

Impact of motivation factors on employee performance: A case study of employees in Norbuling Rigter College

Author	Abstract
<p>Yeshe Samdrup, Associate Lecturer, Norbuling Rigter College Programme Leader for Bachelor of Arts in Development Studies</p> <p>Keywords: Attrition, monetary incentives, motivation, non-monetary incentives, productivity, turnover intentions¹</p>	<p>In order to motivate the employees, it is necessary to initiate employee recognition in the form of reward system. However, there is no consensus on whether it is monetary or non-monetary factors that affect employee motivation and productivity. Thus, this study aims to investigate the motivation factors of employees of Norbuling Rigter College (NRC) and explore their relationship with productivity and turnover intentions. This paper will also study the factors contributing to employee leaving NRC since 2017. The study used census survey to collect data. Results are presented through descriptive statistics. Correlational analysis was used to identify the factor that affects employee's motivation. The study findings underscore that the perception of NRC employees towards their working environment is good. The findings also show that financial benefit is the main driver of motivation.</p>

Introduction

Employee motivation is the main driver of their performance. It also influences the success of their professional career and their personal life. Study by Hussain et al. (2018) show that highly motivated employees can achieve excellent results but if motivations are not provided, the employees are likely to leave the organisation as they are competent with their profession and comfortable to work in any other organisation. Mbah et al. (2015) asserts that employees' recognition in the form of reward systems is arguably one of the best ways to motivate employees to improve performance in an organisation. This assertion is

* I extend my gratitude to Dr. Tandin Dorji, President, Norbuling Rigter College, Royal University of Bhutan for the support and guidance and Mr. Dawa Drakpa, Lecturer, Gedu College of Business Studies, Royal University of Bhutan for reviewing this paper.

premised on the view that reward systems have the capacity to encourage employees through their stimulation and direction along the path of goal accomplishment.

According to the study by Ahmed et al. (2010), the things that meet employees' priority in terms of input compared to output are what affect their level of happiness or satisfaction. For instance, they would become loyal employees of the company if they are happy with the incentives. High performance is often the outcome of this commitment and there is no incentive for the employees to look for employment elsewhere. In addition, Mohamad et al. (2014) underscores that monetary benefit is instrumental in motivating employees, among other factors. According to the United Nations Development Programme (2010), Ngubelanga (2012) and Mbah et al. (2015), employees' efforts increase when performance-based rewards are offered.

Employee dissatisfaction with their jobs is one of the factors that most likely causes turnover intentions. Study by Yamona (2014) state that when employees are unmotivated, they become dissatisfied with their jobs and are more likely to leave. A high employee turnover rate in an organisation means increased recruitment, selection, and training costs. Moreover, a lack of employee continuity incurs high costs in the induction and training of new employees. Organisational productivity is another issue that arises as a result of turnover (Siong, 2006).

Problem statement

Some organisations have experienced high staff turnover despite offering reasonably attractive salary. It indicates financial incentives is not the only driver of employee motivation but there are other factors too. Therefore, Aguinis (2012) asserts that it is important for managers and supervisors to understand the factors that motivates individual employees. Uzonna (2013) states that there is no consensus on whether it is monetary or non-monetary factors that affect employee motivation and productivity.

In Bhutan, on an average, 3.6 percent of teachers exited the education system from public schools. The reasons for leaving the system include voluntary resignation, superannuation, and expiry of contract. According to the Royal Civil Service Commission (2023) the attrition rate of civil service for the financial year 2022-2023 is 16 percent of which 10 percent are employees in the senior positions and teachers. The causes of the attrition are multifaceted but largely driven by economic factors. Further, the departure of experienced staff created gaps in agencies and affects service delivery. In addition, the Bhutan Chamber of Commerce and Industries (2023) reported that due to the tight economic situation in the private sector, business owners have roughly lost around 4,000 employees. The attrition in the private sector is very high. Private companies lost roughly around 25 percent of their employees, including those who were experienced and skilled. Since 2017 after the inception of NRC, the second privately owned tertiary education institution which is affiliated with the Royal

University of Bhutan 71 employees has left the institution as per the record from the staff directory 2023 (Norbuling Rigter College, 2023).

This exit of experienced employees creates gaps in agencies and affects service delivery. This eventually affects the image of the organizations. Against the backdrop, it is critical for educational institutions to know the drivers and constraints of employee's motivation and performance as well as factors of employee turnover. In the same vein, it is indispensable to know the factors that inspire college employees to be loyal to their organisations. Therefore, this study aims to investigate the motivation factors of employees in NRC and explore their relationship with productivity and turnover intentions as well as factors that contribute to NRC employees leaving the organisation.

Research questions

The following key questions are answered to achieve the research objectives:

