
Research

THE IMPACT OF MOTIVATIONAL FACTORS ON ORGANIZATIONAL LEARNING: A STUDY ON EDUCATION SECTOR OF PAKISTAN

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Abstract

The main purpose of this study is to investigate the motivational factors that affect the organizational learning in the education sector of Pakistan. Self-administrated questionnaire with 5 point Likert scale is used for primary data collection and research journals and articles are used for secondary data collection. The sample size of the study is consisted of hundred academic employees of different educational institutes of Lahore. SPSS is used for measuring the relationships between variables and interpretations of their relationship. Organizational learning mainly depends upon peer cooperation motivational factor. As the peer cooperation increases in an organization, it leads the organization towards learning. Peer cooperation has a strong effect on organizational learning as a motivational factor in the education sector. A high level of peer cooperation in any organization helps in enhancing its learning. Furthermore, according to data analysis all other motivational factors used in this study i.e. working condition, recognition and reward has very small or no effect on learning of any organization. So, we can conclude that, among four different motivational factors i.e. peer cooperation, working condition, recognition and rewards, only peer cooperation has a strong relationship with organizational learning as compared to other factors.

Keywords: Motivational factors, organizational learning, education sector

JEL Classification: Z000

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Introduction

Learning organization concept coined around the creation of new knowledge that has the capability to influence the behavior (Huber 1991, Simons 1969, Fiol and Lyles 1985). This newly created knowledge will positively change the behavior of individuals regarding their work and ultimately it will also enhance their performance (Garvin 1993, Senge 1990 and Sinkula 1994) which will lead the organizations towards a competitive advantage. Senge, P. (1990) is the pioneer of the concept of learning organization. Marrsick and Watkins (2003) developed a tool to measure learning organization with the name of Dimensions of the Learning Organization Questionnaire (DLOQ). Nowadays the concept of organization learning is becoming more popular in the field of human resource development due to its implication on individual level learning and this individual learning creates a change of knowledge that will turn a traditional organization into a learning organization. In a learning organization knowledge is created on all levels of the organization and embedded in the organization's system, which will boost the growth and development of the organization. If good learning environment exists in your organization then employee will perform whole heartedly and work for the goodwill of the organization.

Motivation is an important factor that can affect the learning of the employees and their will to transfer the knowledge to other employees (Osterloh and Frey, 2000). Motivation has some extrinsic and intrinsic factors like rewards/compensation, recognition, working environment and peer-corporation. These factors play an important role to motivate the employees in any organization. In the context of learning organization, these factors can influence the learning of the employees and can also affect their behavior regarding knowledge sharing and knowledge sharing is the bias of organizational learning.

So motivation is the significant factor for organizational learning and achievement. Intrinsic and extrinsic motivational factors play a vital role in achievement, competency and organizational learning. The purpose of this study is to examine the impact of employees' motivational factors on organizational learning.

Literature Review

Osteraker (1999) describes that motivation is very important for the learning of any organization that's why finding the elements that would effects the employee's motivation is also very important. Due to this the organization can creates a learning environment and as a result the organization get benefited. The author pointed out that previously the element of value of employees is totally ignored by the researchers while exploring the motivational factors.

Egan, Yang and Bartlett (2004) found the relationship between organizational learning culture, employee learning and performance outcomes. In their study the authors conduct a web-based survey from almost 245 IT employees as respondents. After data analysis the authors found that learning culture in an organization is positively related with job satisfaction and motivation to transfer learning in IT sector employees. Furthermore, the authors also concluded that turnover intention has a negative relation with organizational learning culture and job satisfaction.

Galia (2007) found different intrinsic and extrinsic motivational foundations regarding knowledge creation, sharing and transferring process within manufacturing firms. The data about French manufacturing firms are collected from two different surveys conducted in 1994-1996 and 1998-1999 shows that both intrinsic and extrinsic motivation factors helps the organization for attaining the maximum performance level.

Lin (2007) examines the relationship between intrinsic & extrinsic motivational factors and the employee's knowledge sharing intentions. For this purpose, he records the response of 172 employees of 50 large organizations in Taiwan. The study reflects that motivational factors such as reciprocal benefits, enjoyment in helping others and knowledge self-efficacy are closely connected through employee knowledge sharing attitudes and intentions. On the other hand, organizational rewards have no connection with employee behavior and attitudes intentions.

