MOTIVATIONAL BEHAVIOUR AND ORGANISATIONAL SOCIALISATION: AN EMPIRICAL STUDY OF THE SELECTED PRIVATE AIDED AND UNAIDED DEGREE COLLEGE TEACHERS OF BENGALURU

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ABSTRACT

Motivated workforce is the lifeline of any successful organisation. The concept of motivation has therefore quite befittingly come to be recognized as the key influencing factor that stimulates a positive response, favourable attitude, and goal-directed behaviour. The significant role motivational behaviour plays in furthering the cause and objectives of any organisation needs therefore little emphasis.

*In this context, the present study, **Motivational Behaviour and Organisational Socialisation: An empirical study of the selected private aided and unaided degree college teachers of Bengaluru,** examines the relationship between the various dimensions of motivational behaviour and the constructs of organisational socialisation of teachers in private aided and unaided colleges.*

For the purpose of this study, a sample size of 338 respondents from the randomly selected private aided and unaided degree colleges of Bengaluru was considered. The tools used for the study were, Motivational Analysis of Organisations-Behaviour (MAO-B) by Pareek (2003) and Organisational Socialisation Inventory (OSI) by Robert J. Taormina (1994).

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The data collected were statistically analysed and the findings show that there is a positive significant relation between the understanding, coworker support, and future prospects constructs of organisational socialisation and the motivational behaviour of teachers in private aided colleges. In the case of private un-aided colleges, however, the co-worker support construct influences the dependence dimension of motivational behaviour.

To sum up, the study reveals the impact of socialisation process on the employees' motivational level and it would be a guiding factor for the institutional heads to appreciate the prime motivating factors that would have a positive effect on their employees in attaining the organisational goals.

Keywords: Motivational Behaviour, Organisational Socialisation

1.   Introduction

The role of education in the progress and development of any country and of the teachers as nation builders need no emphasis. Higher education today has transcended national boundaries and is no more the forte and privilege of an elite few.

In this background, a highly motivated teaching force would undoubtedly be the forerunner to meet the challenges of the global-level higher education. The present study is designed to address the factors that promote motivation among the college teachers in relation to their organisational socialisation.

1.1   Motivational Behaviour

Motivation is a process that begins with a physiological or psychological need that activates behaviour or a drive that is aimed at a given goal or incentive. Motivation can be defined as "the processes that account for an individual's intensity, direction, and persistence of effort towards attaining a goal". Motivation of an individual is also influenced by the presence of other people. Thus, an employee shall be motivated in such a way that his behaviour shall be conducive to the overall growth of the organisation. According to Mitchell (1982:p.81) motivation represents psychological processes that cause the continued persistence of voluntary actions that are goal orientated by individuals. Roberts-Lombard (2008:142) points out that the internal environment development needs to be supported by the

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employees of the business with internal training policies, procedures for planning and management styles.

1.2   Organisational Socialisation

Employee is an integral part of every organisation. Every employee is unique to himself and every organisation is also unique to itself. Their compatibility can only be achieved by means of a concept called "socialisation". It is essential to integrate the employees with the organisation, more aptly called the culture of the organisation. This process called the organisational socialisation is also called 'employee onboarding.' Tactics used in this process include formal meetings, lectures, videos, printed materials, or computer-based orientations to introduce newcomers to their new jobs and organisations. Research has demonstrated that these socialisation techniques lead to positive outcomes for new employees such as higher job satisfaction, better job performance, greater organisational commitment, and reduction in stress and intent to quit. Organisational socialisation is a continuous, ongoing process. Organisational socialisation therefore achieves the goal of socialising the employees into the organisation.

According to Robert J Taormina (1997) "organisational socialisation is the process by which a person secures relevant job skills, acquires a functional level of organisational understanding, attains supportive social interactions with coworkers, and generally accepts the established ways of a particular organisation.

2.   Review of Literature

In the field of motivational behaviour and organisational socialisation, a number of studies have been conducted by eminent researchers. A brief extract of some of them are reproduced below to better appreciate the researches in these two fields.

2.1   Motivational Behaviour

A study by **Azizzadeh et.al., (2014)** on motivation of the teachers using a Simple-Additive-weighting method revealed that in order to increase the motivation there should be better compensation, working condition, interrelationships, and security. Also, reduced psychological preoccupation would also be vastly effective in motivating them.

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A study by **Gerda J. Visser-Wijnveen et.al., (2014)** revealed that teachers who prioritise teaching process over the teaching content were the teachers to have the highest overall motivation scores.

