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**ACHIEVEMENT MOTIVATION OF MANAGERS IN RELATION TO THEIR EDUCATION AND EXPERIENCE: A STUDY WITH SPECIFIC REFERENCE TO ONGC (INDIA'S LEADING PUBLIC SECTOR UNIT)**

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**ABSTRACT**

*The study focuses on the impact of education and experience level on the achievement motivation of E4 (Superintendent Engineer) & E5 (Chief Engineer) level managers in India's leading PSU, Oil and Natural Gas Company (ONGC). A stratified sample of 103 managers of which 68 were at managerial level E5 (Chief Engineer) with education category Q1 (B.E./C.A./MBA) and 35 at managerial level E4 (Superintendent Engineer) with education category Q2 (diploma holders/ PG degree) was collected from the five regional offices of ONGC in India. The rationale for considering only E4 and E5 level managers is that turnover at these two levels is relatively higher than other managerial levels in ONGC. A self-designed questionnaire having 52 questions was administered. The variables considered for the study were: achievement motivation - Dependent variable; and Education (Q1&Q2), Experience (E4&E5) - Independent variable. For the purpose of analysis SPSS 17.0 was used and keeping in view the nature of hypotheses, Independent sample t-test, Factor Analysis, Descriptive and Reliability Analysis was applied. According to the findings, E5 level managers with Q1 category education have significantly higher level of achievement motivation than E4 level of managers with Q2 category education. In other words, experience and education has a significant effect on achievement motivation. The study was conducted to provide recommendations to policy makers so as to bring about higher level of achievement motivation in ONGC managers.*

**Keywords:** Achievement motivation, Chief Engineer, Education, Managers, Oil and Natural Gas Company, PSU, Superintendent Engineer.

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## INTRODUCTION

In any organization, the motivation of employees significantly influences the growth and profitability of an organization. The biggest challenge an organization faces is keeping the motivation of its employees, particularly its managers high because ultimately the managers create dynamism in the organization and inspire the subordinates to achieve organizational goals. For researchers, finding factors that influence the achievement motivation of managers is always a demanding and difficult subject.

McClelland (1961) identified three types of needs in human beings—the Need for Achievement (N-Ach), Need for Power (N-Pow) and Need for Affiliation (N-Aff). All these are present in all human beings, though in different measures. Human behavior significantly depends on which of these needs dominates. Every human being has all these needs though in differing measures and one's behavior is significantly dependent on the need which is dominating. Need for achievement leads to higher quality of performance and is a necessary imperative for managers.

ONGC, India's leading oil and gas exploration company, has been specifically taken into consideration to study achievement motivation of Managers working at different level in the organisation. ONGC has produced more than 600 million metric tonnes of crude oil and supplied more than 200 billion cubic metres of gas since its inception. Today, ONGC is India's highest profit making corporate. It has a share of 77 percent in India's crude oil production and 81 percent in India's natural gas production. ONGC has the distinction of having paid the highest-ever dividend in the Indian corporate industry. ONGC has 5 regional offices across India and two plants. ONGC's competitive strength lies in strong intellectual property base, information, knowledge, skilled and experienced human resource base. However, keeping such a massive workforce motivation is a difficult task for the top management.

High achievement motivation is the preferred drive for the behaviour of employees. Though there are many factors that affect achievement motivation of employees/ managers in an organisation, experience can have a great influence on motivation. Managers who have more experience and have attained senior managerial position in the organisation may have higher level of achievement motivation than managers with lesser experience in ONGC. E5 level managers in ONGC may be more motivated to exceed expectations on the job than E4 level managers. Motivation is highly co-related with engagement and both engagement and motivation often increases with experience. Education has a major role to play in enhancing

the level of motivation. An employee who has educational background such as B.E., C.A. or MBA (Q1) in ONGC context may be motivated to perform and carry out the tasks with zeal than an employee who is a diploma holder or a post graduate (Q2). The rationale for taking only managerial level E4 and E5 is that turnover is relatively higher at these two levels as compared to other managerial levels in ONGC.

## **REVIEW OF LITERATURE**

In reviewing the literature on achievement motivation, different factors have been identified by different researchers. Bradburn (1960), Cortes (1961), and Bradburn and Berlew (1961) presented a widerange of evidences, indicating a relationship between level of achievement motivation and national economic development. Based on McClelland's conceptualization of achievement motivation and the roles associated with the achievement situation, Miner (1980) later posited a task-inducement system that includes self-achievement, defined as the desire to achieve via one's own abilities and efforts in order to experience the enhanced self-esteem from the achievement (Miner 1993).

