

Motivators and Hygiene Factors Affecting Academics in Nepalese Higher Education Institutions: Applying Herzberg's Two-Factor Theory

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Abstract

This study examines the influence of Herzberg's two-factor theory on faculty motivation in Nepal's higher education institutions (HEIs). It administered a questionnaire using a 5-point Likert scale to 276 academics in the Kathmandu Valley from April to July 2024. It employed multiple regression analysis to identify the most significant predictors of motivation. The results show that opportunities for professional growth and recognition did not significantly influence faculty motivation. On the other hand, the study identified compensation and increased responsibility as potent positive motivators, highlighting the importance of extrinsic rewards in promoting academic engagement. Nevertheless, it also highlights the potential adverse consequences of misaligning recognition and growth opportunities with faculty expectations, which may result in decreased morale and frustration. In conclusion, the research emphasises the necessity of a balanced approach that considers both extrinsic factors (such as remuneration) and intrinsic elements (such as personal development) to sustain a motivated workforce in Nepal's higher education institutions.

Keywords: faculty, higher education institutions, hygiene factors, motivation, two factors theory

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INTRODUCTION AND STUDY OBJECTIVES

In higher education institutions (HEI), faculty motivation has become a crucial determinant of institutional effectiveness and faculty satisfaction. Motivation is

essential for improving faculty performance, promoting job satisfaction, and attaining the educational objectives of higher education institutions (HEIs). The presence of well-trained and experienced faculty members significantly contributes to the quality of education. It is recognised as a key factor

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in assessing quality assurance in HEIs in Nepal (Ghimire & Timilsina, 2022). Effective quality assurance necessitates sufficient resources, capacity-building initiatives, and professional development opportunities for personnel. The lack of these resources presents a considerable challenge to upholding high standards in HEI (Biswakarma & Dhakal, 2023). To address these challenges, HEIs implement comprehensive policies that prioritise faculty development, resource allocation, and the integration of best practices in teaching and learning. UNESCO (2020) highlighted that these programs enable HEIs to evaluate their effectiveness in cultivating students as catalysts for positive societal change. While essential components such as learning environments, curricular frameworks, teacher training, and student assessment are critical, it is also essential to motivate staff to uphold the commitment they have to their institutions and students. An exceptionally driven faculty is crucial for promoting academic achievement, institutional advancement, and student development, as faculty involvement directly influences teaching quality and the institution's ability to fulfil its goals (Ingraham et al., 2018).

Herzberg's Two-Factor Theory sheds light on workplace motivation by classifying factors into two categories: hygiene factors, which prevent discontent, and motivators, which increase job satisfaction (Herzberg et al., 1993). Hygiene factors within HEIs encompass aspects such as remuneration, employment stability, and workplace environment. Although these elements mitigate discontent, they do not inherently result in enhanced work

satisfaction or greater performance. In contrast, motivators such as recognition, professional accountability, and prospects for personal and career advancement are essential for increasing teacher satisfaction and performance. Based on prior studies that have explored Herzberg's Two-Factor Theory in various organisational contexts, this study aims to investigate the applicability of Herzberg's two-factor theory in higher education institutions, specifically focusing on the impact of hygienic elements and motivators on educator motivation. The objectives are to identify the hygiene elements and motivators that most affect academic motivation, examine their interactions in forming faculty outcomes, and offer practical suggestions for promoting academic motivation at higher education institutions in Nepal.

