

# Employee Motivation And Promotion In Job, Are They Related? A Comparison Study Between Indian Academic Sector And IT Industries

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*Abstract: In today's environment, organizations thrive and survive on human resources. Therefore, it has become important to realize organizational and individual goals, which in turn depend on self-motivation as well as self-satisfaction. Acquiring and retaining talent has posed a major challenge in recent time, more or less in each and every organization. Professional employees are found to be always on the move today and loyalty and commitment have taken a backseat, not appreciated much either at the individual or the organizational level. In the present paper, an attempt has been made to find out whether scope for career progression and attainment of promotions lead to creating a better-motivated workforce. Participants were 157 employees (randomly selected) from different Technical Academic Institutes in India. The data was subjected to a number of statistical analyses such as Correlation and One way ANOVA. The available data seem to indicate that there exists a significant relationship ( $p < 0.01$ ) between the number of promotions attained by an individual employee and their level of motivation. The present finding might provide a valuable insight in understanding employee behaviour and should perhaps be taken into account while making a strategy for retaining employees in an organization.*

**Key Terms:** Employee Motivation, Expectancy theory, Promotion, Employee Retention, Organizational Commitment

## I. INTRODUCTION

In today's highly competitive business scenario, the most critical resource that an organization may ever need to procure is the human resource. A firm can have a sustainable competitive advantage only when it possesses a unique human capital that is not only able to contribute towards adding value to the product or services rendered by the firm, but also is committed and loyal to the organization. Even when all the other resources owned by an organization, such as financial, technological or physical resources are in place, everything might go haywire if the firm does not possess an excellent group of people who will be handling these resources in the right way. In addition, unlike other resources, which will be either eroded over time or would be eventually imitated by other firms and thus would be losing the edge over other firms, the human resource will become only richer with passing time

and experience. This, of course, does not happen automatically and the organization will have to invest a lot in its employees in order to transform them into true resource that will add value to the organization. This also means that one has not only to find the best talent available and nurture them, but also to retain the talent in the firm and develop them to their fullest potential. However, once a group of employees are developed painstakingly over a period of time by an organization, the competitors would always be stalking around to 'snatch' or 'poach' them away. Quite understandably, the better the employee, the higher is the chance of his being 'poached' by the competitors. The reasons for this are simple. Good human resource is becoming an increasingly scarce commodity. With the fierce market competition, it is difficult to find good people in the first place but retaining them in the firm and protecting them from poachers and head hunters are becoming a truly uphill task. Job opportunities today are much better compared

to yester years and people are hardly found to stay in any job for too long. Unlike the employees of the past generation, today people are always on the move.

## II. EMPLOYEE WORK MOTIVATION, CAREER SUCCESS AND PROMOTION

To understand why an individual chooses a particular course of action over other available alternatives one has to correctly assess his level of motivation. From time immemorial, researchers and practicing managers alike have tried hard to explain human motivation and its complexities and in the process various theories have been offered. The research interest in employee motivation has by no chance waned over time as is evident from a large number of studies that are still been conducted in this area. The process of motivation is usually explained in terms of a driving force within an individual, which compels him/her to achieve the specific goal/s in order to fulfill the need or expectation.

In the context of work organization, there are reasons to believe that a group of motivated workforce would certainly expend more effort to achieve the goals than those who are not adequately motivated. So if the goals of the individual employees could be aligned with the organizational goals and objectives, organizational effectiveness would indeed improve and this is precisely what a practicing manager should try to achieve.

