positive as well as encouraging results. Hence, for teaching and learning, the objectives should be something. Adequacy or inadequacy of institutional management, such elements as clarity of communication and adequacy of resources for task accomplishment, overall harmful or beneficial personnel policies, such as salary increment policies, promotion policies and fringe benefit. As a professionally trained person an academician is entitled to participate in the consideration of educational policy. A head should therefore, encourage his academicians to participate in the discussion of problems and policies affecting the management education and institutional output. The ideas contributed by an academician on a given problem may be administratively impractical and must therefore be rejected by the management. While the rejection is made may influence the academician to request a transfer to another institution or to seek another position.

### **Clear lines of Communication**

Communication skills involve conveying goals and objectives in a clear and compelling manner, as well as hearing and understanding the unspoken or partially expressed thoughts, feelings and concerns of others. People with this competency are able to encourage, motivate and influence direct reports and other to achieve desired results. They say the appropriate thing in crisis situations where strong leadership is essential. They can diplomatically resolve conflicts and handle power struggles between themselves and others. They share information effectively. Clear lines of communication can help to improve relationship and increase efficiency. As Heads seek to increase academician's efficiency and improve work quality, finding and applying solutions to enhance academicians' relations and effective communication creates a positive constructive working environment. The establishment of effective communication practices should serve as the foundation of an efficient and enthusiastic head, resulting in a more conductive work environment.

### **Working Environment**

The Management should be provided an attractive work place where academicians and students can work in a safe and healthy environment and where academicians, students, and other authorities consider the working environment positive.

### **Treating Academicians with Respect**

Respect has great importance in everyday life. As a child we are taught to respect our parents, teachers, and elders, school rules and traffic laws, family and culture traditions,

other people's feelings and rights, our country's flag and leaders, the truth and people's different opinions. The Top Management should deal with academicians and staff without any discrimination irrespective of race, colour, creed, religion, gender, age, citizenship status, and marital status, physical or mental disability. The top management must create an environment free of hostility, harassment, discrimination and intimidation. All the academicians must be given the same treatment and there must not be any biasness involved. Management has to make decision based on reality and implement it fairly and consistently, if any new idea or changes are made in predetermined policies, then the academicians must be taken in confidence and they should be provided with the details and reasoning.

**Trust Shown and Responsibility Offered** Trust is the key to success for an organization and educational institute. If the Management does not trust in academicians, they cannot set standards for other staff to follow. There are similar problems if academicians do not trust in the promises made by the management. Hence poor performance is generated resulting in poor standards. To gain trust the management needs to deal with all the staff, like academicians, with fairness and equality. Along with this, personal relationship should also to be developed. As academicians must have trust in the Management, so that their performance must be trust worthy. A positive attitude towards others and strong emotional competencies are crucial for trust and leadership success. Responsibility is a doctrine which claims that an entity whether it is a state, government, corporation, organization or individual that has responsibility towards society. First of all the Management of a particular institution should feel responsible for running the organization successfully and smoothly. In this regard the management must fulfill all responsibilities lying on their shoulder so as to portray themselves as a role model for others. In an academic institution the academician should also be self-accountable and sincere and honest with their responsibilities. Every academician should consider himself as a head as well as an academician. The Management should be thinking the same way. This is now that the institutes will not only flourish but also earn its name. This is notable that an increase or decrease in authority must not affect the responsibility.

### **Encouragement Offered**

Management should always use positive support to encourage academicians and students to continue appropriate behaviour, increase spirit and efficiency. The concept of encourage is "to inspire with courage, spirit or confidence." Encouragement is a positive acknowledgement response that focuses in academician as well as student efforts or specific attributes of work completed. Encouragement statement like "Good" "Great" "Wonderful" and "Fine" contingent upon appropriate performance can be a powerful motivational device. Encouragement offered response from the Management help; academicians and students maintain their efforts in institutional task. Encouragement provide information about performance and increases self-worth but effective encouragement must be based on academician's and student's actual performance, not on what academician and student need.

## **Recognition and Praise**

Recognition is one of the most important and effective incentives for improved performance. Recognizing the self-motivated, self managed and highly productive individual will encourage and help the continuation and development of the above features in the employee, which will resultantly set an example for others to follow. Recognition is generalized as secondary reinforcers that have been used extensively to influence job performance. Careful construction of the use of this technique, their strength can be increased and their effects can be generalized to other related behaviours. Recognition for the respective Head of an institute results in improving status. Recognition could include public praise, expansion of a job appraisal or special attention. Its effectiveness to motivation depends upon the person (teacher) as to what value and position he gives to the recognition of the management.

Praise and reproof made by the management proves to be highly motivating for all academicians. This motivational technique is equally applicable for the academicians to use in the classes. Note that praise and reproof made with great care like reward and punishments as to depict the true picture and do the right things to overcome problems and to improve performances. Praises and reproof have positive effects on both talented and weak students.