LITERATURE REVIEW

Motivation is an internal impetus that compels individuals to attain goals to satisfy their needs or expectations. This study encompasses both intrinsic and extrinsic components of motivation. Motivation can be categorically classified into two types: intrinsic and extrinsic. External factors influence extrinsic motivation, while intrinsic motivation originates from within the individual (Dahal, 2017; Fomenky, 2015). Employees are essential to a company's success, and motivated individuals can greatly improve productivity and cultivate strong relationships inside the organisation (Ghimire & Dahal, 2024; Karki et al., 2023; Sthapit, 2018). Enterprises can readily duplicate other resources, making motivation a competitive

advantage. Enhancing work effectiveness and performance necessitates addressing issues such as employee motivation, job happiness, and overall well-being (Abonam, 2011; Dahal, 2022). Kuo (2013) asserted that effective organisations harmonise the strengths and incentives of their personnel while swiftly responding to external challenges. Understanding the dynamics of motivation within their team is crucial for managers to cultivate a culture that continuously inspires people to excel. Dysvik and Kuvaas (2010) identified intrinsic motivation as the most significant predictor of turnover intention; however, Barney and Elias (2010) and Bhattarai et al. (2020) contended that extrinsic motivation correlates with job stress, flexible work arrangements, and a pronounced drive for achievement.

Herzberg's Two-Factor Theory

Herzberg et al. (1993) identified a model suggesting that two distinct categories of factors influence job satisfaction and dissatisfaction. In his examination of professional engineers, the model discovered motivators and hygiene factors to be the principal predictors. Motivators encompass elements such as personal acknowledgement, a feeling of accomplishment, and independence, all of which enhance job satisfaction. Hygiene considerations include elements such as compensation, employment stability, and the workplace environment, which, when lacking, may result in job unhappiness. According to Herzberg's studies, higher-order needs like recognition, success, and social belonging motivate employees more than fundamental wants like compensation or working conditions (Hilmi et al., 2016).

Herzberg's study delineates the distinction between elements that contribute to job happiness and those that inhibit displeasure. Hygiene variables, such as job stability, compensation, bonuses, and working circumstances, may lead to dissatisfaction if not addressed, but they are less effective in fostering positive contentment. In contrast to Maslow's Hierarchy of Demands, which prioritises the satisfaction of lower-level demands, Herzberg's model underscores the significance of higher-level motivators, such as recognition and possibilities for advancement. The model posits that wage increments or bonuses alone are inadequate for attaining job happiness. Studies demonstrate that job satisfaction significantly predicts organisational commitment, improved performance, and favourable workplace behaviours (Asegid et al., 2014; Joshi et al., 2023; Shahi et al., 2022).

Two-factor theory differentiates between hygiene elements and motivators, offering a framework for comprehending employee motivation (Herzberg et al., 1993). Hygiene variables, such as compensation, organisational policies, and work environment, are critical to avoiding unhappiness. Nonetheless, they do not facilitate job happiness or improved performance. Intrinsic motivators, such as recognition, achievement, and opportunity for advancement, significantly influence job happiness and performance. Herzberg's idea has received validation from numerous empirical studies. Osarenmwinda (2021) examined the implementation of Herzberg's theory at the Nigerian Institute for Oil Palm Research (NIFOR) and discovered that, although salary and job security

were essential for sustaining motivation, opportunities for growth and advancement exerted a more profound influence on employee engagement and performance.

Motivation and Performance

Research demonstrates that both hygiene elements and motivators significantly influence academic achievement, albeit with varying impacts. [Lorincová et al. \(2019\)](#) discovered that although hygiene variables were significant for immediate performance, motivators exerted a more profound influence on sustained engagement and inventiveness. Moreover, [Glišović et al. \(2019\)](#) proposed that organisations emphasising motivators might attain enduring enhancements in employee performance and satisfaction. While higher academic degree groups (PhD and M.Phil.) exhibit greater emotional engagement in their profession, the faculty group does not significantly influence affective commitment in Nepal ([Kharel, 2022](#)). This suggests that while motivating and hygiene elements play a significant role in academic environments, cultural and contextual variations, such as those found in Nepal, may mitigate these impacts.