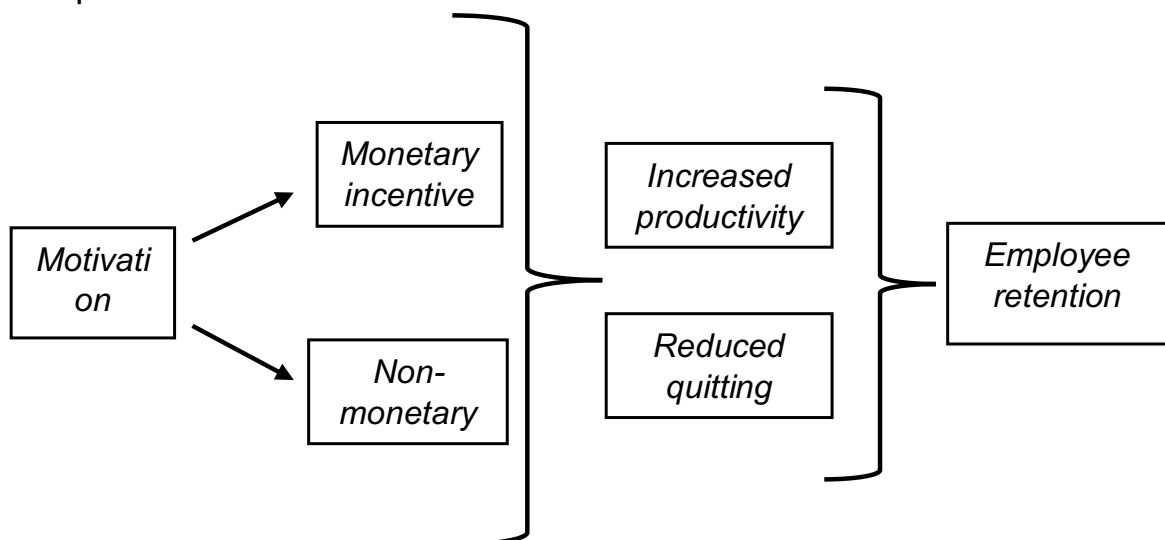
1. How do employees at NRC rank their preferences for motivation incentives in terms of monetary and non-monetary factors?
2. What is the relationship between employee motivation towards performance and turnover intentions of employees of NRC?
3. What is the pattern and demographic information of employees who have left NRC since 2017, and factors that contributed to their departure?

Significance

The study will recommend intervention strategies to NRC management to sustain its employees' motivation and retain them. The study is necessary since retaining skilled and committed employees is essential for sustained operations, ensuring quality education, and securing the institution's sustainability in the competitive education landscape.

Figure 1

Conceptual framework



Source: Author's compilation

Figure 1 shows the study's conceptual framework. Motivation is essential for an organisation to increase the productivity and reduce the intentions of the employees to leave. Motivations can be either monetary or non-monetary incentives. When employees receive incentives, it leads to higher and better productivity and lowers employee's intention to quit from the organisation which will directly or indirectly retain the employees to the organisation.

Literature Review

Motivation refers to the process that drives individuals and stimulates them to achieve their goals and increase their productivity (Behnaz, 2013; Uzonna, 2013). When an organisation meets the needs and requirements of its employees, it fosters enthusiasm and interest among them to work towards objectives (Haque et al., 2014). Motivation encompasses psychosomatic mechanisms and personality differences that explain employee behaviours in terms of efficiency, satisfaction, well-being and performance (Benedetti et al., 2015).

Maintaining levels of employee motivation is vital for organisations to reduce turnover rates (Abbas et al., 2014). Organisations can improve employee performance by ensuring satisfaction through both financial and nonfinancial rewards (Mohamad et al., 2014). Research indicates that monetary incentives such as salaries, bonuses and raises have an impact, on employee motivation and performance (Kumar et al., 2015; Rounok & Parvin 2011; Hoole, 2014; Fu & Deshpande, 2014).

Non-monetary rewards, in contrast, play a role in nurturing drive and ultimately enhancing the performance of employees. Motivators, like satisfaction, enjoyment, acknowledgment and professional growth have proven to be effective (Marry, 2010; Bennel, 2004). Employee productivity is widely recognised as the driving force, behind an organisations success (Palmer & Dean, 1973). Motivation plays a role in determining the level of employee productivity. Extensive research indicates a correlation, between motivation and individual productivity (Samadzad & Hashemi, 2021). Both management and employees' effort to enhance productivity collectively contribute to employee productivity (Tatom, 1979).

Employee turnover presents significant challenges for organisations. It brings about increased expenses, a loss of skills and talent and a decline in organisational performance (Gim et al., 2015; Hatum, 2016). On a level, turnover can result in the loss of seniority, benefits, disruption to family life, stress and a lack of trust in leaders (Pruitt & Porter 1982; Silva, 2006). Factors such as how employees perceive the support provided by the organisation, their commitment levels and the complexity of their roles all influence their intentions to leave the company (Silva, 2006). Additionally, discrepancies between work expectations and realities, a lack of training and growth opportunities as feeling undervalued are also factors that drive employees to seek new employment (Branham, 2005; Alaarj et al., 2016).

The analysis therefore shows that motivation plays a significant role in the performance and satisfaction of employees. Both monetary and non-monetary incentives have the power to influence employee motivation. When employees are motivated, they tend to be more productive and less inclined to leave the organisation. Therefore, organisations should prioritize strategies that boost motivation in order to enhance performance and reduce turnover rates.

Materials and methods

Study area: The study was conducted in Norbuling Rigter College, the first private school in Paro Dzongkhag and a college affiliated to the Royal University of Bhutan. It is located in Doteng gewog, Paro Dzongkhag.

Sampling: Census survey, which according to Kothari (2004) is when all items in any field of inquiry constitute a 'Universe' or 'Population', was used. A complete enumeration of all items in the 'population' is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained. In addition, census survey was used in the study because the size of the population is small in this study (N= 81 respondents). It can also be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained.

Data collection methods: The survey was conducted at an individual level. The survey was administered through the questionnaires with open and close-ended questions. KoboCollect tool box application was used for data collection since it enables data collection using smart technologies, especially tabs/phones. This data collection method was opted since it collects and stores data instantaneously into one centralised database. Further, researchers can access forms offline and data collected can be synchronised later when connected to the internet. Data were also collected through virtual interviews with few staff who left NRC since 2017.

Data analysis and interpretation: Descriptive Statistics analysis was conducted using Statistical Package for the Social Sciences and Microsoft Excel Worksheet was used to analyse the data. Descriptive statistics (mean and standard deviation) were employed to summarise the data into tabular form. Correlation analysis was used to check which motivation factor affects employee's motivation.