Jan, Ramay and Qureshi (2008) found the important elements which are important for creating motivation and affect the organizational goals. These elements are extracted by filling the questionnaires from 150 employees of Pakistani insurance companies. The survey results show that supervision, participation and quality have positive relation with motivation.

Ayub (2010) investigate the relationship between extrinsic and intrinsic motivation on academic perspective. For this purpose, she conducted a survey of 200 students including 100 males and 100 Females respondents through questionnaires in Karachi. As a result, she proposed that both intrinsic and extrinsic motivation affects the student's performance. Survey reveals that Female students have higher academic ethics than male students.

Malik and Danish (2010) studied the concept of organizational learning culture in public service organizations by filling the questionnaire from 119 employees and as a result investigate its impact on motivation to learn, organizational commitment, job involvement and job satisfaction. From this survey, they conclude that organizational learning culture have positive relation to the organizational commitment, job involvement and satisfaction but have no relation with motivation to learn.

Omar, Jusoff and Hussin (2010) explore the basic factors that affect the employee motivation towards organization's loyalty. For this purpose 185 employees of different manufacturing firms recorded their experience. They conclude that reward and compensations, working environment and peer cooperation, position and titles and employee benefits are important factors that affect the loyalty of the employees.

Jacobi (2010) finds the factors that stimulate the motivation for providing voluntary HIV counseling under government health sector in Ethiopia. For extracting these factors, Jacobi arranges almost 22 qualitative interviews from different counselors and their supervisors. After conducting these interviews, she found that lack of additional training and opportunities for promotion, low salaries and limited scope of practice are actually held responsible for reducing the motivation. She also concludes that supervision structures have not significant effect upon motivation.

Rickli, van den Berg and van Dam (2010) checked the relationship between worker's willingness to work longer for older employees and organizational factors and how this relationship is being affected by extrinsic and intrinsic motivation. They collect the data through questionnaires from 128 respondents belonging to Dutch labor market. Most of the respondent supported that the intrinsic motivation factor is more important as compared to extrinsic factors. Furthermore, the survey results showed that intrinsic motivation works as an intermediary between willingness to work longer and challenging job content. They conclude that if the job is proven as challenge for older workers they can use different skills in this scenario.

Çýnar, Bektaþ and Aslan (2011) studied the relationship between intrinsic and extrinsic motivational factors and employees motivation. In this study, they also tried to find the most important intrinsic and extrinsic motivational factors that affect the employee's

motivation on demographic basis. For this purpose, they recorded the response from 41 employees of an electricity delivery company. The survey results show that both extrinsic and intrinsic factors affect the motivation level of the employees while performing their assigned tasks. They also conclude that, intrinsic motivational factors having more mediating effects as compare to extrinsic motivational factors.

Rogstadiusa et al. (2011) found that improving output quality increases the intrinsic motivation that helps for succeeding the tasks while increasing pay has no effect. For proving their point, they perform an experimental study on Amazon's Mechanical Turk. The study results confirmed the author's hypothesis that intrinsic motivation can improve the quality of workers' output positively.

Hideo and Sadao (2011) studied the strength of inventor's motivation relationship with their productivity. For this purpose they collect the data from the survey about Japanese inventors which is conducted in 2005. The results shows that taste for science and taste for challenge are two most important intrinsic motivational factors that helps for measuring the inventor productivity.

Manzoor (2011) investigates the relationship between employee motivation and organizational effectiveness. She also proposed that positive relationship exists between motivation, empowerment and employee recognition. The findings of her study show a positive relationship between organizational effectiveness and employee motivation.

Olatokun and Nwafor (2012) discussed the effects of extrinsic and intrinsic motivation upon employee intention and attitude toward knowledge sharing on the basis of a theory named as "Theory of Reasoned Action – TRA". For this purpose, almost 297 civil servants in Nigeria record their response. The results proposed that extrinsic motivation has no impact while intrinsic motivation such as knowledge, self-efficacy and enjoyment for helping others

positively effects the knowledge sharing intentions and attitude of the employees.

Azad et al. (2014) examined the effect of knowledge concept, management, knowledge tools, knowledge measurement, change management and knowledge content on organizational learning. They held study in the headquarter of technical and vocational training organization (TVTO) in the city of Tehran, Iran. The sample size of this study was 313 people randomly from 1680 people who are working for TVTO. Researcher found positive relationship by using structural equation model and also found out that knowledge content is the most important factor among all other factors.