The Role of Hygiene Factors

Hygiene aspects are crucial for sustaining a minimum level of employee happiness, although they are inadequate for fostering elevated motivation levels. [Lorincová et al. \(2019\)](#) conducted a study on Slovak firms, revealing that hygiene variables, including income and job security, were essential in mitigating unhappiness, especially in sectors where employment stability was a paramount issue. Nevertheless, these elements alone did not result in increased motivation or performance. [Vukajlović](#)

[and Ostojić \(2016\)](#) also discovered that insufficient investment in staff training, a critical hygiene component, resulted in employee unhappiness and diminished engagement in innovation activities.

[London and Smither \(2002\)](#) underscored the essential importance of fostering behavioural change and improving performance. They emphasised the significance of performance assessments and compensation mechanisms, such as salaries, as primary motivators for employees. The literature identifies organisational barriers as the primary obstacles to the professional advancement of medical educators, while beliefs about self-confidence and the perception of teaching as a personal pursuit primarily influence individual motivation ([Stenfors-Hayes et al., 2010](#)). Furthermore, studies have shown that developmental support enhances job performance, but only when individuals perceive career opportunities as abundant. Conversely, when career opportunities are perceived as scarce, such support may lead to heightened turnover intentions ([Kraimer et al., 2011](#)). [Chandrasekar \(2011\)](#) identified essential workplace characteristics that strongly affect employee responses to diverse outcomes. [Heath \(2006\)](#) emphasised the multifaceted aspects of the workplace, encompassing the physical setting, surroundings, behavioural norms, rules, regulations, corporate culture, accessible resources, human relationships, and work itself. [Ghimire et al. \(2023\)](#) provided valuable insights into the effects of job security on organisational commitment, as well as the qualitative and quantifiable dimensions of job security across academics. Establishing a secure

work environment is essential for Nepalese institutions to foster a positive image of the organisation. In a professional context, work security was defined by [Davy et al. \(1997\)](#) as an individual's perceived stability, which encompasses favourable employment attributes such as growth opportunities, task characteristics, and prospective career opportunities ([Borg & Elizur, 1992](#); [Dahal et al., 2023](#)). In another study, [Ghimire et al. \(2022\)](#) highlighted the substantial impact of the office environment on promoting positive employee behaviour. A favourable work atmosphere cultivates confidence and excitement, alleviating job instability and thus improving employee performance, irrespective of professional treatment.