To collect the views of the employees, a five-point Likert scale was used in which each employee was asked to indicate their level of agreement or disagreement with each statement in the questionnaire. The response categories were as follows: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A), and 5-Strongly Agree (SA). To analyse the responses, the sum of these scales was calculated to be 15, and the average score was determined to be $15/5 = 3$. This average score serves as a benchmark for interpreting the results. The Likert scale responses were given a range to facilitate the analysis and interpretation of the employees' answers.

The range was calculated with the formula:

$$\frac{n-1}{n}$$

n= total number of Likert points

$$\frac{5-1}{5} = \frac{4}{5} = 0.8$$

After calculating the range interval using the formula, the interval value was found to be 0.8. By adding this interval value to each Likert scale number, we obtained the range for each scale, as shown in the table below. The mean score for each question was then summed up, and the average mean was calculated for each section under the respective parts.

Table 1.
Interpreting Mean Score of Likert Scale

Likert Scale	Range	Interpretation
Strongly Disagree	1.00 - 1.80	Poor
Disagree	1.81 - 2.61	Fair
Neither	2.62 - 3.42	Average
Agree	3.43 - 4.23	Good
Strongly Agree	4.24 – 5.00	Excellent

The reliability of the questionnaire was tested. Descriptive statistics, including means and standard deviations, were employed to summarise the data into tabular form. Figures were used to present the data visually. A correlational test was conducted to determine the relationship between motivation and the types of incentives preferred by employees. This correlational analysis was performed using the Statistical Package for the Social Sciences (SPSS).

Reliability

Reliability test show strong reliability. As presented in table 2, the scale reliability Cronbach's Alpha coefficients for level of motivations was 0.787, monetary incentives were 0.856, and for the non-monetary incentive was 0.934. Therefore, this study demonstrates very strong reliability.

Table 2.
Reliability test

Indicators	Cronbach's Alpha	N of Items
Level of motivations	0.787	4
Monetary incentives	0.856	9
Non-monetary incentives	0.934	10

Demographic profile

Out of the 97 employees, 81 participated in the survey which represents 83.5 percent response rate of which 18 (22.2 percent) were administrative staff, 25 (30.9 percent) were support staff, and 38 (46.9 percent) were teaching staff. By gender, 42 (51.9 percent) males and 39 (48.1 percent) females responded to the survey. By age, 14 (17.3 percent) were below 25 years old and 24 (29.6 percent) were above 36 years old. By years of service to the college, majority of responded, 26 (32.1 percent) were in the college for less than one year and 19 (23.5 percent) who was at college for more than 4.6 years as shown in table 3.

Table 3.
Demographic profile of the employees

Category	Subcategory	n	%
Gender	Male	42	51.9
	Female	39	48.1
Age	Below 25 years old	14	17.3
	Between 26 to 30 years old	23	28.4
	Between 31 to 35 years old	20	24.7
	Above 36 years old	24	29.6
Professional category	Administrative staff	18	22.2
	Support staff	25	30.9
	Teaching staff	38	46.9
Years of service	Less than 1 Year	26	32.1
	Between 1-2 Years	20	24.7
	Between 2.5-3.5 Years	9	11.1
	Between 3.6-4.5 Years	7	8.6
	More than 4.6 years	19	23.5

Results and discussions

Perception of employee towards their work

Table 4 shows a mean of 4 on a scale of 5 for the perception of employees' towards their work indicating "good" level of working environment.

Table 4.
Perception of employee towards their work

Perceptions towards work	Mean	SD
I am happy with my job	3.9	1.0
I am determined to give my best effort at work each day	4.1	0.9
I have clear goals, priorities and objectives in my work	4.1	0.8
I am provided with adequate materials and equipment needed to do my job	3.7	0.9
Perceptions towards work as whole	4.0	

Levels of motivation

Motivation level of the employees in any organization is vital for the organization. Majority of the employees, 51 (62.0 percent) of them are motivated. However, 14 (17.2 percent) of them are demotivated as shown in figure 2.

Figure 2

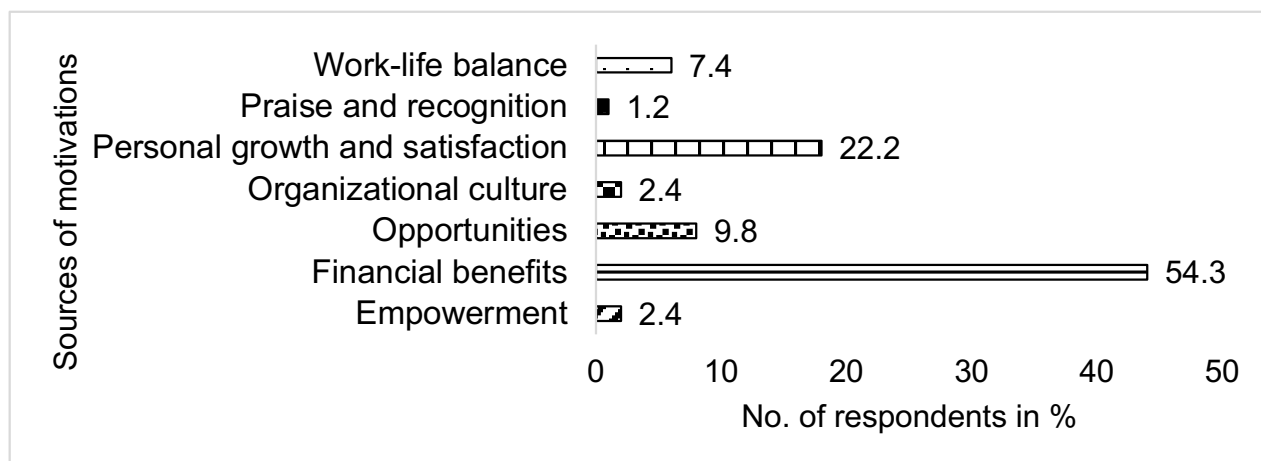
Levels of motivation



Sources of motivation

In order to motivate an employee, there are various sources of motivation. Most of the employees, 44 (54.3 percent) of them responded that financial benefits are the highest source of motivation, followed by personal growth and satisfaction 18 (22.2 percent), and opportunities 8 (9.8 percent) as shown in figure 3. The result aligns with study carried out by Wijesundera (2018) where the majority of the employees (76.1 percent, 67 out of 88) stated that they considered salary as the most important incentive. In addition, a study carried out by Nabi et.al (2017) also found out that more than 90 percent of the employees agreed that salary motivates employees to improve their performance.