A study by **Regina N. Osakwe (2014)** conducted on the motivation and job satisfaction of non-management academic staff of the universities of Nigeria revealed that highly motivated non-management academic staff performs their job better than the poorly motivated staff, who are required to be motivated for better job performance.

A study by **Saira Yousaf et.al., (2014)** revealed that both financial rewards like pay, salary, bonus, fringe benefits, health and life insurance and non-financial rewards are equally indispensable in enhancing the employee motivation.

A study by **Md. Hassan Jafri (2013)** revealed that several factors contributed teachers' motivation like intrinsic factors, (factors within the job) extrinsic factors (factors outside the job) training, empowerment, recognition, salary and financial benefits, feedback, autonomy, professional learning and growth opportunities to enhance their performance.

2.2   Organisational Socialisation

A study by **Biljana Ratković Njegovan et.al., (2014)** revealed that successful organisational socialisation enables new employees to fit better to the organisation that undeniably has positive effect on work motivation, job satisfaction, and work efficiency.

A study by **Shohei Hayashi1 (2013)** revealed that after organisational socialisation employees have improved to differentiate between values that are central and non central to the organisation.

A study by **Robert J. Taormina (2011)** revealed higher correlations between the socialisation measures and job satisfaction and commitment than the demographic measures and the dependent variables. Although a few demographic measures had some predictive power, the regression analyses confirmed that the socialisation variables were consistently stronger predictors of both satisfaction and commitment.

A study by **Narasimha Rao Kowtha (2011)** investigated the interactive effects of on-the-job training (OJT), co-worker support (CWS), and supervisor support (SS) with

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newcomer job-related education (JRE), on new-comer adjustment. Findings of the study revealed some support for the moderating effects of job-related education on role clarity and conflict. It was also found that supervisor support was positively related to newcomer innovative role orientation.

3. Methodology

This part of the study outlines the various methods used in this study, the variables considered, objectives, hypothesis, sample and sampling techniques, tools used for data collection and statistical techniques and analysis.

3.1 Statement of the Problem

Attainment of the goals and objectives of the organisation is a challenging task for any management. In this behalf, motivation is a factor that plays a great role in influencing employee performance with a positive attitude and outcome. In the light of this, the present study examines the relationship between motivational behaviour and organisational socialisation and attempts to identify the factors determining the motivational level of employees on socialisation process in the various randomly selected private aided and unaided degree colleges of Bengaluru.

3.2 Objective of the study

1. To study the relationship between motivational behaviour and organisational socialisation of teachers in private aided and unaided degree colleges of Bengaluru.

3.3 Hypotheses

Based on the objectives of the study, the following hypotheses have been formulated:

1. There is no significant correlation between each dimension of motivational behaviour and the constructs of organisational socialisation of teachers in private aided degree colleges of Bengaluru.

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2. There is no significant correlation between each dimension of motivational behaviour and the constructs of organisational socialisation of teachers in private un-aided degree colleges of Bengaluru.

3.4   Design of the study

The design of the study is descriptive which is marked by the researcher and specifically mentioned in the hypotheses. The purpose of the study is to examine if there is any significant relationship between each dimension of motivational behaviour and each construct of the organisational socialisation of teachers in degree colleges of Bengaluru. Two standardised questionnaires were used for the purpose of data collection and to analyse the same using statistical tools and techniques.

3.5   Tools of the Study

For the present study the researcher has used two tools namely:
1. Motivational Analysis of Organisations - behaviour (MAO-B) developed by Udai Pareek (2003)
2. Organisational Socialisation Inventory developed by Robert J Taormina (1994)

3.6   Validation procedure of tools used

The data was checked for stability and the Cronbach's alpha value that emerged was 0.820 and 0.965. When the value is greater than 0.70 it indicates that the data is good to use or stable.

Table 1.1 - Reliability Statistics – Motivational Behaviour

Cronbach's alpha value	No. of items.
0.820	46

Table 1.2 - Reliability Statistics - Organisational socialisation

Cronbach's alpha value	No. of items.
0.965	20

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3.7   Population and sample of the study

The population for the study is teachers working in private aided and private unaided degree colleges in Bengaluru. Teachers who have a work experience of at least two years in the colleges were selected for the sample. The total sample size taken for analysis is 338, as reproduced below. The relationship between organisational socialisation and motivational behaviour was validated on Statistical Package for Social Science. Data was analysed by using Karl Pearson's correlation statistical tool.