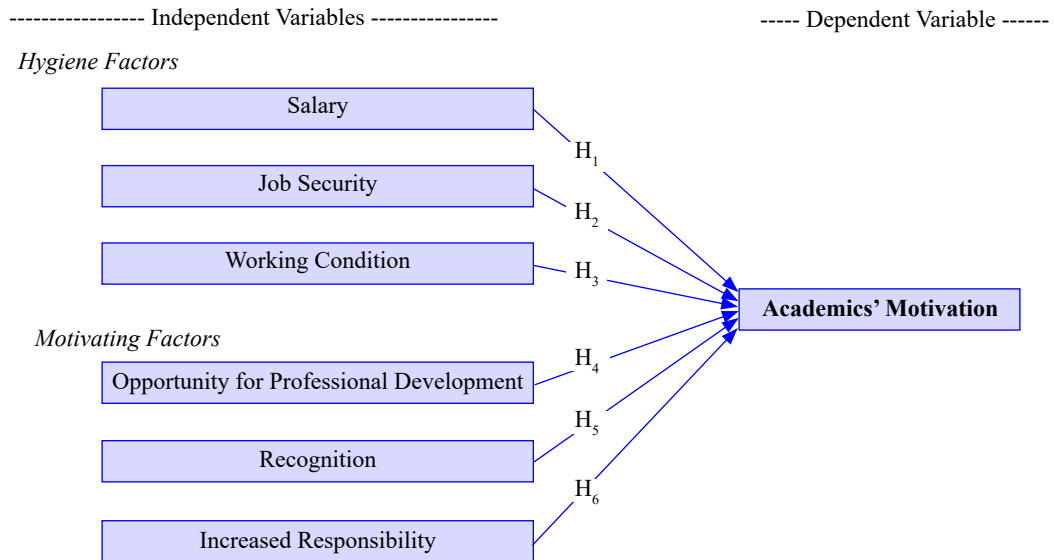
The Role of Motivators

Incentives are essential for improving employee satisfaction and performance. [Girdwichai and Sriviboon \(2020\)](#) established that incentives such as acknowledgement, promotional prospects, and personal development resulted in enhanced employee performance and engagement. These findings align with Herzberg's argument that genuine motivation arises from the satisfaction of higher-order psychological needs. The study emphasised that although hygiene aspects are essential for sustaining a baseline level of pleasure, motivators are vital for fostering long-term engagement and productivity.

[Glišović et al. \(2019\)](#) reinforced this perspective by demonstrating that motivators exerted a greater influence on employee engagement and performance than hygienic considerations. Their

research demonstrated those organisations prioritising growth and recognition opportunities had elevated employee motivation and performance levels. [Whillans \(2019\)](#) emphasised that when employees perceive respect and value, their drive markedly escalates, instilling a sense of accomplishment in their work and endeavours. Numerous organisations acknowledge that recognising employees is both a moral imperative and a tactic to enhance performance and efficiency ([Saunderson, 2016](#)). Negative recognition, which encompasses forms such as pathological mass recognition, de-recognition, misrecognition, and non-recognition, can have detrimental effects on individuals, resulting in emotional turmoil and reduced job performance ([Klikauer, 2016](#)). Furthermore, inadequate work motivation, even in the presence of job recognition, increases employees' burnout susceptibility, as it may induce compensatory behaviours that gradually deplete energy over time ([Trépanier et al., 2020](#)). Recognition alone may not be sufficient to maintain performance or prevent exhaustion, as these negative recognition experiences, in conjunction with inadequate motivation, underscore the intricate relationship between recognition and employee well-being.

[Ghimire et al. \(2021\)](#) and [Shrestha et al. \(2023\)](#) elucidated that employees desire more than competitive compensation, benefits, and advancement; they also appreciate the intrinsic advantages of organisational membership. Consequently, organisations ought to establish recognition systems that include both extrinsic and intrinsic benefits.

Figure 1. *Research Framework*

Many sectors have validated Herzberg's model, but researchers still do not fully understand how hygiene factors and motivators function in particular cultural contexts like Nepal. Despite the model's extensive use, the impact of cultural and contextual variations on these factors is still largely unexplored, particularly in academic environments. Furthermore, the emotional engagement of higher academic degree groups in Nepal suggests distinctive dynamics that Herzberg's model may not completely capture. This underscores the necessity of research that considers both motivational factors and local contextual influences on academic motivation. In this context, the study's research framework, as presented in Figure 1, is developed based on previously analysed concepts, hypotheses, and empirical data.

Study Hypotheses

Hygiene Factors

H₁: Sufficient salary levels positively and significantly impact motivation in high-

er education institutions by mitigating dissatisfaction among faculty members.

H₂: Perceived job security positively and significantly influences motivation in higher education institutions by alleviating worry and unhappiness associated with employment stability.

H₃: Favourable working circumstances enhance motivation in higher education institutions by mitigating dissatisfaction and fostering a more supportive work environment.

Motivator Factors

H₄: Opportunity for personal development (OPD) positively and significantly influences faculty motivation in higher education institutions.

H₅: Acknowledgement positively and significantly influences faculty motivation in higher education institutions.

H₆: Increased responsibility significantly influences faculty motivation in Higher Education Institutions.