Figure 3
Sources of motivation



Reasons to stay at NRC

The employees have various reasons to stay at NRC. Majority of the employee 21 (25.9 percent) stated that they are at NRC because it's their only source of income, 18 (22.2 percent) stated that it's because of family obligations, 16 (19.8 percent) of them stated that it's because of the love towards the profession as shown in table 5. The results also align with the study carried out by Subramaniam et.al (2019) that performance management, as well as rewards and recognition especially financial reward had a significant impact on employees' willingness to remain with their employers. However, it contradicts with the findings of Ricci and Milman (2002) that other than monetary rewards, working environment is significant antecedent to employees retention. Considering these various perspectives, it is essential for an organisation to recognise and deal with the various factors that motivate employees. Taking a comprehensive approach that includes both financial and non-financial incentives can create a more complete and successful strategy for retaining employees.

Table 5.
Reasons to stay in NRC

Reasons to stay in NRC	n	%
Family obligations	18	22.2
Source of income	21	25.9
Professional/workplace guidance	4	4.9
Gain experience and opportunities	12	14.8
Love for the profession	16	19.8
Convenience	10	12.3

Preferences of incentives

Majority of employees 72 (88.8 percent) preferred monetary incentives over 9 (11.2 percent) of them who preferred non-monetary incentives. By gender, 39 (54.1percent) females preferred monetary incentives compared to 33 (45.8 percent) male employees. By age, 23 (31.9 percent) employees who are at the age between 26 to 30 years old preferred monetary incentives compared to 6 (67 percent) employees who preferred non-monetary incentives. By professional category, 34 (47.2 percent) teaching staff preferred monetary incentives over 1 (11.1 percent) administrative staff who preferred non-monetary incentives. By years of service, majority 22 (30.5 percent) of them who were in NRC for less than 1 year preferred monetary incentives compared to 16 (22.2 percent) of them who were at NRC for more than 4.6 years as shown in table 6.

Table 6.
Preference of forms of incentives

Category	Subcategory	Monetary incentives		Non-monetary incentives	
		n	%	n	%
Gender	Female	39	54.1	3	33.3
	Male	33	45.8	6	66.6
Age	Below 25 years old	11	15.2	3	33.0
	Between 26 to 30 years old	23	31.9	0	0.0
	Between 31 to 35 years old	20	27.7	0	0.0
	Above 36 years old	18	25.0	6	67.0
Professional category	Administrative staff	17	23.6	1	11.1
	Support staff	21	29.1	4	44.0
	Teaching staff	34	47.2	4	44.0
Years of service	Less than 1 Year	22	30.5	4	44.4
	Between 1-2 Years	18	25.0	2	22.2
	Between 2.5-3.5 Years	9	12.5	0	0.0
	Between 3.6-4.5 Years	7	9.7	0	0.0
	More than 4.6 years	16	22.2	3	33.3

Perceptions on preferences for monetary incentives

Table 7 below shows the preferences of employees on monetary incentives. Of the 81 employees, 72 (88.8 percent) preferred monetary incentives. The general arithmetic mean was (3.4) which shows that employees prefer monetary incentives.

Table 7.
Perceptions on preferences for monetary incentives

	Monetary incentives	Mean	SD
1	I am satisfied with the level of pay I receive	2.7	1.1
2	The pay offered by the management is very competitive compared to other companies in the industry	3.0	1.3
3	College management maintains a competitive pay and benefits package	3.0	1.2
4	College management uses monetary rewards like commission, bonus, incentives and allowances to motivate us	3.3	1.1
5	I believe that money is a crucial incentive to motivate to work	4.3	0.9
6	My salary and other hygiene factors (e.g. company policies, working conditions, supervision) have led to a satisfaction of my employment	3.4	1.1
7	I believe the money I am paid is a strong indication of the value the organization has placed on my services	3.5	0.9
8	Our company pay policy helps attract and retain high performing employees	3.1	1.3
9	If the company had a profit-sharing scheme, it would motivate me to perform	3.9	0.9
	Monetary incentives as a whole	3.4	

Perceptions on preferences for non-monetary incentives

Table 8 below shows the preferences of employees on monetary incentives. Of the 81 employees, 9(11.2 percent) preferred non-monetary incentives. The general arithmetic mean was (3.2) which shows that employees prefer non-monetary incentives.

