

A Study on Employee Motivation, Group Behavior & Competency: Impact on Job Satisfaction and Performance

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Abstract – This study clearly explains at what extent that the job satisfaction of the employee may influence his or her performance which has been driven by motivation, group behavior and individual competency. This paper is an attempt through empirical approach towards the study and the selected area is educational institutions of engineering and management in chittoor district, Andhra Pradesh. The study findings revealed that group behavior and competency of an employee would influence job satisfaction so that there would also an improvement in performance. A structural Equation Model was developed to test the linear relationship between observed variables like motivation, group behavior and competency and unobserved variables like Job Satisfaction and Performance improvement.

Keywords – Competency, Job Satisfaction, Motivation, Performance, Team Work.

I. INTRODUCTION

Job satisfaction is known to emerge from a variety of factors, including characteristics of the Organizational Environment, specific features of the job, Human Resource Practices, Performance Appraisal and the personal characteristics of the employee. Job satisfaction has been widely researched by the terms of its determinants, and its predictive power. Important and recurring questions in organizational science are why employees perform well in their jobs and why they are satisfied with their jobs. Research suggests that employees' job satisfaction depend on their goal orientations. (Farr, Hoftmann and Renginbach, 1993). Performance oriented individuals tend to believe that working hard does not lead to performance improvement. In their view, working hard indicates low competence, and those who perform poorly do not have the attributes necessary to do well in their jobs. (Dweck, 1999). Job performance is a broad and complex construct comprising two fundamentally different aspects, namely, in- role job performance mandated by an organization and more spontaneous innovative work behaviours. (Katz, 1964). In-role job performance can be defined as actions specified and required by an employees' job description and thus, mandated, appraised and rewarded by an employing organization. A performance goal reflects the desire to demonstrate superior competence to others. As such, employees with performance orientation tend to perceive in role job requirements as competitive standards that motivate them to exert effort in order to outperform others

and to obtain favourable competency judgements from their organization's appraisal and reward systems. Researchers have noted that job satisfaction is directly related to employee turnover, retention rates, absenteeism and indirectly to job performance and productivity. (Shore, Newton et al, 1990). Higher job satisfaction has been linked with employees who are able to exercise autonomy (Sekharan, 1989) and with those who have a higher level of job involvement. The relationship between job satisfaction and job performance has been the concern of many studies. Job satisfaction refers to the employee's pleasurable or positive emotional state as a result of appraisal of one's job and job experience. (Bartlett & Keng, 2004, Schmidt, 2007). For the long term effectiveness of the organizational system employees' satisfactory perceptions towards PAs are important. (Largenecker & Nykodym, 1996). If employees are not satisfied with PAs, they will not see the added value. (Beatty, 1984). Some other studies suggested that appraisal satisfaction is a key factor leading to job satisfaction. (Murphy and Cleveland, 1995).

II. INTRODUCTION TO EDUCATION SYSTEM IN A.P.

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The social sector of a country, namely, health, rural development, education and employment generation has assumed great significance in the new economic regime. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation's economic performance. An increase in the human development index would lead to high levels of economic growth of the country. Adam Smith (1776) pointed out that a "man educated at the expense of much labour and time may be compared to one of those expensive machines" (Smith) and other classical economists observed that expenditure on education could be regarded as a form of investments that promised future benefits. The strength of a nation is dependent on its intellectual and skillful citizens. It can be observed that education is an essential tool for achieving sustainability. Only a quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet

their own need. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institutions of higher learning play a very important role and the teaching and learning processes in institutions of higher learning should provide such knowledge and skills to future graduates.

Over the last five and a half decades, the technical and management education system in the country has grown enormously. The system has built large capacities both in conventional disciplines as also in many emerging fields. It is technology that lies at the core of ‘spiraling economic growth. Even as we talk about increasing number of job opportunities emerging across sectors, India is reeling under the pressure of severe shortage of quality talent in the job market. Employability is far bigger a challenge than unemployment. Industry leaders feel that the “skills” and “quality” of the workforce need a lot of improvement. Plagued with problems like curriculum, lack of qualified faculty, poor quality of content, and not-so-effective examination system, technical institutions do not provide signaling value in the job market. A disparity exists in the types of skills taught at colleges and those that are demanded in industry. Products of technical education: engineers, managers, architects and other professionals should have the ability to operate effectively while maintaining high professional standards and taking the country along the path of development. One dimension of “delivering on promise” is the success of graduates in securing decent employment after the completion of the programme. The preference for technical education to general education emanates from this very expectation. This promise is broken if after graduation many students fail to find employment or are forced to accept low paying jobs not commensurate with their qualifications. Institutions of management education in particular are deeply concerned to such an extent that their educational perspectives get distorted. High incidence of unemployment, underemployment or low incomes becomes a matter of serious concern to central and state governments.