RESEARCH METHOD

The study applied a quantitative research design with a primary data set collected through a structured survey questionnaire to examine the impact of hygiene factors and motivators on faculty motivation in higher education institutions (HEIs) in Nepal. This design facilitated the analysis of associations among variables and the evaluation of hypotheses pertaining to Herzberg's two-factor theory. This study employed a non-probability sampling framework, specifically utilising a convenience sampling method. The target population consists of faculty members across different university campuses located in the Kathmandu Valley. The study collected the responses from a sample of 276 faculty members from April 2024 to July 2024, ensuring accessibility and feasibility for data collection within the constraints. The survey instrument used in the study was based on a 5-point Likert-type scale, ranging from "strongly disagree" to "strongly agree." The instrument evaluates the degree to which faculties acknowledge their motivation levels and the impact of independent variables on study hypotheses.

The study employed statistical techniques for data analysis, which ensured precise and reliable outcomes. It proceeds with descriptive analysis to summarise and elucidate the principal characteristics of the data. Pearson's correlation analysis subsequently assessed and quantified

the magnitude and orientation of the associations, and a regression analysis explored the causal associations among the study variables. Furthermore, the Variance Inflation Factor (VIF) evaluated multicollinearity. Equation (1) shows the study's regression model:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + e \dots\dots\dots (1)$$

Where,

Y = Academic Motivation (AM)

X₁ = Salary (Sal)

X₂ = Job Security (JS)

X₃ = Working Condition (WC)

X₄ = Opportunities for Professional Development (OPD)

X₅ = Recognition (Rec)

X₆ = Increased Responsibility (IR)

e = error term

Cronbach's alpha (α) was employed to assess the reliability of each latent variable, while Harman's single-factor variance was utilised to evaluate common method bias (CMB) across all variables. Table 1 presents the study's results and the suggested threshold scales.

Table 1 demonstrates that all Cronbach's alpha values surpass the acceptable level of 0.70, as outlined by Taber (2018). Moreover, all 19 study variables exhibited a variance of 47.52 percent, which is below the recommended threshold of 50 percent proposed by [Cho and Lee \(2012\)](#). Consequently, 19 quantifiable components across five fundamental parameters were employed for further analysis.

The study included sphericity and Kaiser-Meyer-Olkin (KMO) tests to evaluate its

Table 1
Reliability and CMB Insights

S. N.	Latent Variables	Observed Variables	Cronbach's Alpha (α)	Harman one-factor variance
1	Salary [Sal]	3	0.742	47.521 %
2	Job Security [JS]	3	0.752	
3	Working Condition [WC]	3	0.916	
4	Opportunities for Professional Development [OPD]	3	0.788	
5	Recognition [Rec]	3	0.703	
6	Increased Responsibility [IR]	4	0.901	
Suggested threshold values			≥ 0.70 (Taber, 2018)	$\leq 50.0 \%$ (Cho & Lee, 2012)

Note. Survey data 2024

Table 2
Demographic Profile

Groups	Nos	%	Group	Nos	%
Gender:			Age:		
Male	154	55.7	25-30	48	17.4
			31-35	123	44.6
Female	122	44.3	36 and more	105	38.0
Academic Qualifications:			Marital Status:		
Master's degree	184	53.3	Single	102	37.0
M. Phil/PhD	153	44.3	Married	174	63.0
Total	276	100.0	Total	276	100.0

Note. Survey data 2024

external validity. The KMO sample test of sufficiency yielded a test statistic of 0.931, exceeding the established criterion of 0.8, as indicated by Hair et al. (2018). The Bartlett sphericity test demonstrated that each association in the correlation matrix had a significant impact. The test produced an estimated Chi-square value of 4728.973, with 231 degrees of freedom and a significance level of 0.000. Nineteen

of the observed variables were deemed appropriate for regression analysis by the examination.

DATA ANALYSIS AND RESULTS

Table 2 presents the respondents' demographics and the characteristics of the surveyed responses.