Table 8.
Perceptions on preferences for non-monetary incentives

	Non-monetary incentive	Mean	SD
1	College management uses non-monetary rewards like recognition, inclusive decision-making and flexible working hours to motivate us	3.1	1.4
2	It is important to me to be formally recognized by management/supervisor for a job well done	3.9	1.3
3	It is important to me to be recognized by my peers and co-workers for a job well done	3.8	1.2
4	College management uses non-monetary rewards to motivate us	2.7	1.1

5	If the college management had a wellness benefit program e.g. gym or sports club membership, I would be motivated	3.3	1.2
6	Rewards are viewed as goals that employees generally strive for, and an instrument that provides valued outcomes	3.6	1.0
7	College management uses training and development as a way to motivate us	2.4	0.9
8	College management has a fair and equitable reward scheme	2.9	1.1
9	Our current recognition and reward program motivates me to perform better	3.3	1.2
10	College management has observed a long-term improvement of the quality of work as a result of the reward system in place	3.3	1.2
	Non-monetary incentives as a whole	3.2	

Relationship between incentives and motivation

The correlation analysis concluded that both monetary and non-monetary incentives have a major impact on motivation of the employee and a significant positive relationship between incentives and motivation of the employees. For the monetary incentives, $[r = (72) = .454^{**}, p = 0.000]$ and for the non-monetary incentives $[r = (9) = .957^{**}, p = 0.000]$ as shown in table 9. The results also align with the findings of Amjad et.al (2016) that motivation increases the performance of employees and helps to attain the desired goals and objectives. Considering the positive impact of incentives on motivation of the employees 72(88.8 percent) employees preferred monetary over 9(11.1 percent) employees who preferred non-monetary incentives to motivate employees as shown in table 6.

Table 9.

Relationship between incentives and motivation

		Motivation	Monetary incentives	Non-monetary incentives
Motivation	Pearson Correlation	1	.454 ^{**}	.957 ^{**}
	Sig. (2-tailed)		0.000	0.000
	N	81	72	9
Monetary incentives	Pearson Correlation	.454 ^{**}	1	. ^b
	Sig. (2-tailed)	0.000		
	N	72	72	0
Non-monetary incentives	Pearson Correlation	.957 ^{**}	. ^b	1
	Sig. (2-tailed)	0.000		
	N	9	0	9

Enhancement of work output

78 employees stated that various forms of incentives will enhance their work output compared to three who stated it will not enhance their work output. By gender, 42 (53.8 percent) female employees and 36(46.2 percent) male employees shared that their work output will be enhanced if they are being incentivized. By age, majority 23 (29.4 percent) employees who were between the age of 26-30 years old felt that incentives can enhance their work output. By professional category, majority of the employee 38 (48.7 percent) who were teaching staff felt it will enhance their work output. By years of service, those 26(33.3 percent) employees who are in college for less than a year felt that their work output will be enhanced as shown in table 10.

This result aligns with the findings of Ugwu and Coker (2012) that an organisation that provide effective incentives are more likely to have satisfactory job performance from employees. Incentive schemes do have significant correlation with employee performance, motivation and productivity in organisations. In addition, a study conducted by Khan et.al (2016) found out that offering intrinsic and extrinsic incentives to employees is fundamentals. Organisation productivity increases by minimising negative aspects of HR such as turnover, absenteeism, lateness, withdrawal behaviour and resistance to change by using incentives to instill organizational commitment.

Furthermore, a study conducted by Lucifora (2015) indicates that performance-related incentives increase the labour productivity of employees by 5 percent and organisational productivity by 9 percent by stimulating employees to work optimally and influencing the recruitment process to highly talented employees. However, it is imperative to note that incentives can lead to poor performance in an organisation. However, it contradicts with the findings of Garbers and Konradt (2014) that the use of incentives leads to stress, overwork, complaints on the distribution of pay and contentious behaviours.

Table 10.

Will various form of incentives enhance your work output?

Category	Subcategory	n	No %	n	Yes %
Gender	Female	0	0	42	53.8
	Male	3	100	36	46.2
Age	Below 25 years old	0	0	14	17.9
	Between 26 to 30 years old	1	33.3	23	29.4
	Between 31 to 35 years old	1	33.3	19	24.3
	Above 36 years old	1	33.3	22	28.2
Professional category	Administrative staff	2	66.6	16	20.5
	Support staff	1	33.3	24	30.7
	Teaching staff	0	0	38	48.7

Years of service	Less than 1 Year	0	0	26	33.3
	Between 1-2 Years	1	33.3	19	24.3
	Between 2.5-3.5 Years	0	0	9	11.5
	Between 3.6-4.5 Years	0	0	7	8.9
	More than 4.6 years	2	66.6	17	21.7

Demography of staff who left Norbuling Rigter College

Since the foundation of Norbuling Rigter College in 2017, 70 employees left the institution. Of which compared to female employees 27 (38.5 percent), majority of male employees 43 (61.4 percent) left the institution. By Professional category, majority of the teaching staff 34 (48.5 percent) employees left of which 30 (88.2 percent) were recruited on a regular, 3 (8.8 percent) on contract, and 1 (2.9 percent) as a visiting faculty respectively as shown in table 11.

Table 11.
Employees who left by professional category

Category	Subcategory	Gender			
		Male		Female	
		n	%	n	%
Teaching staff	Regular	22	91.6	8	80
	Contract	1	4.1	2	20
	Visiting	1	4.1	0	0
Administrative staff	Regular	8	100	3	75
	Probationer	0	0	1	15
Support staff	Regular	13	100	11	100

Data collected from employees who left NRC because of the various reasons. On the need of non-monetary incentives. One employee shared that, 'I left NRC because I was employed for one job. But, on reaching college, I had to cater to other co-curricular activities (Male, 28 years old). Another one shared that, 'I left NRC because of lack of short-term professional development programs on her personal and professional growths' (Female, 29 years old). Further, it was also shared that, 'I resigned from NRC because there was lack of guidance from the senior staff and moreover seniors were not happy when we performed better than them. In addition, respondent also shared that, 'the other reason is because of fear of being left out' (Male, 31 years old). Moreover, one respondent shared that, 'I left NRC because I and my husband had to travel from Thimphu' (Female, 39 years old). On the need of monetary incentives. One employee shared that, 'I departed from NRC primarily because of the comparatively lower salary scale in comparison to other colleges in Bhutan' (Male, 30 years old). In addition, one respondent also shared that, 'I resigned from NRC because during my time in

Bhutan there was an increase for the cost of goods and services which made it clear that the salary, I was receiving wouldn't be sufficient to support my family' (Female, 29 years old).