In desperate efforts to retain their talents, people in charge of organizations are trying several ways to engage the employees in their jobs for a longer period of time - from deferred payment, to offer bonus related to their tenure in the job to even tying them with bond or other types of financial contracts. But none of these have ever been found to be very effective. According to Oosthuizen (2001), motivation is the reason behind any goal-directed behaviour of an individual. This belief is being strongly shared by Houkes et al (2001) when they pointed out that it is the lack of motivation that might eventually lead to the decision of leaving the organization. In a longitudinal study conducted by them, they found that the turnover intention is primarily predicted by unmet career expectations of the employees. Oosthuizen (2000), also strongly believes that one of the most important roles of a manager is not only to motivate the employees successfully but also to influence their job related behaviour in order to achieve the organisational goal more efficiently as well as effectively. Clearly, to attain these, managers must try to understand the desires of their employees so that they can be motivated in the best possible way (Amos et. al., 2004).

The concept of motivation thus implies that motivation provides an individual with both direction and intention to behave in such a way as to attain a desirable objective (Mukherjee, 2007). Oosthuizen (2001) argues that any comprehensive theory of motivation should be able to explain how human behaviour is guided or focussed in accordance to their levels of motivation. Motivation is traditionally explained in terms of driving force acting within an individual, which compels him to achieve some objective/s in order to fulfill his specific needs or expectation.

The factors that motivate employees can be divided into two groups; external and internal factors (Jones et al., 2005). According to Dundar et al., (2007) the external factors for motivation are working condition, wages, company's image, job guaranty, promotion, social environment, and status. Internal factors can briefly be defined as providing employee satisfaction over businesses responsibility. Internal factors not only provide employees with satisfaction but also ensure opportunities for career growth, which shows an important effect on employee's motivation (Karatepe & Uludağ, 2007).

Promotions can be a major determinant in overall salary growth over time (Gerhart & Milkovich, 1989). With a promotion the employee typically receives a pay increase and moves to a lower relative position to a new pay hike at the same time having the opportunity to earn more and perhaps more frequent within-grade increases with much more responsibilities also (Milkovich & Newman, 1993). Hence, it is expected that highly promoted employees to experience greater salary growth and obviously very less voluntarily leave the organization. Indeed, it has been found out by Stumpf and Dawley (1981) and Dreher (1982) in their studies that there has a very significant and negative relationship exist between promotions and employee turnover.

There are also reasons to believe that promotions can very well lead to increasing employee movement. Within the firm, promotions are used as signals of ability of the employee (Forbes & Wertheim, 1995). Armstrong (2001) revealed in his research that people are motivated when they expect a course of action is likely to lead to the achievement of a certain goal and a valued reward - one that satisfies their needs. He goes even further to assert that the organization can provide the framework that can facilitate higher levels of motivation through incentives and rewards, satisfying work and opportunities for learning as well as career prosperity. Graham and Bennett (1995) agree with this and reveal that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both but the prospect of career advancement always motivate employees to work hard.

Nomura Research Institute Ltd (2005) also agreed that career advancement and reward systems are the sources of motivation at the work place. It is, therefore, logical to believe that there may be a negative impact on motivation, morale, job satisfaction and performance in instances where employees' expectations for advancement are not met. Indeed in their study, Nomura Research Institute Ltd (2005) also found out that employees (especially young people) get tremendously demotivated when they feel there is little chance of personal growth in their career.

Different researchers have found out that employee motivation is always related to career success or number of promotions they received from the organization as well as career growth. We have also seen that career development involves higher status and responsibilities which can always motivate employees to work hard.

### III. GLOBALIZATION, INDIA AND EDUCATION SERVICE INDUSTRY

The service industry forms a backbone of social and economic development of a region. It has emerged as the largest and fastest-growing sectors in the world economy, making higher contributions to the global output and employment. Its growth rate has been higher than that of agriculture and manufacturing sectors. It is a large and most dynamic part of the Indian economy both in terms of employment potential and contribution to national income. It covers a wide range of activities, such as education, trading, transportation and communication, financial, real estate and business services, as well as community, social and personal services. In India, services sector, as a whole, contributed as much as 68.6 per cent of the overall average growth in gross domestic product (GDP) between the years 2002-03 and 2006-07. ("Service Sector in India"; 21-07-2007; Indian economy). The most important services in the Indian economy has been health and education. They are one of the largest and most challenging sectors and hold a key to the country's overall progress.

