

Descriptive Analysis of the Factors Leading to Decreased Work Motivation

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Abstract

Declining work motivation presents a significant challenge across various sectors, including higher education. This study aims to analyze the factors affecting the decrease in work motivation among lecturers at private higher education institutions in South Tangerang. The research employs a qualitative method with descriptive analysis. Data was collected through a questionnaire distributed to 190 lecturers randomly selected from private colleges in South Tangerang. Descriptive analysis reveals that the main factors influencing decreased work motivation include high workload, lack of recognition, and unclear career paths. These findings provide a deeper understanding of the elements that need to be addressed to enhance motivation.

Keywords: Work Motivation; Lecturers; Descriptive Analysis; Private Higher Education

Abstrak

Motivasi kerja yang menurun menjadi tantangan signifikan di berbagai sektor, termasuk pendidikan tinggi. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi penurunan motivasi kerja di kalangan dosen perguruan tinggi swasta di Kota Tangerang Selatan. Penelitian ini menggunakan metode kualitatif dengan analisis deskriptif. Data dikumpulkan melalui kuesioner yang disebarkan kepada 190 dosen yang dipilih secara acak sederhana di perguruan tinggi swasta di Kota Tangerang Selatan. Analisis deskriptif mengungkapkan bahwa faktor-faktor utama yang mempengaruhi penurunan motivasi kerja meliputi beban kerja yang tinggi, kurangnya penghargaan, dan ketidakjelasan jalur karier. Temuan ini memberikan pemahaman mendalam tentang elemen-elemen yang perlu diperhatikan untuk meningkatkan motivasi.

Kata Kunci: Motivasi Kerja; Dosen; Analisis Deskriptif; Perguruan Tinggi Swasta

INTRODUCTION

In the context of higher education, lecturer work motivation is crucial as it directly impacts the quality of education. Motivated lecturers are more likely to be committed to delivering quality teaching and engaging in innovative research. This motivation drives lecturers to innovate in teaching methods and actively participate in academic activities, which in turn improves the academic standards of the institution.

Furthermore, lecturer motivation also affects the academic atmosphere at

colleges. Motivated lecturers can create a positive and inspiring learning environment for students (Nur, et al., 2022). They are more likely to engage in in-depth mentoring and collaborate on challenging research projects. Thus, lecturer motivation not only affects individual outcomes but also contributes to achieving academic goals and the institution's overall reputation.

Work motivation issues at colleges can significantly impact lecturer performance. Less motivated lecturers often show decreased productivity and lower teaching quality, which affects the learning experience of students. This can result in students not receiving optimal education, ultimately impacting the institution's academic reputation.

Moreover, low motivation can lead to high turnover rates among lecturers. When lecturers feel undervalued or unmotivated, they may seek other opportunities, leading to staff shortages and disruptions in teaching continuity. This presents a major challenge for colleges to maintain academic quality and achieve long-term success.

Maslow's Hierarchy of Needs Theory explains individual motivation through a hierarchy of needs, starting from basic needs such as food and safety to higher needs like esteem and self-actualization (Wahyudi, 2022). According to Maslow, individuals are motivated to fulfill lower-level needs before striving for higher-level needs. In the workplace context, lecturers who feel their basic needs, such as adequate salary and job security, are met will be better able to focus on higher needs like professional development and academic achievement.

On the other hand, Herzberg's Motivation-Hygiene Theory divides work motivation factors into two categories: motivators and hygiene factors. Motivators, such as achievement and recognition, contribute to increased job satisfaction and motivation (Noori, et al., 2020). Conversely, hygiene factors, such as working conditions and adequate salary, if unmet, can cause dissatisfaction even though they do not directly increase satisfaction. In a higher education environment, understanding these theories helps create working conditions that not only meet lecturers' basic needs but also provide the necessary motivation to enhance performance and job satisfaction.

Research by Deci and Ryan (2000) shows that intrinsic motivation, which comes from personal interest and satisfaction with the activity itself, has a more significant positive impact on learning success compared to extrinsic motivation, which depends on external rewards. They conclude that intrinsically motivated employees are more likely to be engaged and produce quality work.

Judge and Bono (2001) found that motivation is positively related to performance. Their research identifies that high motivation can enhance productivity and work quality. Their findings emphasize that understanding motivational factors can help managers design strategies to improve team performance.