The relationship between motivation and performance during skill acquisition was identified by the researchers Yeo, Gillian B and Neal Andrew (2004). The relationship between effort and performance increased with practice. There was also an interaction between learning and performance orientation that only emerged after practice. By the end of practice, the negative effects of performance orientation were stronger for individuals with high learning orientation. The effect of incentives on motivation and learning outcomes was researched by Chapman Elaine (2003). The results indicated that students who received rewards based on their individual contribution to an overall group outperformed those who received rewards based on an overall group

The influence of cognitive factors such as self-efficacy and feedback on the formation of motivation was studied by Zhang, Aiquing and Lu Quian (2002). The research examines the principles of motivation formation by subjects who have different levels of self-efficacy and who get different feedback of ability. Results show that self-efficacy and feedback have the main effects of regulation on motivation and they also have important influence on the formation of motivation by interacting with each other. . As per a study, the companies' characteristics are generally associated with employees' work motivation (Jindal-Snape and Snape, 2006). Yu and Yang (1994) proposed the concepts of individual-oriented and social-oriented achievement motivations. Individual-oriented achievement motivation describes the tendency to pursue internally determined goals in one's own way, whereas social-oriented

achievement motivation refers to the tendency to achieve externally determined goals in a socially desirable way.

In a study conducted by Tiffany A. and Cacioppo John T. (2005), there were variations in individual outcomes. In case of a positive offset, the tendency for the positive motivational system was to respond more than the negative motivational system.

A study made by Elliott, Andrew J, Shell Mandy M, Henry Kelly Bonas and Maier, Markus A. (2005) examines the effect of achievement goals on performance attainment and the moderating role of the performance contingencies. Performance approach had a more positive effect on performance than did mastery goals in the presence but not in the absence of a contingency. Furthermore, the presence of a contingency accentuated the effects of performance based goals on performance and had little impact on the effect of mastery goals on performance. The results highlight the need for a rigorous, systematic examination of the link between achievement goals and performance that takes into consideration features of the achievement task, context and situations.

There was a research conducted by Bloom, Matt and Micheal (2002). Relatively little research observed differentials in pay dispersion across organisation and studied whether those observed differences have consequences for employee behaviour. The study stated that pay dispersion in an organisation is related to the tenure of managers and the likelihood of their leaving the organisation.

## **RESEARCH METHODOLOGY**

A sample of 68 managers of E5 (Chief Engineers) with Q1 (B.E./CA/MBA) category education and 35 managers of E4 (Superintendent Engineers) with Q2 (diploma holders/PG degree) was collected from the five regional offices of ONGC in India (see table I). The hypothesis tested for the study was that E5 level Managers (experienced) with Q1 category of education will be having significantly more achievement motivation than the E4 level managers (less experienced) with Q2 category of education. A self-designed questionnaire having 52 questions was administered. The variables considered for the study were achievement motivation (Dependent variable) and education, experience (independent variables). For the purpose of analysis, SPSS 17.0 was used and keeping in view the nature of hypotheses, Independent sample t-test, Factor Analysis, Descriptives and Reliability Analysis was applied.

**Table 1: Frequency distribution of Respondents in terms of Experience and Education**

	Frequency	Percent
Experienced and Q1 Education Category	68	66 %
Less Experienced and Q2 Education Category	35	34 %
	103	100 %

**Reliability Analysis:** After data is collected it is necessary to analyse the reliability of the responses of the respondents. The most accepted measure of reliability is Cronbach's Alpha which is found to be 0.852 (As shown in table 2) which indicates that the reliability of the responses is significantly high.

**Table 2: Reliability Statistics**

Cronbach's Alpha	N of Variables
.852	52

**Factor Analysis:** As there are fifty two variables in the questionnaire, it is required to reduce the variables so that the further study can be done on the basis of reduced factors. The factor analysis was applied on the variables. Factor analysis is a method of data reduction. The data reduction is done by seeking underlying unobservable (latent) variables that are reflected in the observed variables (manifest variables). The Varimax rotation and the Principal Component Analysis method are used for factor analysis.

The four dominating factors were identified after applying the factor analysis. The first factor is named as "Demotivation" and second factor is named as "Sportsmanship" which represents determination, drive to excel, have zeal towards life and an effort to reduce work related stress. The third factor is named "Work Motivation" and the fourth factor is named as "Work Affiliation".

The above mentioned factors can be understood as follows:

**Demotivation:** Managers falling in this category represent the mental make-up of PSU employees who are disgruntled with their jobs either because of their comparatively less pay in the market or the organizational climate. They avoid work because they do not find their work interesting. Instead they prefer to gossip to vent out their emotions. They do not have any goal in their life. They take life as it comes and do not make an effort to accept responsibilities.

**Sportsmanship:** People who are oriented towards achievement, in general, enjoy life and feel in control. Managers falling in this category set moderately difficult but easily achievable targets. They try to eliminate stress from their life by indulging in sports, listening to music and reading and hoarding good books. They have an open and positive outlook towards life.

**Work Motivation:** Being motivated keeps people dynamic and gives them self-respect. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. Managers in this category work hard with utmost sincerity and always strive to attain their goals. They respect their seniors and take advice from them to improve the quality of their work

**Work Affiliation:** If the job is significant and meaningful an employee can relate his/her own self to it. This brings about affiliation to work wherein the employee will never hesitate to innovate, experiment and make the job more challenging. Achievement motivated people who have a sense of affiliation to the job prefer to work on a problem rather than leaving the outcome to chance.