3.8   Sampling Techniques

Care has been taken to ensure fair representation of population from the above mentioned sectors. The details of the sample-size are given below:

Table No. 1.3 - Details of the Sample

Type of Institution	Gender		Total
	Male	Female	
Private aided	67	85	152
Private unaided	74	112	186
Grand Total	83	255	338

3.9   Statistical analysis of the study

Karl-Pearson's correlation was used for the inferential statistics. It is a measure of the correlation (linear dependence) between two variables X and Y, giving a value between $+1$ and -1 inclusive. It is widely used as a measure of the strength of linear dependence between two variables.

4   Data Analysis and Findings

4.1   Distribution of the respondents

Type of Institution

The data for the present study was obtained from 394 employees working in various degree colleges in Bengaluru. The various type of institutions in which these employees are working is represented in the following table.

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Table No. 1.4 - Type of Institutions

Institutions/Colleges	Frequency	Percentage	Cumulative Percentage
Private Aided	152	38.6	38.6
Private unaided	186	55.02	100.
Total	338	100	100.

4.2   Hypothesis 1

There is no significant correlation between each dimension of motivational behaviour and each construct of organisational socialisation of teachers in private aided degree colleges of Bengaluru.

Table No. 1.5 - Correlation between each dimension of motivational behaviour and each construct of organistaional socialisation of teachers in private aided degree colleges of Bengaluru

Dimensions of MB	1	2	3	4	5	6	7	8	9	10
Achievement	1.0									
Affiliation	0.192*	1.0								
Influence	0.133*	-0.117	1.0							
Control	0.322*	0.007	0.324*	1.0						
Extension	0.104	0.044	0.144	0.120	1.0					
Dependence	0.147	0.113	0.312*	0.224*	0.132	1.0				
Constructs of OS										
Training	0.100	0.032	0.071	0.064	-0.102	-0.023	1.0			
Understanding	0.167*	-0.060	0.137	0.090	-0.037	-0.004*	0.837*	1.0		
Coworker support	0.177*	-0.057	0.213*	0.091	-0.024	0.041*	0.770*	0.771*	1.0	
Future prospects	0.193*	0.015	0.086	0.126	0.003	0.024	0.788*	0.743*	0.716*	1.0

*Significant at 0.05 level

From table No. 1.5 it can be seen that a significant positive correlation is observed between achievement dimension of motivational behaviour and understanding ($r = 0.167$, $p <$

0.05) co-worker support (r = 0.100, p < 0.05) and future prospects (r = 0.193, p < 0.05) constructs of organisational socialisation at 0.05 level. Hence the null hypothesis is rejected and alternate hypothesis is accepted. It means that the achievement dimension of motivational behaviour score increases with an increase in the understanding, co-worker support, and future prospects constructs of organisational socialisation with respect to the teachers of private aided degree colleges. Also, a significant positive correlation is observed between influence dimension of motivational behaviour and co-worker support (r = 0.041, p < 0.05)

construct of organisational socialisation at 0.05 level. Hence the null hypothesis is rejected and alternate hypothesis is accepted. It means that the influence dimension of motivational behaviour score increases with an increase in the co-worker support construct of organisational socialisation with respect to the employees of private aided degree college of Bengaluru.

There is no correlation observed between achievement dimension of motivational behaviour and training (r = 0.100 p < 0.05) construct of organisational at 0.05 level. Hence the null hypothesis is accepted and alternate hypothesis is rejected. It means that training construct of organisational socialisation does not increase or decrease the achievement dimension of motivational behaviour of employees in the private aided degree colleges. And also no correlation observed between control and extension dimensions of motivational behaviour and training (r = 0. 064, p < 0.05) (r = -0.102 p < 0.05), understanding (r = 0.090, p < 0.05), (r = - 0.037, p < 0.05), co-worker support (r = 0.091, p < 0.05) (r = -0.024, p < 0.05) and future prospects (r = 0.126, p < 0.05) (r = 0.003, p < 0.05) constructs of organisational socialisation respectively at 0.05 level. Hence the null hypothesis is accepted and alternate hypothesis is rejected. It means that the training, understanding, co-worker support and future prospects constructs of organisational socialisation do not increase or decrease the control and extension dimensions of motivational behaviour of teachers in private aided degree colleges.

4.3   Hypothesis 2

There is no significant correlation between each dimension of motivational behaviour and each construct of organisational socialisation of teachers in private un-aided degree colleges of Bengaluru.

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Table No. 1.6 - Correlation between each dimension of motivational behaviour and each construct of organisational socialisation of   teachers in private unaided degree colleges of Bengaluru.

