*Research Paper*
*Impact Factor: 3.567*
*Peer Reviewed Journal*

*IJMDRR*
*E- ISSN –2395-1885*
*ISSN -2395-1877*

# A STUDY ON INFLUENCE OF MOTIVATION, TRAINING AND DEVELOPMENT PRACTICES IN PERFORMANCE MANAGEMENT SYSTEM

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***Abstract***
*The motive of the study is to determine the influence of motivation, training and development practices in performance management system in technical education institutions. This study covers 100 faculty members working in various departments of engineering colleges and collects responses from them. This study is started with the motive to assess the personal profile and opinion on performance management system, influence of motivation, influence of training and development in performance management, successive planning towards performance management system in technical education institutions. Data for the study is collected by presenting well-structured questionnaire in the hands of faculty members. This study is utilized percentage analysis, chi-square test, rotated component matrix, Friedman test and Kendall's Coefficient of Concordance to analyse the data. Results of the study indicate that there is no significant relationship between personal profile of faculty members and their opinion on performance management system. Faculty motivation and training and development practices have influence on faculty performance management. It is concluded that the faculty members are well aware about performance management and it is influenced by motivation and training and development.*

***Key Words Used: Faculty Performance, Performance Management System, Motivation, Training and Development, Successive Planning, Engineering Institutions.***

## 1. Introduction

In institutional perspective, it is frequently expressed that faculty performance is a function of ability and motivation. Performance can be considered as almost any behaviour, which is expressed towards task attainment. Good performance among faculty members in an institution has many implications such as high motivation among faculty members, outstanding ability, good institutional climate and infrastructure, excellent leadership that can maintain rapport and teaching efficiency and excellent relationship among faculty members. In an educational institution, faculty motivation would produce a teacher with high vitality. This refers the positive quality of producing first-class student performance. Motivation stimulates an institution to perform certain action to achieve the desired objectives, it also assists to induce, express and continued behaviour. Faculty members are important asset of the organization and faculty training and development is of prime importance for the successful administration of performance management and achieving targeted objectives. Faculty members in technical education institutions prefer motivation, training and development practices rather than other performance management techniques.

As fascination of earlier researches, salary as per scale, leave encashment, allowances, leave with pay, rent free accommodation, probation with increment, assistance for conferences, higher study permissions, rewards and recognitions, welfare facilities, encouraging students for learning, on duty provision, permission for further study, impartial while dealing with students, award for student counselling, freedom in work, autonomy in decision making, flexibility in work, goal achievement, resource accessibility, virtual library usage, conflicts/ dispute removal, cash award, direct contact with management, keen interest in the subject, and cooperative approach among students are important factors to motivate them. Similarly, in order to enrich faculty performance, technical education institutions should ensure staff development programmes, creating pedagogy skills, interaction with industry, tie-up with leading instates, on-job training, induction training, at par training and development, training and development to enrich faculty knowledge. Willingness of faculty members successive planning towards performance management system helps to develop both faculty members and institution. This study attempts to find out the influence of motivation, training and development practices in performance management system in technical education institutions.

## 2. Review of Literature

Sinclair et al. (2005) discussed that training is also one of the significant motivating factors that assists faculties in polishing their present skills and also aids them to study new ones. Information availability and communication is also one of the motivating plan used by management (Rojas, 2000). Tyler and Boelter (2008) positive teacher prospects were associated with high academic performance; whereas pessimistic teacher expectations resulted in decline in academic performance. The significance of knowing teachers' beliefs concerning their roles in motivation is critical due to the accepted correlation

between this perception and activities. (Sargent & Hannum, 2009) revealed that support gained through regular teacher commitment and group effort as an effective means of connecting motivation with the daily challenges faced by teachers, when supported by educational institutions, leadership, and training and development. Motivation on getting better student achievement (Blazevski, 2007), engaging teachers in research experiences to enrich their classroom teaching (Klein, 2009), and how the policy atmosphere affects teachers' choices of training and development (Desimone et al. 2007). Bligh (2005) has made a parallel suggestion, stating that faculty development programs are outward signs of the inner faith that institutions have in their workforce, and that booming faculty development is expected to result in enhanced teaching performance and better learning outcomes for students.