The era of economic liberalization has ushered in a rapid change in the service industry. As a result, over the years, India is witnessing a transition from agriculture-based economy to a knowledge-based economy. The knowledge economy creates, disseminates, and uses knowledge to enhance its growth and development.

The education system has been increasing globally. Now more people are investing their time and money in the education business than in the past. Although all levels of education have experienced a huge expansion, but the rate of growth perhaps, has been greatest at the higher education level. Between 1991 and 2005, the number of students enrolled worldwide in different institutions for higher studies is more than doubled from 68 to 137.9 million students (UNESCO Institute for Statistics – UIS, 2007).

As we all know that there are several reasons why the higher education system should be expanded. The first reason behind this is a huge increase in the lower level of education system. This expansion has been happened because of the voluntary demand for education and also in response to public action. The law for compulsory primary education has become a national commitment and international support to achieve the Education for all (EFA) goals.

The second reason behind this is that because of the high demand of university graduates for the public service sector and in most of the developing countries the public sector used to be the largest employer of university graduates. But due the reason of globalization the private sector have promoted of their economies whereas employment in the public sector has been declined in many countries. In fact we can say that the slowdown in employment generation in the public sector has been compensated by employment creation in the private sector. At the same time it has been realized that due to globalization, the requirements for skills, knowledge and aptitude has also been changed in a huge way by the companies. So to compete with the changing demands of time many countries have universalized their school education and at the same time changed their higher education systems.

The third reason for expansion of higher education is better job opportunities and higher salary expectations of the students pursuing studies in domestic as well as private institutions.

The Knowledge economies have grown faster than any other and many of them have continued a growth over the past decades. And at present it is in the centre of development. Because of the huge growth in knowledge economies employment opportunities have expanded globally on two sides. Firstly, there has been an increase in employment in the developed countries where production is more knowledge-based, skill requirements are high and have attracted highly skilled workers from other countries. And secondly, there has been an increase in domestic employment opportunities in developing countries due to the increase in foreign direct investment (FDI) and the growth of private enterprises, including firms focusing on outsourcing because of globalization. But at the same time it is to be seen that the skill requirements in the knowledge economy are not only different from traditional manufacturing sector, but also the level of skills required and the qualifications demanded for job entry are also high and continuing to get higher. Studies show that, in countries such as Canada, nearly 70 per cent of all new jobs will require a post-secondary level of education (International Labor Office – ILO, 2004).

It is a very well known fact to all of us that the technical education system in India has undergone a huge change in last 20 years as compared to previous 50 years. This has seen enormous private participation and huge growth of engineering and management colleges not only in terms of numbers of colleges but also numbers of students enrolled. ("Indian Higher Education Sector: Heading towards Transformation"; International Conference on Technology and Business Management March 28-30, 2011)

### IV. VROOM'S EXPECTANCY THEORY OR VIE THEORY OF WORK MOTIVATION

Expectancy theory of human motivation is one of the most important process theories of motivation, which was originally propounded by Vroom (1964) to explain the extreme complex nature of human motivation specifically in the context of work organizations. This model is based on three key variables, viz. valence, instrumentality and expectancy (hence is also known as VIE theory). Valence is the attractiveness of, or preference for, a particular outcome to the individual. Instrumentality refers to the perceived relationship between the two levels of outcomes – first and second. Expectancy is the subjective probability or belief that the individual will be able to attain a particular level of performance. Another important component of this theory is Outcome, which is usually considered as the end result or what people can expect from their job. Two distinct levels of outcomes are: First-level outcomes that refer to the quantity / quality of output or the performance level and the Second-level outcomes are those which refer to the end result that is expected to follow the first level outcome.