The sample consists of 276 individuals, with a gender distribution of 55.7 percent male (154 individuals) and 44.3 percent female (122 individuals). A substantial majority of participants, precisely 44.6 percent (123 individuals), were aged between 31 and 35 years. Concerning academic qualifications, 53.3 percent (184 individuals) possess a master's degree, while 44.3 percent (153 individuals) hold an M Phil/PhD degree. Regarding marital status, 63 percent (174 individuals) are married, while 37 percent (102 persons) are single.

Table 3 displays the correlation coefficients between the dependent variable AM and the independent variables Sal, JS, WC, OPD, Rec, and IR. All associations exhibit statistical significance at the 0.01 level. The analysis revealed the strongest positive association between IR and AM ($r = 0.753$), indicating a significant relationship between elevated obligations and increased motivation. Other considerable associations include OPD ($r = 0.615$) and Rec ($r = 0.611$), both of which demonstrate strong associations with motivation. WC ($r = 0.591$) and Sal ($r = 0.576$) demonstrate moderate positive connections, while JS presents the smallest correlation at $r = 0.390$. These results indicate that multiple factors significantly affect academic motivation, with heightened responsibilities exerting the greatest influence.

Table 3.
Correlations between Variables

	Sal	JS	WC	OPD	Rec	IR	AM
AM	0.576**	0.390**	0.591**	0.615**	0.611**	0.753**	1

*Correlation is significant at the 0.01 level (2-tailed) ***

Note. Researcher's calculation from survey data (2024)

Table 4 shows the results of a multiple regression model that revealed a positive relationship between the predictors (salary, job satisfaction, work commitment, organisational participation and development, recognition, and intrinsic rewards) and the dependent variable (AM). The R square value of 0.653 demonstrates the robust association, with the predictors accounting for 65.3 percent of the variance in AM. The adjusted R square of 0.645 provides a refined perspective, considering the number of predictors and indicating that the model does not appear to be over-fitting. The F-Change statistics of 84.21 show that the model is very significant. The Sig. F-Change value of 0.000 shows that the relationship is statistically significant. All the findings mean that the predictors affect the dependent variable when looked at together. The model exhibits strong predictive capability and successfully accounts for a significant percentage of the variance in AM, although some variability remains unexplained.

Table 4 displays the outcomes of a regression analysis where academic motivation (AM) serves as the dependent variable. The constant term is substantial ($B = 0.541$, Sig. = 0.000), signifying a foundational level of motivation when all predictors remain constant. The t-statistics demonstrate the significance of each coefficient, with salary

Table 4
Summary of Regression Analysis

Variable	Beta	t-statistics	p-value	VIF
Constant	0.541	3.610	0.000	
Sal	0.324	7.045	0.000	1.980
JS	0.310	-4.084	0.000	1.962
WC	0.149	3.025	0.003	2.608
OPD	-0.057	-0.927	0.355	3.270
Rn	-0.082	-1.248	0.213	3.007
IR	0.759	10.254	0.000	3.359
R-square	0.653			
Adj. R-square	0.645			
F-Statistics	84.21 (0.000)			

Dependent variable: AM

Note. Field survey, 2024

exhibiting a substantial t-statistic of 7.045, indicating a high association with AM. In the same fashion, other independent variables possess respective t-statistics, signifying their statistical significance as contributions to the model. The variance inflation factors (VIF) for each predictor were below the threshold of 10, as recommended by [Hair et al. \(2018\)](#), indicating that multi-collinearity is not an issue in this analysis.

The regression output provides significant insights into the factors that influence academic motivation (AM) among academicians. Academic motivation was significantly positively influenced by salary ($\beta = 0.356$, $p = 0.000$). This result substantiates that financial rewards are a critical motivator, implying that higher salaries significantly boost motivation. Surprisingly, academic motivation was negatively associated with job security ($\beta = -0.206$, $p = 0.000$). This implies that contrary to expectations, increased job security

reduces motivation. Guaranteed job security leads to a potential sense of complacency, thereby reducing the motivation to perform at a high level. This sighting enables further exploration into how security influences motivation in a particular context. Motivation was positively influenced by working conditions ($\beta = 0.176$, $p = 0.003$), suggesting that improved physical and institutional environments foster a more motivated workforce. This aligns with the idea that favourable working conditions positively influence motivation and job satisfaction.