LITERATURE REVIEW

Motivation is the internal or external drive that compels an individual to take action, achieve goals, or behave in a certain way (Khasanah, 2020). Simply put, motivation is what prompts someone to act and persist. There are several types of motivation:

1. Intrinsic Motivation. This comes from within a person. For instance, someone might feel motivated because they enjoy the activity itself or feel satisfied with their achievements.
2. Extrinsic Motivation. This originates from external factors, such as rewards or recognition. Examples include the drive to earn money, praise, or other rewards.

Motivation can also be influenced by various factors, including needs, expectations, values, and past experiences. Motivation theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory provide deeper insights into how motivation functions in different contexts.

In management and organizational behavior, motivation is often defined as the drive that directs and sustains employee behavior to achieve organizational goals (Tegowati, et al., 2022). Experts like Abraham Maslow proposed the Hierarchy of Needs theory, suggesting that employee motivation is influenced by fulfilling basic needs, such as physiological needs and safety, before social, esteem, and self-actualization needs become primary motivators.

Herzberg's Two-Factor Theory is also highly relevant. Herzberg distinguished between motivators, which include achievement, recognition, and responsibility, and hygiene factors, such as working conditions and salary, which can cause dissatisfaction if inadequate but do not necessarily motivate if met (Suparjo & Widyarini, 2022). This helps managers design work environments that balance preventing dissatisfaction and enhancing satisfaction.

McClelland's Theory highlights three primary needs—achievement, power, and affiliation—that influence employee behavior (Ariefa, et al., 2020). Employees with a high need for achievement seek challenges, those with a need for power may focus on control and influence, while those with a need for affiliation prioritize interpersonal relationships.

Victor Vroom's Expectancy Theory states that employee motivation depends on their expectations regarding the outcomes of their efforts (Salbiyah, 2019). If employees believe their efforts will lead to desired results and those results are important to them, they will be more motivated to work hard. This underscores the importance of setting clear goals and providing constructive feedback.

Finally, Self-Determination Theory, as proposed by Edward Deci and Richard Ryan, shows that employees are more motivated when they feel engaged in their work and have autonomy in task execution (Hardin et al., 2021). This means managers should create environments that support autonomy, competence, and relatedness to enhance motivation and performance.

METHOD

This study uses a qualitative method to analyze the factors causing decreased work motivation. Through qualitative approaches, researchers can delve deeply and gain nuanced insights into various elements affecting lecturer motivation. The study aims to identify and describe factors in detail, rather than merely measuring variables quantitatively.

The analysis is conducted using a descriptive method, focusing on systematically presenting data to provide a clear picture of factors influencing work motivation. Descriptive analysis will present questionnaire results in tables, graphs, or narratives that explain patterns and trends, making it easier to understand how each factor contributes to decreased motivation.

The subjects of the study consist of 190 lecturers from private higher education institutions in South Tangerang, selected using simple random sampling to ensure representativeness. The sample criteria include permanent lecturers with a functional lecturer position and more than 5 years of experience, to gain a deeper perspective from substantial work experience. Data was collected through a questionnaire designed to identify various aspects affecting work motivation, which was then analyzed descriptively to illustrate the research findings.

RESULTS

Respondent Profile

Survey results indicate that the majority of respondents are male lecturers, comprising 63% of the sample. This suggests a gender imbalance among the participating lecturers, with men being more dominant than women. This gender distribution should be considered in the analysis, especially in terms of how work motivation might differ between male and female lecturers.

Additionally, the survey reveals that most respondents hold a Master's degree, accounting for 74% of the sample. Only a small portion of respondents have a Doctorate. This difference suggests that the majority of lecturers at private higher education institutions in South Tangerang have not pursued further education. This could influence the perspectives and experiences they bring to their work, including factors related to work motivation.

The average length of service among the sample lecturers is 6 years. This considerable duration of service indicates that the respondents have significant experience in the academic world, which may provide valuable insights into the factors affecting their work motivation. This experience may contribute to their views on decreased motivation and the factors involved, which should be considered in further analysis.

Respondents' Opinions on Self-Motivation

The research findings show that most respondents, the lecturers, have good work motivation. This indicates that they exhibit high enthusiasm and dedication in performing their duties. This good work motivation is reflected in their commitment to their roles and responsibilities at their institutions.