According to Vroom, a multiplicative combination of valence, instrumentality and expectancy determine the motivational force of an individual. Expressed symbolically,

$M F = E \times \Sigma [I \times V]$ ..... Equation (1),

MF is the motivational force or the willingness to expend effort, V is the valence, I is the instrumentality and E is the expectancy. The implication of the multiplicative model of motivational force is that not a single variable, but all the three variables are important in determining the motivation of a person. Thus, no matter how desirable a particular outcome is (say, promotion or high grade in examination) for an individual (valence), the resultant force would be low if the individual does not believe that his working hard (a first-order outcome) would lead to the particular sought-after outcome, say, promotion, (instrumentality) or whether the individual is capable of attaining the required level of performance (expectancy).

More specifically, motivational force or the willingness to exert effort for a particular outcome is influenced by three variables: (a) valence or the perceived value of the outcome of the behavior, (b) instrumentality or the perceived correlation between one's effort and attainment of the outcome and (c) expectancy or the perceived probability that one will be able to put in the desired level of effort. If any of these factors increase, the motivation strength would also increase. But more interestingly, the reverse is also true! If any one of the factors goes down, the resultant motivational force, or the willingness to exert effort would also decrease. This explains why people are not found to put in adequate effort for even a desired outcome, if the other two factors, viz. instrumentality or expectancy are perceived to be low by the individual. In fact, according to the expectancy theory, it seems that an individual tries to intuitively solve a personal equation of his own before taking the decision of spending the amount of effort towards achieving a certain goal.

Porter and Lawler's (1968) subsequent work on expectancy theory model pointed out that an individual's motivation to complete a task is affected by the reward they expect to receive for completing the task from their organizations. Porter and Lawler (1968) categorized all the possible rewards in the work situation as intrinsic and extrinsic. Intrinsic rewards are the positive feelings that an individual experiences from completing the task that means job satisfaction, sense of achievement etc while extrinsic rewards are rewards that come from outside the individual such as bonus, commission and pay increases, promotion, foreign tour with family etc. According to them an individual's perceived attractiveness and fairness of these rewards will affect his/her motivation.

**OBJECTIVES OF THE PRESENT STUDY**

The objectives of the present study are as follows: To find out what employees, engaged in the Technical Academic sector in India, look for from their jobs

- ✓ To determine the level of employee motivational force following Vroom's (1964) VIE model
- ✓ To determine the nature of the relationship that may exist between employee motivational force and their career success in Academic Sectors.

Accordingly the following null hypothesis (H<sub>0</sub>) will be tested in the present study:

- ✓ *HYPOTHESIS 1:* There is no relationship whatsoever between the level of employee motivational force and the number of promotions attained by the employees in Academic sectors.

**V. METHODOLOGY**

**SAMPLE**

The subjects of the present study were people employed in different Technical Academic Institutes (n = 157). In the following section a brief description of the sample of the present study is given.

**AGE**

The age of the respondents is grouped into four categories. The First group is the Young Age group with the age between 23-30 years. The Middle Age group is the second group where age lies between 31-40 years. The Third group is the Upper Middle group where age lies between 41-50 years and the Fourth group is the Old people's group and here age lies above fifty one (51) years.

As shown in Exhibit 1, the age of the employees' concentrates in the Young Category, comprising 41.44% of the sample while 40.13% of the respondents belong in the Middle aged group and 12.5% of the respondents are there in the Upper-Middle section. Very few people are also found to belong to the Old category (5.92%). However, the average age in Academic sector is thirty-four years (Exhibit 2), which indicates the fact that most of the respondents belong to middle aged group in the technical academic sector in India.