Destination after leaving NRC

The study findings showed that NRC employees who exited from the organisation live in different destinations. The majority of them 65.7 percent (46) are in Bhutan, 22.9 percent (16) are in Australia, 5.7 percent (4) in India, 2.9 percent (2) in Switzerland, 1.4 percent (1) in Europe and 1.4 percent (1) in United States respectively as shown in figure 4.

Figure 4

Destination of employees after NRC



Quitting intentions of the employees

Employees have various reasons to leave the organizations. By gender, males (24) intend to leave the institution compare to females (16). However, the results contradict to the findings of Aven et al. (1993) where male employees are more committed to an organisation due to which they have better jobs/positions in the company than the female employees. Furthermore, women are less committed due to being more family focused and prioritizing their roles as a wife/mother. Over their role in an organization by age, 14 of them who were between the age of 26 to 30 years old had an intend to leave. The result aligns with the study carried out by Kwon and Kang (2019) that employees who are above the age of 45 have more of an intention to remain within their organisation compared to youthful employees that are 45 or lower. This has to do with younger people's uncertainty and also various opportunities and options.

By professional category, 25 (62.5 percent) of teaching staff intended to leave compare to 10 (25 percent) administrative staff and 5 (12.5 percent) support staff as shown in table 12. By years of service, 13 (32.5 percent) of those who were at the college for 1-2 years felt that they will leave NRC. The results align with the findings of Maden (2014) that the employees who have stayed for long time in an organization are usually reluctant to leave because the long period has

enabled them to acquire organisation investment. This investment could be in form of experience and skills acquired and relations developed over time as shown in table 12.

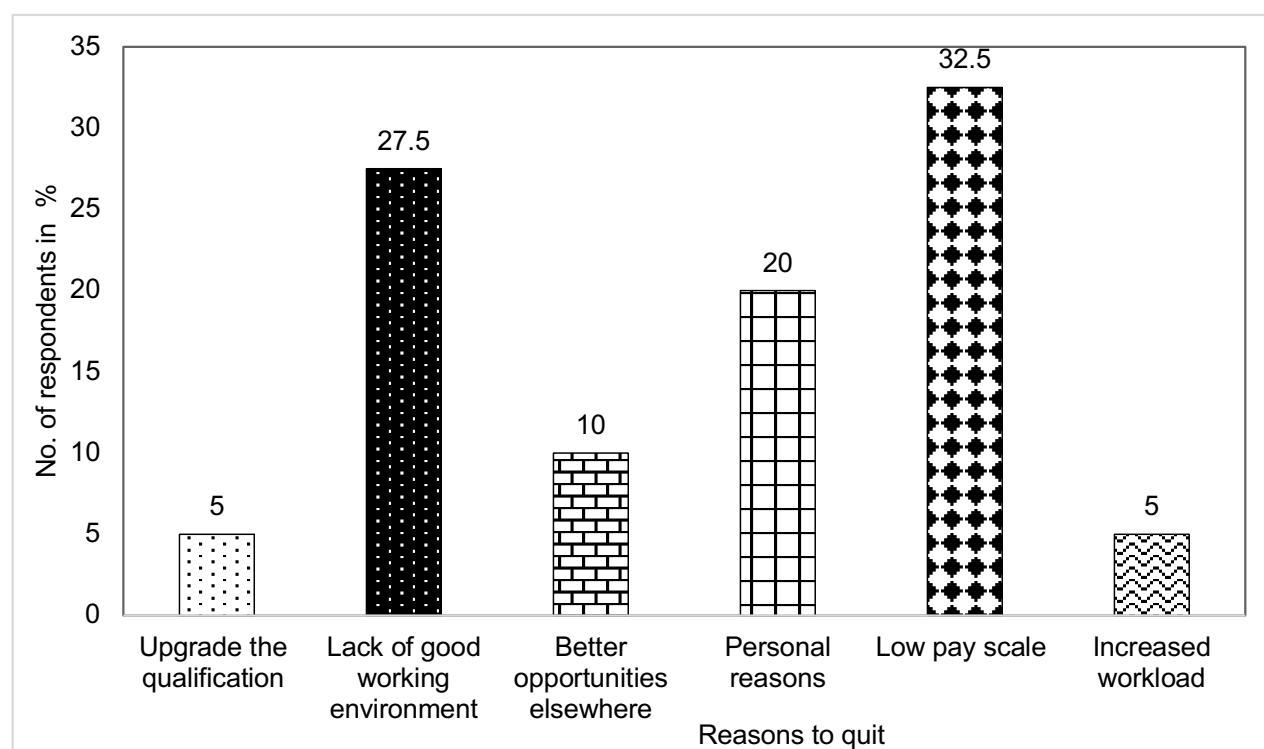
Table 12.

Have you ever thought of quitting your job?

Category	Subcategory	No		Yes	
		n	%	n	%
Gender	Female	26	63.4	16	40
	Male	15	36.5	24	60
Age	Below 25 years old	12	29.2	2	5
	Between 26 to 30 years old	9	21.9	14	35
	Between 31 to 35 years old	7	17.07	13	32.5
	Above 36 years old	13	31.7	11	27.5
Professional category	Administrative staff	8	19.5	10	25
	Support staff	20	48.7	5	12.5
	Teaching staff	13	31.7	25	62.5
Service in NRC	Less than 1 Year	20	48.7	6	15
	Between 1-2 Years	7	17	13	32.5
	Between 2.5-3.5 Years	3	7.3	6	15
	Between 3.6-4.5 Years	2	4.8	5	12.5
	More than 4.6 years	9	21.9	10	25

Figure 5

Reasons to leave



A total of 40 employees' intended to leave NRC because of the various reasons. Majority 13 (32.5 percent) of them intends to leave NRC because of low pay scale, 11 (27.5 percent) of them because of lack of good working environment and 8 (20 percent) of them because of their own personal reasons as shown in figure 5. The results align with the findings of Bullock (2013) which indicated that the main reasons of voluntary employee turnover as, lack of opportunities for career advancement, pay/benefits, lack of Person-Job Fit, issues with management/work environment. Further, Leahy (2012) also revealed that the major causes of high employee turnover were the intention of high pay, less challenging job and poor management. Also, a study carried out by Njau (2013) found out that the factors that contribute to the resignation of employees include job dissatisfaction, poor working environment, inadequate pay, and poor management.