Lecturers express a strong intention to optimally fulfill the tri dharma of higher education, which includes education, research, and community service. This good motivation means they strive hard to meet all three aspects with the highest quality.

With high motivation, these lecturers have the potential to make a significant positive impact on the quality of education at their institutions. Their involvement and enthusiasm in performing the tri dharma can enhance student learning outcomes, research contributions, and community service.

General Factors Contributing to Decreased Work Motivation

The research findings indicate that several significant negative factors affect lecturers' work motivation (Ai, et al., 2019). According to the questionnaires completed by the lecturers, one major cause of decreased motivation is the rude behavior or attitudes of students. Disrespect or non-compliance from students can create frustration and dissatisfaction, impacting work enthusiasm. Additionally, authoritarian behavior from leadership also hinders motivation. Authoritarian or unfair leadership can damage the work environment and reduce lecturers' sense of ownership toward their institution.

Apart from internal factors such as student attitudes and leadership behavior, institutional support for the tri dharma implementation is also an important element of lecturer motivation. The tri dharma of higher education, which includes education, research, and community service, requires adequate institutional support. Insufficient support in terms of resources, facilities, or incentives can hinder lecturers from performing these tasks optimally, ultimately reducing their motivation.

From a motivational theory perspective, these factors can be explained using Herzberg's Motivation-Hygiene Theory. According to this theory, factors such as authoritarian leadership and an unfriendly work environment are hygiene factors that can lead to dissatisfaction if not properly addressed (Mamuaya, et al., 2019). Meanwhile, support for the tri dharma can be categorized as a motivational factor that increases satisfaction and work drive. When these hygiene factors are inadequate, even if motivational factors are present, work motivation will still be negatively affected.

Research Findings

The research reveals that lecturers' work motivation is influenced by several significant managerial factors. First, high workloads with minimal support from leadership and the organization are primary factors contributing to decreased motivation. Lecturers are required to produce academic outputs such as reputable international journals, accredited national journals, book publications, and community service activities. However, support from leadership and the organization, in terms of attention, guidance, or resources, is very limited. This heavy workload is often managed independently by lecturers, which can lead to stress and decreased motivation.

Second, the lack of recognition from both leadership and the organization also contributes to decreased motivation. Lecturers involved in activities outside the campus do not receive adequate moral or material support. This reduces lecturers' enthusiasm to actively contribute outside of campus activities, as they feel their efforts and dedication are not properly recognized. The lack of recognition can lead to feelings of injustice and decreased motivation to continue actively participating in self-development and institutional growth.

Third, unclear career advancement paths are a significant issue affecting lecturers' motivation. The absence of written documents or clear guidelines regarding career opportunities and qualifications required for promotion makes lecturers feel they lack a clear direction in their career development. Frequent placement of positions to those close to leadership adds to the uncertainty and perceived unfairness, which can decrease lecturers' motivation to strive harder.

From a motivational theory perspective, these findings can be explained using Herzberg's Motivation-Hygiene Theory. High workloads with minimal support and lack of recognition are hygiene factors that, if not addressed, can lead to dissatisfaction and decreased motivation (Deci & Ryan, 2000). While these factors are not primary motivators, they have a significant impact if not properly managed.

Additionally, unclear career advancement paths can be analyzed using career development theory and intrinsic motivation theory. These theories emphasize the importance of having a clear structure and opportunities for growth to motivate individuals (Judge & Bono, 2001). Without a clear and fair career path, lecturers may feel pressured and less motivated to contribute optimally, as they do not see rewards or progress commensurate with their efforts.

CONCLUSION

The conclusions of this study indicate that lecturers' work motivation is significantly affected by managerial factors, including high workloads with minimal support from leadership and the organization, lack of recognition, and unclear career advancement paths. Lecturers face demands to produce various academic outputs without adequate support, leading to stress and decreased motivation. Additionally, the lack of recognition for lecturers' involvement outside of campus activities and the ambiguity regarding career advancement contribute to dissatisfaction and reduced work enthusiasm.

If these issues are not addressed, they could lead to long-term negative impacts on lecturers' productivity and job satisfaction. To enhance motivation, it is crucial for educational institutions to provide better support, both material and moral, and to develop a clear and fair system of rewards and career advancement. Such an approach will not only improve lecturers' motivation but also support the achievement of academic goals and overall institutional development.

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