**3. Objective of the Study**

This study is started with the following objectives, these are as follows:

1. To know the personal profile of faculty members and their opinion on performance management system.
2. To check the influence of motivation in performance management system of faculty members working in technical education institutions in Tamilnadu.
3. To identify the influence of training and development practices in performance management system of faculty members.
4. To find out the faculty members successive planning towards performance management system.

**4. Research Methodology**

The research design employed for the present study is descriptive research design, target population of study include faculty members working in various departments of engineering institutions in Tamilnadu. This study intends to collect data as of various designations of faculty members, such as, assistant professor, associate professor and professor. Both the experienced and newly appointed faculty members in various departments like science and humanities, management and engineering discipline are identified for collecting data. The sample size consists of 100 faculty members and participation ratio unerringly substantiated. Well-structured and non-disguised questionnaire has been constructed as survey instrument to collect data for the study. Data has been collected by providing questionnaire in the hands of faculty members. The questionnaire tries to know the personal profile of faculty members, influence of motivation, influence of training and development practices and successive planning towards performance management system. The faculty members are asked to assess the factors influencing motivation in faculty performance management system. In this part, 26 variables on five surfaces provided on a five point Likert-type scale ranging from '1' as 'Not Important' to '5' 'Extremely Important'. In order to identify the training and development factor that influenced in faculty performance management in technical is checked on the basis of scaling process that is, '1' for not important '2' for least important, '3' for important, '4' for most important and '5' for extremely important. This survey instrument was previously pre-tested 15 with faculty members in the study area. As a result of the pre-test, appropriate changes in treatment of words and information were modified in the survey instrument. The content validity of the questionnaire was checked with the subject experts and HR professionals. Percentage analysis, Chi-square test, rotated component matrix and Friedman test had been applied for data analysis.

**5. Results and Discussions**

The collected data is to be scrutinized and presented in accordance with the outline framed for the intention of conduction of the study.

**5.1. Opinion on Performance Management System**

Existence of proper performance management system in technical institutions assists to enrich performance both faculty and institution at large. Performance management practices are differing one department to another department and one person to another person. Faculty members are having different mindset according to their gender; age, salary, designation, educational qualification and department in which employed in terms of performance management system. Personal profile is also plays a vital role in shaping opinion on performance management system. Hence, in this direction, chi-square test has been directed to examine the relationship between personal profile of faculty members and their opinion on performance management system. Accordingly, null hypothesis ($H_0$) states that there is no significant relationship between personal profile of faculty members and their opinion on performance management system. Accordingly its analysis is presented in table-1.

**Table 1: Chi-Square Test on Opinion on PMS**

| Personal Profile | Variables | Sample | Score | | | | | Chi-Square | Result |
|---|---|---|---|---|---|---|---|---|---|
| | | | SDA | DA | N | A | SA | | |
| Gender | Male | 76 | 18 | 19 | 18 | 10 | 11 | 3.47 | Accepted |
| | Female | 24 | 6 | 6 | 6 | 3 | 3 | | |
| Age | 21 - 30 years | 49 | 12 | 11 | 8 | 8 | 10 | 4.25 | Accepted |
| | 31 – 40 years | 34 | 7 | 8 | 6 | 6 | 7 | | |
| | Above 41 years | 17 | 4 | 4 | 2 | 4 | 3 | | |
| Salary | Below10,000 | 32 | 8 | 6 | 4 | 6 | 8 | 2.87 | Accepted |
| | 10,001 – 20,000 | 45 | 10 | 9 | 7 | 8 | 11 | | |
| | 20,001 – 40,000 | 18 | 3 | 3 | 4 | 5 | 3 | | |
| | 40,000 & above | 5 | 2 | 0 | 0 | 1 | 2 | | |
| Designation | Assistant Prof. | 59 | 12 | 10 | 12 | 14 | 11 | 3.93 | Accepted |
| | Associate Prof. | 28 | 7 | 5 | 6 | 5 | 5 | | |
| | Professor | 13 | 3 | 3 | 2 | 2 | 3 | | |
| Educational Qualification | BE/MBA/M.Sc., | 31 | 6 | 8 | 5 | 7 | 5 | 2.06 | Accepted |
| | ME/M.Phil | 58 | 14 | 11 | 8 | 12 | 13 | | |
| | Ph.D | 11 | 3 | 2 | 1 | 3 | 2 | | |
| Experience | Up to 4 years | 47 | 10 | 9 | 5 | 12 | 11 | 2.79 | Accepted |
| | 5 – 10 years | 33 | 7 | 6 | 5 | 7 | 8 | | |
| | Above 10 years | 20 | 5 | 2 | 4 | 3 | 6 | | |
| Department | S & H | 28 | 6 | 6 | 4 | 7 | 5 | 2.85 | Accepted |
| | Management | 15 | 4 | 3 | 1 | 4 | 3 | | |
| | Engineering | 57 | 13 | 10 | 11 | 12 | 11 | | |