Dimensions of MB	1	2	3	4	5	6	7	8	9	10
Achievement	1.0									
Affiliation	0.160*	1.0								
Influence	0.352*	0.150	1.0							
Control	0.187*	0.034	0.208*	1.0						
Extension	0.176*	0.142	0.081	-0.002	1.0					
Dependence	0.217*	0.219	0.145*	0.194	0.089	1.0				
Constructs of OS										
Training	-0.073	-0.102	-0.077	0.060	-0.067	-0.120	1.0			
Understanding	0.047	-0.017	0.005	-0.016	-0.020	-0.090	0.73	1.0		
Co worker support	0.039	0.071	0.059	0.029	-0.043	0.166*	0.57	0.638	1.0	

*Significant at 0.05 level

It can be seen from the above table that there is a significant positive correlation between dependence dimension of motivational behaviour and co-worker support ($r = 0.166$, $p < 0.05$) construct of organisational socialisation at .05 level.   Hence the null hypothesis is rejected and alternate hypothesis is accepted. It means that the co-worker support construct of organisational socialisation increases or decreases the dependence dimension of motivational behaviour with respect to the teachers of private un-aided degree colleges. Also observed that there is no correlation between achievement, affiliation, influence, control, and extension dimensions of motivational behaviour and training, understanding, co-worker support and future prospects constructs of organisational socialisation at 0.05 level. Thus the null

hypothesis is accepted and alternate hypothesis is rejected. It means that other dimensions of motivational behaviour do not increase or decrease with the increase or decrease of any other constructs of organisational socialisation of employees with respect to private un-aided degree colleges of Bengaluru.

5. Implications and Suggestions

The results of correlation analysis show that the motivational behaviour of teachers in private aided degree colleges is greatly influenced by the constructs of organisational socialisation namely understanding, co-worker support and future prospects. It implies that the managements of the private aided colleges should plan for the future well in advance and inform the employees of their duties to achieve the objectives of the institution. It enables them to dedicate themselves and achieve goals. As co-worker support help the employees to improve their performance, and considering the fact that job security is of predominant importance, the management shall evolve suitable policies in the matter of increments, incentives, promotion, etc. and ensure a conducive atmosphere for a cordial relationship among the teachers for attaining the institutional goals.

The results of correlation analysis between the dimensions of motivational behaviour and constructs of organisational socialisation show that there is a significant positive relationship between influence and co-worker support construct of teachers in private aided colleges of Bengaluru. It implies that the management of the private aided colleges should ensure creation of a cordial environment for mutual dependence of teachers so that there is high degree of co-operation among teachers for a smooth functioning of the organisation.

Similarly there is a significant positive relationship between dependence and co-worker support construct of organisational socialisation in private aided colleges of Bengaluru. It implies that the management of the private aided colleges should appreciate the significance of mutual help and co-operation among the teachers, which can be achieved by ensuring cordiality and close coordination among the teaching staff.

Further, there is a significant negative relationship between dependence dimension and understanding construct of employees in the private aided colleges of Bengaluru. It implies that the employees of the private aided colleges should maintain a close relationship to improve their own self-development which would go a long way in helping to realise the goals of the organisation.

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Likewise, there exists a significant positive relationship between the dependence dimension of motivational behaviour and co-worker support construct of organisational socialisation in private unaided degree colleges. It implies that the management of the private un-aided colleges shall create such an environment in the organization as to help the teachers develop their self-potential with close co-operation and coordination of other teachers of the organisation. This would greatly help in the attainment of the objectives of the organization.

7.   Limitations of the study

1. The sample size is limited with respect to the number of colleges selected.
2. A sub-categorisation of the types of the institutions on the basis of number of employees is desirable.
3. The scope of the research could be further expanded by including other affiliated colleges in the Bengaluru University.

6.   Conclusion

The concept of motivation has gained universal dimension as motivation is concerned with the "factors that direct and energise the behaviour of humans and other organisms" (Robert S. Feldman, 2000).   The present study which examines all four constructs of organisational socialisation for their relationship with the six dimensions of motivational behaviour of teachers, reveals that the socialisation process plays a major role in appreciating the motivational needs of the teachers of colleges, whether private aided or unaided. This can be vividly seen in the correlation analysis between the respondents of various private aided and unaided degree colleges.

It can therefore be said that motivation is a key element in organisational socialisation and it is the driving force towards the attainment of the goal and objectives of the organisation.

To sum up, motivated teachers, in a friendly and cordial working environment, along with opportunities for growth and progress are the prime pillars of success in any educational institution. Besides these, the institutional heads should also encourage the views, ideas and suggestions of the teaching staff, so that the institution would grow in tune with the current global requirements of higher education. After all, it is the inner force that drives each individual to accomplish personal and organisational goals. In this regard, the significant role of motivation needs little emphasis.

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