In contrast, recognition ($\beta = -0.070$, $p = 0.213$) and opportunities for professional development ($\beta = -0.060$, $p = 0.355$) demonstrated slight and statistically insignificant adverse effects on motivation. While these factors were theoretically significant, they did not emerge as significant predictors of academic motivation in this study. Consequently,

the absence of statistical support led to the rejection of these hypotheses. The most impactful factor, increased responsibility ($\beta = 0.670$, $p = 0.000$), demonstrated a considerable positive relationship with motivation. This result emphasises the significance of granting academicians a greater degree of responsibility, as it can considerably increase their intrinsic motivation. It bolsters the notion that the perception of making a meaningful contribution to their work and autonomy are potent motivators.

Discussion

The literature on hygiene factors, which emphasises the importance of pay, job security, and working conditions in preserving a baseline level of employee happiness, is consistent with these findings. According to [Lorincová et al. \(2019\)](#), hygiene aspects play a crucial role in mitigating unhappiness, especially in industries where job stability is a top priority. However, none of these factors alone can produce extraordinary performance or high levels of motivation. The findings in this regard imply that although adequate pay lower discontent, they may not immediately spur the maximum levels of drive.

Herzberg's two-factor approach elucidates the distinction between motivators and hygiene factors. This study indicated that hygiene factors, such as job stability and working circumstances, which are generally considered essential for mitigating unhappiness, did not significantly influence faculty motivation. Likewise, factors such as opportunities for professional development and recognition, typically essential for cultivating sustained interest and per-

formance, have shown no notable impact in this study. The findings indicate that enhanced responsibility and remuneration are more crucial in motivating educators in Nepalese higher education institutions. This is consistent with [London and Smith-er's \(2002\)](#) study, which highlighted the importance of compensation systems like salary as major influences on employee motivation and performance. This research corroborates the differentiation between quantitative and qualitative job security as proposed by [Ghimire et al. \(2023\)](#). Quantitative job security ensures secure employment, whereas qualitative job security includes job satisfaction, career advancement, and personal development. According to the result, while job security may provide stability, neglecting qualitative aspects like personal development and acknowledgement does not naturally enhance motivation or engagement.

Nonetheless, the findings validate Herzberg's Two-Factor Theory, demonstrating that hygiene factors alone cannot sustain long-term motivation and performance. Raising motivation to new heights necessitates the presence of intrinsic motivators such as increased responsibility. This is consistent with studies conducted by [Dahal \(2021\)](#) and [Ghimire et al. \(2021\)](#), who stressed the value of striking a balance between intrinsic and extrinsic rewards to develop a motivated and dedicated workforce. The findings of this study underscore significant patterns identified in the literature about the professional growth of medical educators. [Stenfors-Hayes et al. \(2010\)](#) asserted that organisational hurdles are the primary obstacles to the advancement of medical educators, aligning with the issues

reported in this study. At the individual level, self-efficacy and the perception of teaching as an intrinsic, self-motivated endeavour seem to intricately link to motivation. This indicates that although organisational limitations substantially restrict development, individual ideas and motives can yet propel growth. Moreover, our results align with [Kraimer et al. \(2011\)](#), who emphasised that developmental support enhances job performance, contingent upon the perception of ample career options. Conversely, when workers see limited opportunities for career advancement, the same support may lead to frustration and increased intent to leave the organisation. This illustrates the importance of synchronising development assistance with explicit and attainable career advancement prospects in order to avoid disengagement and preserve talent. This study demonstrates that the correlation between perceived opportunity and development support necessitates a balanced approach to personal motivation and organisational frameworks for promoting professional advancement.