Source: Primary data

It is ascertained that in the table-1, the chi-square value is less than the table value at 5% level of significance for all variables. This framework directly supports the null hypotheses. Hence, there is no significant relationship between personal profile of faculty members and their opinion on performance management system. It is also disclosed that mainstream of the respondents (76%) are male faculty members, 49% of the respondents are between 21-30 years of age. Mainstream of the respondents (45%) are drawing the salary of 10,001 – 20,000 per month. Designation of the faculty members shows that 59% are employed as assistant professor and education level of respondent's shows that 58% are completed additional qualification, 47% are having minimum experience up to 4 years and 57% are working in various engineering departments.

**5.2. Influence of Motivation in Faculty Performance Management**

The following rotated component matrix presided over to ensure the influence of motivation in faculty performance management system in engineering institutions.

**Table 2: Rotated Component Matrix**

| Labels | Variables | Remuneration | Recognition | Work Freedom | Resource Usage | Relationship |
|---|---|---|---|---|---|---|
| MFP21 | Salary as per scale | **.818** | .175 | -.015 | .119 | .148 |
| MFP 23 | Leave encashment | **.813** | .176 | .017 | .066 | .096 |
| MFP 04 | Allowances | **.784** | .246 | .167 | .086 | .085 |
| MFP 01 | Leave with pay | **.773** | .127 | -.056 | .114 | .195 |
| MFP 17 | Rent free accommodation | **.745** | .238 | .246 | .048 | .146 |
| MFP 14 | Probation with increment | **.684** | - | .160 | .096 | .064 |

| | | | | | | |
|---|---|---|---|---|---|---|
| MFP 05 | Assistance for conference/publications | **.681** | .137 | .081 | .137 | .161 |
| MFP 03 | Higher study permissions | .087 | **.686** | .043 | .185 | .161 |
| MFP 07 | Rewards and recognitions | .147 | **.679** | .125 | -.075 | .085 |
| MFP 10 | Welfare facilities | .185 | **.669** | .104 | .175 | -.028 |
| MFP 25 | Encouraging students for learning. | .246 | **.665** | .082 | .048 | .086 |
| MFP 13 | On duty provision | .164 | **.596** | .276 | .054 | .235 |
| MFP 24 | Permission for further study | .236 | **.574** | .157 | .247 | -.057 |
| MFP 15 | Impartial while dealing with students | .174 | **.567** | .170 | .038 | .084 |
| MFP 19 | Award for student counseling | .047 | **.553** | .067 | .195 | .132 |
| MFP 11 | Freedom in work | .074 | .196 | **.764** | .175 | .154 |
| MFP 22 | Autonomy in decision making | .137 | .196 | **.752** | .205 | .094 |
| MFP 18 | Flexibility in work | .143 | .086 | **.691** | .090 | .164 |
| MFP 02 | Goal achievement | .072 | .215 | **.544** | -.021 | -.041 |
| MFP 06 | Resource accessibility | .187 | .088 | -.187 | **.795** | .321 |
| MFP 16 | Virtual library usage | .235 | .119 | .047 | **.747** | .144 |
| MFP 08 | Conflicts/ dispute removal | .075 | .059 | .258 | **.693** | .146 |
| MFP 12 | Cash award for 100% results | .264 | .074 | .147 | **.585** | .056 |
| MFP 09 | Direct contact with management | .174 | .077 | .095 | .211 | **.807** |
| MFP 26 | Keen interest in the subject | .057 | - | -.047 | .210 | **.742** |
| MFP 20 | Cooperative approach among students | .036 | - | .068 | .167 | **.674** |
| **Eigen values** | | **7.141** | **5.11** | **2.158** | **1.647** | **1.04** |
| **% Variance** | | **16.26** | **13.8** | **9.98** | **8.17** | **7.59** |
| **Cumulative % Variance** | | **16.26** | **30.1** | **40.11** | **48.28** | **55.8** |
| **Cronbach's α** | | **0.801** | **0.73** | **0.778** | **0.684** | **0.63** |