Sadeghifer et al. (2014) examined the relationship between organizational learning and staff empowerment. With the help of questionnaire they collected the data from 145 staff randomly from Children's hospital affiliated to Tehran University of Medical Sciences, Iran. After applying Spearman correlation test, they found out that organizational learning and staff empowerment has a significant relationship. They also recommended that hospital systems can improve staff empowerment by developing organizational learning environment and specially focusing on the intrinsic motivation.

Owiso, Mukulu (2014) found that instead of management style, organization learning improves the learning process in Kenyatta University. Authors used questionnaire survey to collect data and used chi-square technique to analyze it. They found that learning resources is the major influential element for learning organization in the studied organization. It was also recommended by the authors that public universities should use both learning resources and management style to improve organization learning.

Guo, Wang & Feng (2014) studied that how organization learning culture influence the end users' usage degree in ERP post implementation stage. The authors used empirical data of 141 ERP users to prove the hypothesis. They found that intrinsic motivation

and perceived usefulness were the significant variables that impact the individual assimilation level of ERP systems. They further identified the significant moderating effect of organizational learning culture on the association between individual motivations and individual assimilation level of ERP technology.

Hemmati et al. (2014), evaluates the teacher performance in Payam Noor University of Urmia. For this purpose, the researcher conducted a survey during 2011 - 2012 by involving all 473 faculty members. Out of total 473 faculty members 82 are randomly selected by the researcher for actively participating in the survey. A research questionnaire based on organizational learning aspects, common purpose systematic, thought team learning, subjective patterns, self-capability and Educational Performance of Faculty member based on age, sex, major, scientific degree & recruitment situation is designed to conduct the survey. After collecting the data from the respondents, the researcher employed different statistical techniques and successfully found a relationship between learning organization and educational performance. The results further indicate that, the relationship between learning organization and educational performance is not positive on the basis of age, sex and major (attributes of faculty members). On the other hand, the relationship between learning organization and educational performance is positive on the basis of faculty member's attributes i.e. scientific degree and recruitment situation.

Ravangard et al. (2014), investigates the relationship between organizational learning and employees empowerment between the headquarters staff of Shiraz University of Medical Sciences. For this purpose, the researcher conducted a cross sectional survey by randomly selecting 100 university employees using stratified sampling technique. After collecting the data from the respondents, the researcher applied different statistical techniques i.e. ANOVA, independent sample test, Person's correlation coefficient, multiple regression and p-value test by using the statistical software

SPSS 18. The results indicate that, organizational learning and employee's empowerment has moderate relationship. Furthermore, the research results show that, participation and competences has a positive and significant relationship with organizational learning. The research concludes that, university can promote the employees empowerment and organizational learning by job enrichment, providing innovative environment and by properly rewarding the employees.

Theoretical Framework and Hypothesis Development

Some researchers have used different intrinsic and extrinsic motivational factors in their research studies which are given below with the help of table

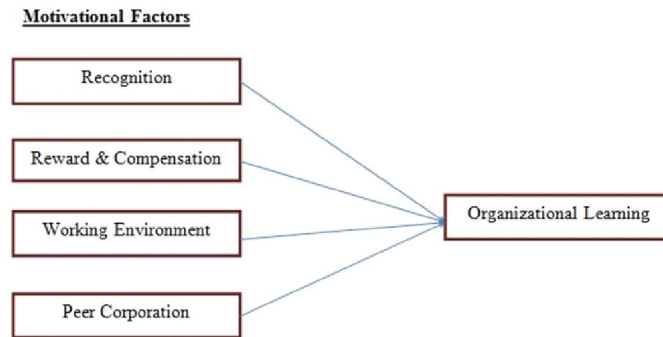
Table # 1

Variables	Authors	Year
Recognition	Malik and Danish	2008
	Olatokun and Nwafor	2012
	Sadeghifer	2014
Reward and compensation	Lin	2007
	Ravangard et al.	2014
Working Environment	Jan et al.	2008
	Omar et al.	2010
	Rickli et al.	2010
	Rogstadiusa et al.	2011
	Ravangard et al.	2014
Peer Cooperation	Omar et al.	2010
	Jacobi	2010
	Ravangard et al.	2014

From the above table it can be seen that many researchers have explained this research study's variables.