**Hypothesis no 1:** *Highly Experienced (E5 level) and Q1 Education category managers will be high in Achievement Motivation than the less experienced (E4 level) and Q2 Education category managers.*

The mean score of highly Experienced and Q1 category managers are shown in table 3. The mean score of highly Experienced and Q1 Category managers are lower and negative (-0.369) in terms of Demotivation and higher (0.825, 0.918 and 1.023) in terms of Sportsmanship, Work Attitude and Work affiliation as compared to less Experienced and Q2 category managers having higher score (0.121) in terms of Demotivation and lesser score (-0.025, -0.287 and -0.124) in terms of Sportsmanship, Work Attitude and Affiliation with work.

**Table 3:Group Descriptive Statistics**

Factors	Managers	Mean Score	Standard Deviation
Demotivation	Highly Experienced & Q1 category Managers	-0.369	0.711
	Less Experienced and Q2 category Managers	0.121	0.994
Sportsmanship	Highly Experienced & Q1 category Managers	0.825	1.005
	Less Experienced and Q2 category Managers	-0.025	0.813
	Highly Experienced & Q1 category Managers	0.918	1.340

Work Motivation	Less Experienced and Q2 Category managers	-0.287	1.287
Work Affiliation	High Experience and Q1 category Managers	1.023	0.671
	Less Experienced and Q2 category Managers	-0.124	0.981

**Table4: INDEPENDENT SAMPLE T-TEST**

		Levene's test for equality of variance		Test of Difference	
		<i>F-Statistic</i>	<i>p-value</i>	<i>t-statistic</i>	<i>p-value</i>
Factor 1: Demotivation	<i>Equal Variances assumed</i>	12.174	.301	-2.258	.028
	<i>Equal Variances not assumed</i>				
Factor 2: Sportsmanship	<i>Equal Variances assumed</i>	.758	.386	2.620	.010
	<i>Equal Variances not assumed</i>				
Factor 3: Work Motivation	<i>Equal Variances assumed</i>	.159	.691	1.989	.049
	<i>Equal Variances not assumed</i>				
Factor 4: Work Affiliation	<i>Equal Variances assumed</i>	0.231	0.431	2.01	0.03
	<i>Equal Variances not assumed</i>				

The results of hypothesis testing using independent samples t-test is shown in table 4. The Levene's test accepts the null hypothesis of equal variances between the samples. In case of Independent samples t-test, it is found that the probability value is less than five percent in all cases, hence with ninety five percent confidence level the null hypothesis of no difference could not be accepted and it can be concluded that the managers who are having good experience and with Q1 category of education are significantly better in terms of Sportsmanship, Work Attitude and Affiliation and are significantly less demotivated as compared to less experienced and Q2 education category managers.

## CONCLUSION & RECOMMENDATIONS

This study shows that education and experience effects achievement motivation. The study conducted on managers in India's leading PSU, ONGC, reveals that Q1 (B.E/C.A./MBA) education category managers at level E5 (experienced), as compared to Q2 (Diploma/PG) education category managers at level E4 (less experienced) have a higher level of achievement motivation. Q1 education category managers at E5 level in ONGC take life to be intellectually challenging and find work meaningful. They seek plenty of opportunities to

learn and work meticulously to get a good appraisal; they strive to specialise in their field and thus pay full attention to work. They keep themselves de-stressed by indulging in sports and other outdoor activities. They also like to read and collect books to enhance their knowledge and are open to find solution to the problem by seeking advice from their superiors.

Some of the recommendations that may be implemented at ONGC to increase the achievement motivation level of its managers are:

- ONGC must tie-up with universities to provide pragmatic education to their managers at all levels. The courses may be short-term but would certainly prove beneficial to their managers.
- Presently, ONGC conducts Management Development Programmes for its E5 level employees and beyond. The MDPs should not be restricted to only E5 level managers but for everyone starting from E1 level. The content of the MDP should be customised as per the individual and organisational need.
- The managers should be encouraged to increase their qualification and sabbatical leaves should be given. A contract may be signed so that people don't leave after pursuing their education.
- Constant training at specific intervals, depending on the need of the managers can be advantageous. ONGC may encourage self-development programmes for all its managers and have periodic career planning and counselling. These kinds of programmes would certainly aid in employee engagement.
- Employee Assistance Programmes (EAPs) should be introduced in ONGC. EAPs would help managers to seek professional help on several issues. This kind of a benefit would certainly reduce absenteeism and turnover. Encouraging employees to take up vocational courses or taking them out for adventure sports would also help in elimination of stress.

The findings and recommendations of this study can help policy makers at ONGC to address the motivational issues related to E4 level Q2 education category managers. For managers to act as a source of competitive advantage, they need to be knowledgeable and motivated. A continuous knowledge and skill up gradation can keep them motivated as it also brings about a sense of affiliation with the organisation. Managers may feel that organisation is concerned about them and encourages them to implement what they have learned. A sense of commitment with the organisation would certainly bring about higher achievement motivation which would subsequently yield better results and ultimately growth of India's leading PSU.

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