Source: Primary data

Table-2 exhibits the rotated component matrix with the factor loadings that are extracted and presumed pertinent to the factors highlighted in bold. The cut-off rate for factor loadings was fixed as 0.5. The exploratory factor analysis reveals that twenty six distinguishing factors on influence of motivation in faculty performance management system, put together responsible for cumulative variance of 55.87% explained in the data. The Cronbach's alphas for the factors intended good reliability values i.e., $\alpha > 0.5$. Remuneration to the faculty members is the predominant factor that the respondents have confessed this factor to be the most essential factor with the highest explained variance of 16.26%. Seven variables loaded on this factor such as, salary as per scale, leave encashment, allowances, leave with pay, rent free accommodation, probation with increment, and assistance for conferences. This factor is having foremost influence on motivation of faculty members. Recognition of faculty members has been found that the second most important factor with explained variance of 13.87%. Eight variables were loaded in this factor such as, higher study permissions, rewards and recognitions, welfare facilities, encouraging students for learning, on duty provision, permission for further study, impartial while dealing with students, and award for student counselling. This factor is considered as the import factor in faculty motivation. Work freedom of faculty member is the third most important factor, which explains 9.98% variance in data. It is loaded with four variables such as, freedom in work, autonomy in decision making, flexibility in work and goal achievement. Fourth factor is resource usage in which variables like, resource accessibility; virtual library usage, conflicts/ dispute removal, cash award for 100% results are loaded in this factor and accounts 8.17% variance in data. Finally, relationship factor is loaded with three variables such as direct contact with management, keen interest in the subject and cooperative approach among students, which together explains 7.59% variance in data. Hence, it is found that faculty motivation largely influenced performance management system.

**5.3. Influence of Training and Development in Faculty Performance Management**

Performance management system of faculty members is mostly influenced by training and development practices implemented by the technical institutions. These factors can be explained in eight heads, such as, at staff development programmes, creating pedagogy skills, interaction with industry, tie-up with leading instates, on-job training, induction

training, at par training and development, training and development to enrich faculty knowledge. In this manner, the results are summarized and tabulated with the null hypothesis, which states that various training and development practices on faculty performance management system are not significantly different. On the other hand, alternate hypothesis states that various training and development practices on faculty performance management system are significantly different. Friedman test with 5% of level of significance is employed for this analysing the data. The result achieved is tabulated beneath consistent with the order of mean rank.

**Table - 3: Mean Rank Table**

| Training & Development Practices | Mean Rank | Test Statistics |
|---|---|---|
| Staff Development Programme/ FDP/Workshop / Seminar/ Conferences | 5.11 | Chi-square 47.763, Df.7, Asymp.Sig.0.396 |
| Creating Pedagogy Skills | 4.47 | |
| Interaction with Industry | 3.89 | |
| Tie-up with Leading Institutes | 3.51 | |
| On-job Training | 3.23 | |
| Induction Training | 2.82 | |
| Training and Development are at par with the industry standard | 2.48 | |
| Training and Development to enrich faculty knowledge | 2.34 | |

Source: Primary data

It is ascertained in the table-3 that the calculated significance value is 0.396 which is greater than 0.05, which means the acceptance of null hypothesis and it states that various training and development practices on faculty performance management system are not significantly different. Therefore, put together all training and development practices factors are equally influencing faculty performance management in technical institutions.