Conclusions, recommendations and limitations

Grounded in the key findings, the following recommendations are proposed for intervention by the college management.

Mixed Incentive Strategies: Recognizing the multifaceted nature of employee motivation, NRC should adopt a mixed strategy that includes both monetary and non-monetary incentives. While monetary rewards are perceived as crucial by a majority of employees, non-monetary incentives like recognition, inclusive decision-making, and flexible working hours are also significant. A balanced approach can cater to diverse employee preferences.

Competitive Monetary Incentives: Considering the importance of financial benefits as a source of motivation, NRC should ensure that its pay structure remains competitive in comparison to other educational institutions in Bhutan. Regular benchmarking against industry standards will help attract and retain high-performing employees.

Professional Development Opportunities: To address the concerns of employees who left NRC due to a lack of short-term professional development programs, the college should invest in continuous learning opportunities. Training and development initiatives can enhance both personal and professional growth, contributing to employee satisfaction and retention.

Regular Employee Surveys: NRC should conduct regular surveys to gauge employee satisfaction, identify areas for improvement, and understand evolving preferences. This ongoing feedback mechanism will enable the institution to adapt its motivational strategies in response to changing employee needs.

Retention Strategies for Teaching Staff: Given the higher turnover intentions among teaching staff, NRC should develop targeted retention strategies for this category. This may involve mentorship programs, career development opportunities, and a supportive work environment.

Continuous Monitoring of Attrition Rates: NRC should continuously monitor attrition rates and analyse exit interviews to identify patterns and root causes of

employee departures. This information will provide valuable insights for refining and enhancing retention strategies.

This research is limited to the employees of NRC and factors that motivates and influence their productivity. The researcher explored into various motivational strategies to be adopted by the organisation and identify whether it is monetary or non-monetary factors that contribute to the attrition of employees in NRC.

References

- Abbas, M., Raja, U., Darr, W., & Bouckennooghe, D. (2014). Combined effect of perceived politics and psychological capital on job satisfaction, turnover intentions and performance. *Journal of Management*, 1813-1830.
- Aguinis, H. (2012). *Performance Management*. Upper Saddle River, NJ: Prentice Hall.
- Ahmed, I., Nawaz, M. M., Iqbal, N., Ali, S. I., & Usman, A. (2010). Effects of motivational factors on employees' job satisfaction a case study of University of the Punjab, Pakistan. *International Journal of Business and Management*, 70.
- Alaarj, S., Abidin-Mohamed, Z., & Bustamam, A. (2016). "Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance. *Procedia - Soc. Behav. Sci*, 729–738.
- Almaamari, Q., & Alaswad, H. (2021). Factors Influencing Employees' Productivity - Literature Review. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 5945–5951.
- Ali, A.Y, Dahie, A.M, & Ali, A.A. (2016). Teacher motivation and school performance, the mediating effect of job satisfaction: Survey from Secondary schools in Mogadishu. *International Journal of Education and Social Science*, 24-38.
- Amjad Ali, Li Zhong Bin, Huang Jian Piang, & Zulfiqar Ali. (2016). The Impact of Motivation on the Employee Performance and Job Satisfaction in IT Park (Software House) Sector of Peshawar, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 297-310.
- Angela Njau. (2013). A situational analysis of employees' resignation and their effects on production in the mining sector in Tanzania: the case of African Barrick Gold. Tanzania: The Open University of Tanzania.
- Aven, F, Barbara, P, & Glenn M., M. (1993). Gender and Attitudinal Commitment to Organizations: A Meta Analysis. *Journal of Applied Psychology*, 642-648.
- Benedetti, A. A., Diefendorff, J. M., Gabriel, A. S., & Chandler, M. M. (2015). The effect of exntrinsic and intrinsic sources of motivation on well-being depend on time of the day: The moderating effects of workday accumulation. *Journal of Vocational Behaviour*, 38-46.
- Bennel, P. S, Harding, J., & Rogers- Wright, S. (2004). PSRP Education Sector Review in Sierra Leone. Freetown: Ministry of Education. Science and Technology.
- Bhutan Chamber of Commerce & Industries. (2023). Annual Report 2022-2023. Thimphu: Bhutan Chamber of Commerce and Industry (BCCI).
- Borman, G. D, & Dowling, N. M. (2008). Teacher attrition and retention: a meta Analytic and narrative review of the research. *Review of Educational Research*, 367-409.
- Branham, L. (2005). "How to Recognize the Subtle Signs," 7 Reason. employees leave.
- Bullock, R. (2013, July 24). 'What keeps you from quitting? Top 5 reasons for voluntary

turnover'. Retrieved from Profiles Internationals:
<http://info.profilesinternational.com/profiles-employee-assessmentblog/bid/117352/What-Keeps-You-From-Quitting-Top-5-Reasons-for-Voluntary-Turnover>