Similarly, this study's findings correspond with the current research regarding the detrimental impacts of negative recognition in the workplace. According to [Klikauer \(2016\)](#), various types of negative recognition, including misrecognition and non-recognition, lead to emotional distress, which may result in decreased job performance. This underscores the imperative for organisations to refine recognition processes to prevent the cultivation of conflict and discontent among employees. Moreover, the influence of motivation in mitigating or intensifying

these effects is also apparent. [contended](#) that inadequate work motivation, even with acknowledgement, heightens the likelihood of burnout due to compensatory actions that gradually exhaust energy. The study's findings suggest that without addressing the fundamental motivational drivers, recognition alone cannot ensure employee well-being and performance. Although acknowledgement can incentivise staff, it may also have negative consequences if administered incorrectly. Misrecognition and uneven acknowledgement can engender anger and resentment, undermining morale. Opportunities for advancement may prove counterproductive if they do not correspond with employees' individual professional aspirations, resulting in disengagement and frustration. As a result, organisations must ensure that recognition is fair and significant and that growth opportunities correspond to individual ambitions to cultivate a motivated and engaged workforce. These observations highlight the necessity of cultivating high-quality motivation and implementing effective recognition strategies to alleviate burnout and improve job performance.

CONCLUSION AND IMPLICATIONS

The research findings highlight the crucial influence of remuneration, working circumstances, and augmented responsibilities on motivating faculty members in Nepal's higher education institutions (HEIs). This study recognises compensation as a vital extrinsic component, as equitable and competitive salaries directly influence job satisfaction and foster increased commitment among educators. In Nepal's difficult economic environment, an organised salary system

not only addresses financial requirements but also recognises the significance of faculty members' efforts. The significance of working conditions is paramount, as the availability of sufficient resources, a conducive environment, and contemporary facilities allows faculty to concentrate on their teaching and research.

Furthermore, the study concludes that traditional motivators such as job security, opportunities for professional development, and recognition are ineffective in increasing employee engagement at Nepal's higher education institutions. Frequently taken for granted, job security fails to function as a motivating factor, while limited professional development options, poorly linked with faculty goals, have little impact on engagement. Furthermore, inconsistent recognition procedures limit their ability to inspire and motivate staff. To improve motivation in higher education institutions, it is critical to address these contextual elements by building focused professional development programs and implementing fair, performance-based recognition systems that are appealing to faculty members.

These findings hold considerable significance for policymakers and administrators in Nepal's HEIs. Institutions ought to prioritise establishing competitive compensation frameworks to improve motivation and retain talent. This is particularly crucial amid economic hardships, as equitable compensation not only incentivises existing employees but also draws competent professionals to the industry. Furthermore, HEIs must allocate resources to enhance

working circumstances by offering superior facilities, technological advancements, and institutional support, all of which are vital for cultivating a motivating work environment. Furthermore, bestowing faculty members with greater responsibility and autonomy in their positions might result in enhanced engagement and institutional loyalty. The findings indicate that conventional motivators such as job security, professional development, and recognition require reassessment. These variables, although essential, may not sufficiently enhance motivation unless they are congruent with faculty members' ambitions and contributions. Institutions should prioritise the establishment of pertinent and effective development programs, along with the implementation of equitable, performance-driven recognition systems to genuinely elevate faculty motivation and job satisfaction.

Future research can examine longitudinal investigations that may yield greater insights into temporal variations. Response bias may be present in self-reported data. Future research could conduct longitudinal studies to investigate the long-term impacts of intrinsic motivators, like career development and recognition, on academic motivation. Analysing the interaction between individual self-efficacy and organisational support in a variety of educational environments may lead to a more comprehensive understanding of motivational dynamics. Furthermore, studying how cultural and institutional factors affect the balance between intrinsic and extrinsic motivators could help the creation of more effective ways to get faculty members all over the world more involved in their work.

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