Motivational Factors

Figure # 1



Above figure is designed with the help of literature review. The authors have found that there are some intrinsic and extrinsic motivational factors that can impact organizational learning. On the basis of literature review we have established our dependent and independent variables so in our study independent variable is motivational factors and dependent variable is organizational learning.

Independent variables

Motivational Factors (both intrinsic & extrinsic)

Dependent variable

Organizational Learning

Problem Statement

Have Motivational factors an impact on organizational learning?

Research Hypotheses

Four hypotheses have been developed to check the relationship between dependent and independent variables. Below are the details of the developed hypothesis;

1st Hypothesis:

H1: Recognition has no impact on organizational learning.

2nd Hypothesis:

H2: Reward and compensation has no impact on organizational learning.

3rd Hypothesis:

H3: Working environment has no impact on organizational learning.

4th Hypothesis:

H4: Peer cooperation has no impact on organizational learning.

Data Sources and Methodology

Data has been collected through primary sources as well as from secondary sources. Self-administrated questionnaire survey has been used as a tool for primary data collection and secondary data has been obtained from research articles. Sample size of this study is consisted on hundred academics employees of different educational institutes of Lahore.

Sixty questionnaires were filled by Virtual University's employees, twenty questionnaires were filled by Punjab University; employees and rest of questionnaires were filled by University of Management and Technology's employees. Authors have used SPSS for conducting statistical analysis and interpretations of their relationship. In this study motivational factors are independent variable and organizational learning is dependent variable.

Organizational Learning = f(Motivational Factors)

Organizational Learning = f (Peer cooperation, working condition, recognition and reward)

Data Analysis and Interpretations

For data analysis and find the relationship between variables we run regression analysis. Results of regression analysis are given below;

Table # 2*Module Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.389	.363	.49732

a. Predictors: (Constant), Peer_cooperation, Reward_compensation, Working_conditions, Recognition

Value of R (0.623) shows the strong relationship between dependent (learning organization) and independent variables. Furthermore, the value of adjusted R square (0.363) in above table represent that the model used in this study explains 36% variations in dependent variable cause by independent variables.

Table 3*ANOVA^b*

Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	14.941	4	3.735	.000 ^a
	Residual	23.496	95	.247	
	Total	38.437	99		

a. Predictors: (Constant), Peer_cooperation, Reward_compensation, Working_conditions, Recognition

b. Dependent Variable: Learning_Organization

As we know that model is significant when P-value $< \alpha$ and in this case P-value (0.000) is less than “ α ” value i.e. 0.05, so it means that the model used for this study is significant.

Table 4
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.658	.340		4.879	.000
	Reward_compensation	.004	.074	.004	.054	.957
	Working_conditions	.024	.095	.037	.256	.799
	Recognition	.065	.132	.081	.494	.623
	Peer_cooperation	.474	.092	.545	5.128	.000

a. Dependent Variable: Learning_Organization

The above Coefficient table shows that the relationship between dependent variable (learning organization) and independent variables (peer cooperation, recognition, working environment and reward) is positive which means that, with increment of 1 unit in independent variables the dependent variable will also increase by 0.474, 0.065, 0.024 and 0.004 times units respectively.

As we know that;

Ho = Variable is not significant

Ha = Variable is significant

Sig = P-value & $\alpha = 0.05$

P-value < α , Reject Ho

P-value > α , Accept Ho

If we look at the coefficient result, we can observe that the P value of recognition is greater than the value of alpha (α), which means that it is not putting a significant impact on organization learning. So, we can accept our first hypothesis that recognition has no impact on organizational learning.

We can also observe that the P value of reward and compensation is greater than the value of alpha (α), which means that it is not putting a significant impact on organization learning. So, we

can accept our second hypothesis that reward and compensation has no impact on organizational learning.

The P value of working environment is greater than the value of alpha (α), which means that it is not putting a significant impact on organization learning. So, we can accept our third hypothesis that working environment has no impact on organizational learning.

P value of peer cooperation (0.000) is less than “ α ” value i.e. 0.05. So, it can be said that peer corporation has impact on organization learning. In this case, we can reject our fourth hypothesis that peer cooperation has no impact on organizational learning.