**5.4. Successive Planning towards PMS**

Successive planning of faculty members towards performance management system is observed with certain parameters such as, awareness in the institution policies and procedures, awareness in the structure and staff benefit policy, direct responsibility, equal opportunity, review and improvement of teaching methods, innovative researchers, new knowledge in teaching learning process, arouse interest of students systematic work and behavioural issues addressing the classroom. The factors are numbered from 1 to 10 and Kendall's coefficient of concordance is implemented to check the validity of the data collected. Kendall's coefficient of concordance established the degree of association among several ($k$) sets of ranking of $N$ factors. It is considered an appropriate measure of studying the degree of association among three or more sets of rankings. At this point five sets of rankings used to work out the coefficient of concordance. In order to ensure its validity the null hypothesis ($H_0$) states that there is no significance difference in ranking by the different region faculty members successive planning towards performance management system.

**Table 3: Kendall's Coefficient of Concordance**

| ***K* = 5** | **Factors** | | | | | | | | | | **N = 10** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | |
| East | 1 | 3 | 2 | 4 | 6 | 6 | 6 | 8 | 9 | 10 | |
| West | 1 | 2 | 3 | 4 | 5 | 6 | 7.5 | 7.5 | 9 | 10 | |
| South | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8.5 | 0 | 8.5 | |
| North | 2 | 1 | 4 | 4 | 6.5 | 6.5 | 4 | 8 | 0 | 0 | |
| Central | 1.5 | 1.5 | 3 | 5 | 4 | 6 | 7 | 8 | 9 | 10 | |
| **Sum of ranks ($R_j$)** | 7.5 | 9.5 | 15 | 21 | 26.5 | 30.5 | 31.5 | 40 | 27 | 38.5 | **$\Sigma R_j$ = 247** |
| **$(R_j - \bar{R}_j)^2$** | 295.84 | 231.04 | 94.09 | 13.69 | 3.24 | 33.64 | 46.24 | 234.09 | 5.29 | 190.44 | **s = 1147.6** |

$W = S / 1/12k^2 (N^3 - N)$
$= 1147.6 / 1/12(5^2) (10^3 - 10) = 1147.6 / 25/12(990)$
$= 1147.6 / 2062.5 = 0.5564$

Source: Primary data

As N is larger than 7, $\chi^2$ worked out to determine the W's significance at 5% level.
$\chi^2 = k\,(N - 1).W$ with N – 1 degrees of freedom
$= 5\,(10 - 1)\,(0.5564)$
$= 25.038$

The table value of $\chi^2$ at 5% level for N – 1 = 10 – 1 = 9 degrees of freedom is 16.919. Calculated value is 25.038, this is significantly higher than the table value. This does not hold the null hypothesis that there is no significance difference in ranking by the different region faculty members successive planning towards performance management system at 5% level of significance.

**6. Conclusion**

Performance management system is the key factor used in shaping whether an institution can manage its faculty strength and talent effectively. Performance management provides information on technical institutions which faculty should be trained and in what domains, which faculty should be rewarded, and what type of skills is deficient at the teaching or managing student or overall requirement for institution success. This study attempted to check the faculty members' opinion on performance management system with their personal profile. Personal profile assets that 76% are male, 49% of the respondents are between 21-30 years of age; 45% are drawing the salary of 10,001 – 20,000 per month, designation shows that 59% are employed as assistant professor and education level found that 58% are completed additional qualification, 47% are having minimum experience up to 4 years and 57% are working in various engineering departments. The exploratory factor analysis reveals that twenty six distinguishing factors on influence of motivation in faculty performance management system, put together responsible for cumulative variance of 55.87% explained in the data. In addition to that performance management system of faculty members is mostly influenced by training and development practices such as, at staff development programmes, creating pedagogy skills, interaction with industry, tie-up with leading instates, on-job training, induction training, at par training and development, training and development to enrich faculty knowledge implemented by the technical institutions. Hence, all training and development practices factors are equally influencing faculty performance management in technical institutions. Kendall's Coefficient of Concordance reveals that it does not hold the null hypothesis that there is no significance difference in ranking by the different region faculty members successive planning towards performance management system. It is concluded that the faculty members are well aware about performance management and it is influenced by motivation and training and development.

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