Percentage of Sample Having			
Young (23-30 years)	Middle Aged (31-40 years)	Upper Middle (41-50 years)	Old (50+ years)
41.44	40.13	12.5	5.92

*Exhibit 1: Percentage of Age Distribution of the Sample in Academic Sector*

Age of the Sample	
Mean (in Years)	34.53
Standard Deviation	8.25

*Exhibit 2: Mean and Standard Deviation of Age (in years) in Academic Sector*

**GENDER**

Percentage of Respondents		
Male	Female	Total
68.42	31.57	100

*Exhibit 3: Percentage of Male and Female Distribution in Academic Sector*

As shown in Exhibit 3, almost sixty eight percent of the present sample in Academic sector is found to be male, while the rest (31 percent) are female.

**QUALIFICATIONS**

In the present study, educational qualification is considered in terms of the number of years spent in completing the study. Four groups of educational level have been created: Group 1 is the one where respondents have 16 years of education and referring to the technical graduates (BE/B.Tech) and Group 2 having 17 years of education, referring to graduation with a post graduates (PGDBA/MBA/MA/M.Com/M.Sc etc) qualification, Group 3 is the one having 18 years of education (BE/B.Tech + MBA/PGDBA) and the Group 4 have the highest level of educational qualification (Ph. D) with 20 years of education.

As shown in Exhibit 4, it is evident that the majority of the respondents (about 64.47 %) in Academic Sector have 17 years of education, with only 5.26% respondents having 16 years of education and 31.30% respondents are having 20 years of education that means Doctoral degree. However, the average educational qualification level in Academic sector is almost eighteen years (Exhibit 5), which indicates the fact that most of the respondents are having a minimum post-graduate or masters in the technical academic sector in India.

Percentage of Sample Having		
B.E/B.Tech (16 years)	MBA / PGDBA (17 years)	Ph. D (20 years)
5.26	64.47	31.30

Exhibit 4: Percentage of the Sample Having Different Levels of Educational Qualification (in years) in Academic Sector

Educational Qualification of the Sample	
Mean (in Years)	17.85
Standard Deviation	1.43

Exhibit 5: Mean and Standard Deviation of Educational Qualification in Academic Sector

**WORK EXPERIENCE**

The years of service or experience of the respondents are categorized in to five groups: Group 1: 6 months-2 Years, Group 2: 2.5-5 Years, Group 3: 6-10 years and Group 4 represents people with more than 10-15 years of experience and Group 5 represents people with more than 15 years of experience.

In the Academic sector people have even more than fifteen years of experience.

As it is seen in the Exhibit 6, in academic sector the highest number of respondents (29.60%) fall under Group 2 followed by Group 3 (24.34%). Group 1 has only 23.68% of the respondents while only 9.86% people are left in Group 4 with more than ten years of experience. And we have 12.57% respondents fall under group 5 that means people with more than 15 years of experience. The average experience of the respondents in Academic sector is almost eight years (Exhibit 7), in the technical academic sector in India.

Percentage of Sample Having				
0.6-2 Years	2.5-5 Years	5.5-10 Years	10-15 Years	15+ Years
23.68	29.60	24.34	9.86	12.57

Exhibit 6: Percentage of the Sample Having Different Levels of Experience (Years of Service) in Academic Sector

Experience of the Sample	
Mean (in Years)	7.60
Standard Deviation	7.42

Exhibit 7: Mean and Standard Deviation of Experience (Years of Service) in Academic Sector

**EMPLOYEE TENURE IN THE PRESENT JOB (IN YEARS)**

The highest number of employees (as high as 54%) in the Academic sector is found to have only a maximum of two years of job tenure (Exhibit 8). Employees having tenure of up to five years in this sector is found to be 35.52% while those having the tenure of more than five years in the present job are found to be rather few (10.54%). The average tenure of the employees in Academic sector is less than three years (Exhibit 9).