- Chintaloo, S, & Mahadeo, J. D. (2013). Effect of Motivation on Employees' Work Performance at Ireland Blyth Limited. *Compensation Benefits Review*, 74-80.
- Fu, W, & Deshpande, S.P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics*, 339-349.
- Garbers, Y, & Konradt, U. (2014). The effect of financial incentives on performance: A quantitative review of individual and team-based financial incentives. *Journal of occupational and organizational psychology*, 102-137.
- Gim, G.C.W, Desa, N. M, & Ramayah, T. (2015). Competitive Psychological Climate and Turnover Intention with the Mediating Role of Affective Commitment. *Procedia - Social and Behavioral Sciences*, 658–665.
- Hatum, A. (2016). Next generation talent management: Talent management to survive turmoil. London: Palgrave Macmillan.
- Haque, M.F, Md, I., & Haque, M. A. (2014). Motivational Theories – A Critical Analysis. *ASA University Review*, 61-64.
- Hoole, A. (2014). *ow Do Bonuses Affect Employees' Performance?* Irwin Publishers.
- Human Resource Section: Norbuling Rigter College. (2023). Staff Information 2023. Paro: Norbuling Rigter College.
- Hussain, J., Saeed, M. Z., Ibrahim, M., & Iqbal, M. (2018). Impact of Motivation on Employee Performance and Turnover in Pakistani Educational Institutes. *Journal of Education and Practice* , 1-9.
- Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention*, 39-45.
- Khan, M, Tarif, A, & Zubair, S.S. (2016). Non-Financial Incentive System and Organizational Commitment: An Empirical Investigation.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (p) Limited, Publishers.
- Kumar, D, Hossain, M.Z, & Nasrin, M.S. (2015). mpact of Non-Financial Rewards on Employee Motivation. *Asian Accounting & Auditing Advancement*.
- Kwon, J. O, & Kang, J. M. (2019). he Effect of Person-Environment Fit (Person-Job Fit, Person-Organization Fit, Person- Supervisor Fit) and Job Embeddedness on Turnover Intention in Clinical Nurses'. *Journal of the Korea Convergence Society*, 307-317.
- Leahy, J. (2012, February 27). Inseperity . Retrieved from '4 reasons for high employee turnover': <http://www.insperity.com/blog/4-reasons-for-high-employee-turnover/Lucifora>, C. (2015). Performance-related pay and labor productivity. *IZA World of Labor*.
- Maden, C. (2014). Impact of fit, involvement, and tenure on job satisfaction and turnover intention. *The Service Industries Journal*, 1113-1133.
- Marry, A. (2010). Motivation and the performance of primary school teachers in Uganda:A case of Kimaanya-Kyabankuza division, Madaka Disrict. Kampala, Uganda: Makerere University.
- Mbah, S. I., Mgbemena, G. C., & Daniel, C. (2015). Effective reward management and employee performance in civil service (A study of Anambra state civil service). *European Journal of Business and Management*, 137-153.

- Ministry of Education. (2020). ANNUAL EDUCATION STATISTICS. Thimphu: Policy and Planning Division, Ministry of Education.
- Mohamad, M. H., Yahya, K. K., Ishak, S., & Nordin, R. (2014). The influence of compensation practice on performance of enforcement employees. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 39–45.
- Nabi, M. N., Islam, M. M., Dip, T. M., & Hossain, M. A. (2017). The impact of motivation on employee performances: a case study of Karmasangsthan Bank Limited, Bangladesh. *International Journal of Business and Management Review*, 57-78.
- Ngubelanga, M. (2012). Employees' perceptions of performance-based compensation system at a state-owned enterprise. University of Pretoria.
- Onyekwelu, R.U., & Esther, N.E. (2021). Leadership and Employee Productivity: A Study Of Anambra State Ministry Of Works. *International Journal of Innovative Psychology & Social Development*, 54–67.
- Palmer, W.W., & Dean, C.C. (1973). Increasing employee productivity and reducing turnover. *Train Dev J.*, 52–54.
- Patel, C. (2013). *The complete guide to stress management*. Springer.
- Pruitt, D. G., & Porter, L. W. (1982). *Organizational and Occupational Psychology*.
- Ricci, P., & Milman, A. (2002). Retention of hourly hotel employee. *Journal of Human Resources in Hospitality & Tourism*.
- Royal Civil Service Commission. (2023). *Annual Report July 2022 - June 2023*. Thimphu: Royal Civil Service Commission, Royal Government of Bhutan.
- Samadzad, S., & Hashemi, M. (2021). Human Resource Productivity and Work-Life Balance in Learning Organizations. *International Journal of Innovation in Management, Economics and Social Sciences*, 32–45.
- Silva, P. (2006). "Effects of disposition on hospitality employee job satisfaction and Commitment". *International Journal of Contemporary Hospitality Management*, 317-328.
- Siong, Z. (2006). Predicting Intention to Quit in the Call Center Industry: Does the Retail Model Fit? *Journal of Managerial Psychology*, 231-243.
- Subramaniam, C., Choo, L. S., & Johari, J. (2019). What makes employees want to stay? A study in the Malaysian manufacturing sector. *Wiley*, 33-43.
- Tatom, J. (1979). *The Productivity Problem*. Federal Reserve Bank of St. Louis Review, 3–16.
- Ugwu, U., & Coker, M. A. (2012). Incentive Schemes, Employee Motivation and Productivity. *Journal of Business and Management*.
- United Nations Development Programme. (2010). *Motivating civil servants for reform*. New York : United Nations Development Programme.
- Uzonna, U. R. (2013). Impact of Motivation on Employee's Performance: A Case Study of CreditWest Bank Cyprus. *Journal of Economics and International Finance*, 210.
- Wijesundera, L. K. (2018). A study on the impact of motivation on employee performance: An exploratory case study on a Dubai based semi-government Commercial bank. Cardiff: Cardiff Metropolitan University.
- Yamona, T. M. (2014). A study on employee's turnover intention in banking industry.