Table 5
Coefficient Correlations^a

Model		Peer_cooperation	Reward_compensation	Working_conditions	Recognition
1 Correlation	Peer_cooperation	1.000	.117	.024	-.446
	Reward_compensation	.117	1.000	.071	-.148
	Working_conditions	.024	.071	1.000	-.757
	Recognition	-.446	-.148	-.757	1.000
Covariance	Peer_cooperation	.009	.001	.000	-.005
	Reward_compensation	.001	.006	.000	-.001
	Working_conditions	.000	.000	.009	-.009
	Recognition	-.005	-.001	-.009	.017

a. Dependent Variable: Learning_Organization

The correlation matrix in “Coefficient Correlations” table shows that, multi collinearity problem does not exists in the data as there is no strong positive correlation between any two independent variables excepts the recognition and working condition, between them a strong negative correlation exists.

The covariance matrix in “Coefficient Correlations” table shows that, the reward has most consistent performer variable among

all other variables because its variance is less than all others independent variables..

Result

We come to know that organizational learning mainly depends upon peer cooperation motivational factor. As the peer cooperation increased in any organization, it leads the organization towards learning. So supervisors or head of department should involve all staff members in decision making and consider them the most fruitful assets in the organization.

Discussion

This research study supports the same findings of Omar, Jusoff and Hussin (2010) because they also found out that reward and compensations, working environment and peer cooperation, position and titles and employee benefits are important factors that affect the loyalty of the employees. But in this research study only peer cooperation has a strong relationship with organizational learning because of having P-value less than α where as other variables are not significant because their P-values are greater than α .

Conclusion

Peer cooperation has strong effect on organizational learning as a motivational factor in education sector. Peer cooperation has actually a direct relationship with organizational learning. High level of peer cooperation in any organization helps in enhancing its learning and on the other hand, the organization learning seems to be low as its peer cooperation is low. Furthermore, according to data analysis all other motivational factors used in this study i.e. working condition, recognition and reward has very small or no effect on learning of any organization which means with the change of working condition, recognition and reward system of any organization, the learning

process may not be affected or have slightly effected. So, we can conclude that, among the four different motivational factors i.e. peer cooperation, working condition, recognition and rewards, only peer cooperation has a strong relationship with organizational learning as compared to other factors.

Limitation and further research

One of the limitations of this study is that due to time constraint we can't increase our sample size and focus on just one sector that is education sector of Pakistan. The researchers can do further research while focus on different sectors and can increase the sample size as well.

Implication of the study

Focus of this study in on educational institutions and results suggest that educational institutions should focus on all the motivational factors but there major focus should be on enhance Peer Corporation among their faculty as well as their management team to covert organization into a learning organization.

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Appendix

Questionnaire

Dear Respondent, we are conducting a survey on impact of motivational factors on organizational learning: a study on education sector of Pakistan. Your participation is highly fruitful for us so kindly fill it with your utmost preferences.

Kindly tick (✓) the appropriate answer below while keeping in mind the given condition:

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

1. Age (in years):
 - I. 15 to 25
 2. 25 to 35
 3. 35 to 45
 4. More than 45
2. I am currently working in;
 - I. Government Educational Institute
 - II. Private Educational Institute
 - III. Semi Government Educational Institute
3. My qualification is;
 1. Graduation
 2. Master
 3. Post Graduate

Reward & Compensation

4. Individual incentive bonuses would improve the performance of employees.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree

1. The salary increments given to employees who do their jobs very well motivates them.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree

1. The medical benefits provided in the organization are satisfactory.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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Working Environment

2. Supervisors give a good deal of attention to the physical working conditions of their employees.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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3. Supervisors ought to work hard to develop a friendly working atmosphere among their people.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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Recognition

4. I feel that my superior always recognizes the work done by me

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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5. Pride in one's work is actually an important reward.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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Peer Cooperation

6. I am satisfied with the responsibility and role that I have in my work

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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7. Management involves me in decision making which are connected to your department.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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8. Employees in our organization are an extremely important source of information.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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Learning Organization

1. Our competitors are an extremely important source for learning new methods and services.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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2. We frequently send our employees to various seminars, workshops, conferences with intention to acquire information.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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3. In our organization we have individuals that work in more than one team or project groups together with individuals from other organizational units.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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4. People are not penalized for new ideas that do not work.

Strongly Disagree	Disagree	Neither Agree/ Nor Disagree	Agree	Strongly Agree
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