Percentage of Sample Having Tenure in the Present Job of		
0.6-2 Years	2.5-5 Years	5+ Years
53.94	35.52	10.54

Exhibit 8: Percentage of the Sample Having Different Tenure (in Present Job) in Academic Sector

Tenure in the Present Job of the Sample	
Mean (in Years)	2.77
Standard Deviation	2.11

Exhibit 9: Mean and Standard Deviation of Tenure (in the Present Job) of the sample in Academic Sector

**NUMBER OF PROMOTIONS (ATTAINED IN LAST 5 YEARS)**

The number of promotions of the respondents are categorized in to five groups: Group 1: no promotions, Group 2: 1 promotion, Group 3: 2 promotions, Group 4 represents 3 promotions and Group 5 people with 4 promotions.

As shown in Exhibit 10, in the Technical Academic sector the highest number of people (48.68%) does not have any promotion, while 30.92% of respondents are found to have attained 2 promotions, with the remaining (17.76%) achieved only 1 promotion in their career in last five years. Very less number of people are found to have either 3 (1.32%) or 4 promotions (1.31%). The average number of promotions attained by the employees in this sector is found to be 0.88 (Exhibit 11). So we can say that most of the people have got no promotions in last five years of their career.

Percentage of Number of Promotions of the Sample				
No Promotions	One Promotion	Two Promotions	Three Promotions	Four promotions
48.68	17.76	30.92	1.32	1.31

Exhibit 10: Percentage of the Sample Having Different Number of Promotions in Academic Sector

Number of Promotions of the Sample	
Mean (in Years)	0.88
Standard Deviation	0.98

Exhibit 11: Mean and Standard Deviation of Number of Promotions in Academic Sector

TOOL

‘What People Want from Their Job’, a standardized 14-item questionnaire by Pareek (2002) was followed to identify employees’ valence for different job outcomes along with an Personal Information Sheet that records the respondents’ the details of demographic data (viz. gender, age in years, educational qualifications, years of service, tenure in present job in years, number of promotions attained in last five years.)

After thus identifying the priority of the different organizational outcomes for the employees, they were then asked to answer the following two questions to determine the other two components of the Expectancy theory model, viz. instrumentality and expectancy:

- ✓ What, according to you, is the relationship between your present level of performance and the attainment of these outcomes?
- ✓ What, according to you, is your chance of putting in your 100% effort in your job?

3. Method of Data Collection

The questionnaire was administered individually to the each of the subjects of the present study and their responses to the questionnaire items were duly recorded.

STATISTICAL TOOLS

The Statistical Package for the Social Sciences (SPSS) version 19 was utilised to analyse the data in. The upper level of statistical significance for null hypothesis testing was set at 5%.

FINDINGS OF THE PRESENT STUDY

Employee Motivational Force (n = 157)	
Mean	58.56
Standard Deviation	22.30

Table 1: Mean and Standard Deviation of Employee Motivational Force (as determined by the Multiplicative Model)

Variables	df	Correlation Coefficient
✓ Employee Motivational Force	155	0.255**
✓ Number of Promotions Attained		

\*\* p < 0.01

Table 2: Pearson Correlation Coefficient between Employee Motivational Force and Number of Promotions Attained by the Employee on the Present Job (n = 157)

As is evident from Table 2 above, there exists a significant positive relationship between Employee Motivational Force and the number of promotions attained by them in their current job.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6193.860	4	1548.465	3.302	.013
Within Groups	68935.921	147	468.952		
Total	75129.782	151			

Table 3: ANOVA to Identify Differences in Employee Motivational Force based on Employee Number of Promotions in Academic Sector

As is evident from the Table 3, between groups variability due to number of promotions is 4 while the within group variability arising due to random error is 147. The F value is 3.302 (p<0.013). Thus we may say that a significant relation exists between employee motivational force and number of promotions attained by them in Academic sector.

\*\* p<0.01

Thus it is evident that there is a significant difference between the motivational forces of the employees attaining different number of promotions in their job.