## **Personal Support**

Management should personally support their academicians and staff at every stage. Management should show acceptance, positive regard and concern for the needs of others. Management is required to making the follower feels that they are important to achieve the target and bolstering the person's self- concept through positive feedback and recognition of skills and worth. Management should provide assistance and guidance when needed. Take time to listen to the followers' problems and show empathy. Management should fully support the academicians and students.

## **Use of Empathy**

Empathy is commonly defined as one's ability to recognize, perceive and directly feel the emotion of others. As the state of mind, belief and desires of others are intertwined with their emotions; one with empathy for others may often be able to more effectively define other's mode of thought and mood. Empathy is often characterized as the ability "put oneself into another's shoes", or experiencing the outlook or emotions of another being within oneself, a sort of emotional response. Empathy is the capacity to think and feel oneself into the inner life of another person. An effective response that stems from the apprehension or comprehension of other's emotional state or condition, and that is similar to what the other person is feeling or would be expected to feel. Management recognize academicians as empathetic when management feel that they have accurately acted on or somehow acknowledged in stated or unstated fashion our values or motivations,, our knowledge, or skill, or competence, but especially as they appear to recognize the significance of our actions in a manner that management can tolerate their being recognized.

### **Show Interest in Academicians**

In order to motivate the behaviour of academicians, the management of various institutions should primarily find out the interests of the academicians, they should be treated in such a way that their interest must be safe guarded. In the absence of interest, the motivation of academicians is not possible. This will result in not only the desired results by the teachers but their performance will be much better. They will be efficient and accurate in performing their tasks. The result will also be exemplary. This technique will of course be the guarantee for maximum motivation.

### **Stressing that Everyone Belongs and Valued**

The top management of every institution is stressing that everyone belongs and is valued and beliefs of academicians to the operation of the institution. The Management of each institution shapes the value and beliefs of the academicians in the institution. This value is force, energy, and fuel for action towards excellence in the accomplishments of the objectives of the institution. The management with the vision that cannot articulate belief and values in the academician is a dreamer, not a head. The values and belief have been the foundation of what an organization stands for, and these two factors will continue to play a very critical role in maintaining the strength of our nation. The great management of each institution imparts their own values and beliefs to the institution they created or directed. As a result, each institution has its own unique set of values and beliefs that shape the character of the institution. Some of the common values and beliefs in the importance of academician as individual, belief in superior service and quality, belief in management's good intentions in the decision making, belief in the sharing ideas and being innovator is the belief in mission of the institution.

### **Rewards and Incentives**

An organization's reward system consists of formal and informal mechanisms by which employee's performance is defined, evaluated and rewarded. Employees tend to work harder to earn the rewards if the rewards are based on actual performance. The reward system is an important tool that management can use to channelize employee motivation in desired way. The organizational reward system and the performance evaluation system are the major links in the exchange process between individual employees and his/her respective organization. Rewards may be primary reward as well as secondary. Primary rewards are those associated with physiological needs such as food, water, sleep, and the shelter. These rewards are satisfying because of their association with physical comfort and survival, while secondary rewards are those associated with social needs such as money, recognition and pride in craftsmanship. These reinforces are not innate: an individual is not born with a need for recognition or desire of money.

### **Monetary**

Money is generalized secondary reinforce because its affects can be generalized to

numerous behaviours. Money is a major extrinsic reward in the organizational reward system. When we talk about the organizational reward system, the very first thing clicks in one's mind is money. Though its use has decreased to a great extent with increase in efficiency of the organizations. Preference of the people to be rewarded do matter which is to be succeed, which is a challenging task for the management, but still money as reward has its own importance. (Dianna Podmoroff (2005) There is always a responsible proportion of employees in almost every organization especially of low- income employees, who give more importance and performance to rewards in term of money. In nutshell we can say the monetary reward system plays a very important role.

### **Promotion**

Promotion is always a dream of an employee in any firm. Some workers succeed in fulfillment of their dream, whereas others do not. The reason behind this success and failure is their performance. Promotion to higher jobs is extrinsic rewards, since they too are administered by external sources. Management of an organization for instance 'The Management' of an institution should promote the staff especially academicians on the basis of their performance making right evaluation. This not only provides them with satisfaction but also encourages a healthy competition among the academicians, which resultantly improves the performance benefiting the organization and making it distinguished among the competitors.

### **Status and Career Development**

Status can be defined as the ranking that a person holds in group, an organization or in society. Signs, symbols, or an appurtenance of position within the organization, such as privileges, support staff, workplace capacity, and location etc. are related to a dynamic society. A modern affluent person is often pictured as a status seeker. Everyone has his own status, whether high or low. If in an organization, the management for instance, the management of institution gives due status to its employees, then the employees will be satisfied and their loyalty towards the organization will increase, which will result in better performance of the academicians within the particular institution. Career development is how individuals manage their careers within and between the organizations, structure the career progress of their members, can tie into succession planning within some organizations. Career development alternately defined as lifelong process of getting ready to choose. Career awareness begins at elementary level through an awareness of work and how the employees will fit into a work-oriented society. Career exploration is an emphasis in middle school to help students explore their interest and ability in relation to lifestyle and occupations, including hands-on and community experience.

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