VI. DISCUSSION

Table 1 shows the mean and standard deviation of employee motivational force, as determined by the multiplicative model. This seems to indicate that employees engaged in the Technical Academic sector in India are only moderately motivated. One of the most plausible reasons behind this could very well be the relatively less scope for promotions in their job, average number of promotions attained by the employees being only 0.88 (refer to Exhibit 11) which means the average number of promotion is not even one in last five years as per our study. The resultant frustration seems to be reflected in the high level of employee turnover prevalent in this sector with the average tenure being as less as 2-3 years (2.77 years) only (refer to Exhibit 9).

The next phase of the present study aimed at checking the possible impact of number of promotions attained by the individual employees on their levels of motivational force, as determined by the VIE model of employee motivation and according to Equation 1. The findings of the present study shows a significant (p<0.01) positive relationship between employee motivation and the number of promotions attained by the employees in their current job (refer to Tables 2 and 3). Thus as it appears from the available data, the number of promotions achieved by the employee has indeed a positive effect on an employee’s motivational force. The findings of the present study thus reject the Null Hypothesis, that is, there is no relation between number of promotions earned by the employees and their motivational force. We can thus very well accept the alternative hypothesis and might say that the number of promotions earned by the employee is positively related to the levels of employee motivational force.

As noted earlier, opportunity for promotion or growth is one of the most coveted outcomes that an employee might seek from his organization. Available research in this area has also indicated a strong linkage between employee motivation and their willingness to stay in the job for a longer period of time (Houkes et al, 2003; Stumpf and Dawley, 1981). Porter and Lawler (1968) had also noted that if employees’ needs (of which promotion is a significant one), are not adequately met in the organization, this would decrease their motivational force considerably, and in turn, the organization might very well lose the employee.

Thus, the findings of the present study seem to suggest that, taken as a whole, the employees in the Technical Academic sector in India have a rather moderate level of motivation, and as a consequence, probably a higher level of dissatisfaction. This seems to explain the phenomenon of the

high level of employee turnover prevalent in this sector as reflected in the low average job tenure (< 3 years) in of these people (refer to Exhibit 9). One of the important reasons behind this may very well be the lack of employees' future growth prospect and career advancement, as the average number of promotions attained by the employees is found to be too less (Exhibit 11). To avoid such a contingency, people seem to be always on the move and prefer changing the job at the drop of a hat rather than becoming redundant. If the prospect of career growth seems to be blocked people would rather prefer to change the job and move out.

The existence of a significant positive relationship between number of promotions attained by the employees and their levels of motivational force, as is found in the present study, seems to account for the lack of motivation in this particular sector that has been traditionally linked with employee attrition rates. So the present findings may be seen to provide a valuable insight into the retention policy of the valued employees in an organization.

## VII. CONCLUSION

Organisations across the board are conceding to the noteworthy opportunity to improve the return on investments in their human resources, by aligning strategies for employee motivation with business strategy and enhancing the value delivered to and by employees. This has been identified as critical to the ability of the organisation to firstly attract, but also most importantly retaining critical skills and adding to the organisation's competitiveness in the global market.

So how employees are motivated and that the organisational strategies developed should be cognoscente of the fact that the strategies should have an important motivational impact on the employees of the organization and help to retain and sustain the valuable assets of the firm.

## VIII. RECOMMENDATIONS AND SCOPE OF FUTURE RESEARCH

For any organization it is almost impossible to change the preference for various organizational outcomes (the valence) for any particular employee but what the organization could aim for is to strengthen the perception of instrumentality through revising the organizational policies and bringing in more transparency in the system. Another one important thing that the organization should also attempt is to enhance the feeling of self-efficacy of the employees through proper exposure, experience to handle difficult and challenging projects and providing with adequate training to enhance their skill level and expertise for further growth and development.

The results of this study have shown a remarkable leading factor in assessing the contribution the selected factor (number of promotions) on employee motivational force. However, this study is limited in the selected technical academic institutes in India. So the external validity of the results may be limited. Factor such as organizational, personal, occupational and cultural elements, job characteristics, and demographic variables apart from number of promotions or possibility for

career success that may influence employee motivation should be explored for further research.

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