III. REVIEW OF LITERATURE

Job Satisfaction

- 1) Jackson & Schuler (2003) stressed on Performance appraisal system comprises the evaluating the performance of all stakeholders like peers subordinates superiors and workers themselves.
- 2) Erdogan (2002) in this study the performance review is interrelated to workers career development in this approach the job performance is assessed in terms of perfection about work, volume of output and minimum inventory and maximum output and also time etc. the frequent reviews are much helpful to the employees as well as organisational effectiveness.
- 3) Vasset et al. (2012) suggested that The major element of performance appraisal system is collaborative efforts of group components. The group support can change the attitude and perception of employee for their improvement in job performance. Group members can assist and direct the each member have to perform maximum extent.
- 4) Farr, Hoftmann and Renginbach, (1993) accord to him the Job satisfaction is one of the key attribute for high and low level performance. The factor of job satisfaction depends on people desires and wishes. If the employee performs their job in an extent manner can directly link to satisfaction of jobs and activities assigned by the organisation. Job satisfaction is directly linked to employee turnover, retention rate, workers involvement, absenteeism and indirectly linked with improvement in productivity performance.
- 5) Bartlett & Keng (2004), Schmidt (2007) Job satisfaction refers to employees’ convenient way of doing actions to the result of appraisal.
- 6) Shore, Newton et al. (1990) describes role of job performance can be defined as overcoming the deficiencies in job with correct job descriptions and job specification to achieve organisational expectations and requirements. A performance goal is nothing but reaching to improve employee standards and competencies in a desired manner with the platform of motivation tool. Motivation and performance is isolated to each other. Motivation gives the support of evergreen improvement in employee job performance.

Motivation

- 1) Seth (2003) confirms that the motivation is the term that influences the individual attitude towards achievement of goals. It enforces organisational capabilities and culture of achieving targets set by the company.
- 2) Rockson (2005) he defines that motivation is the driving force of one’s own individual motives to do work in something better. Motivation directs the performance of individual talents and organisational changes.
- 3) Bright (2000) explains that the motivation is said to be about how willingly can take and enjoy the challenges for fulfilling of desires to the employees. Success of achieving challenges gains the satisfaction level of employees.
- 4) Greeno (2002) suggested that motivation can influence the workforce to increase their competencies. Competencies refer to the process of optimizing utilization of all resources for achieving organisational goals. An organisation improves the competency and abilities’ effect on the increase in total output and drastic decrease in the overall cost structure. The Organisation provides the employees required guidance to influence them to face the new challenges and new tasks. This gives the expected productivity of an organisation.
- 5) Barrit, (2003) expressed that motivated employees put more efforts and job involvement in their jobs. This shows directly on how employees change the present performance to desired performance. An Organisation

requires both financial and manpower resources to overcome the deficits in operational activities. Motivated employee performs their job with full enjoyment, high efforts and keeps high contribution towards the job. These reduce the unnecessary activities like chatting with colleagues; spend most of the time on other than work.

- 6) According to Griffiths (2001) employee concentrates both individual and organisational goals for their development as well as organisational change. An employee career goal directly helps to achieve organisational goals so that organisation first focus on employee career growth, satisfaction then only they are stuck on long-term productivity. Motivation can build the confidence level to attain the first stage in career path; they clearly understand the effect of hard work and productivity.

Competencies

- 1) Boyatzis (2008) confirms that competencies are the attitude towards the utilization of skills, abilities and knowledge in working environment. In other word competency is the process of providing outstanding performance in every individual role. Competency is the binding of individual knowledge, skills, abilities and attitude that affects roles and responsibilities.
- 2) Cardy and Selvarajan (2006) Competencies are the dynamic capabilities to achieve goals in strategically that results employee sustainability over a period of long term. Organisation majorly focus on building competencies through effective knowledge sharing relationship among managers and workers. So that organisation uses the word competency at the time of appraising the performance of employees.
- 3) According to Dingle (1995) Competence refers to the one's own capabilities and known information. Knowledge refers to the guiding factor of known information. Skill refers to the application of known information which can be applied in terms of understanding power through best way to practice

Team Building

- 1) Fajana (2002) stressed that the team work is the way of combining workers feelings and thoughts for mutual benefit of organisation and goals. Through this workers utilize all the physical and psychological resources in an best and desired manner of accomplishing goals.

- 2) Katzenbach and Smith (1993) in this study team structure in any organisation must have a precise number in count because manage the teams with effective manner. Then only they committed in work automatically individual growth and productivity improves.

IV. OBJECTIVES OF THE STUDY

- To study the impact of motivation on job satisfaction in educational institutions.
- To study the influence of group behavior and competitive environment on job satisfaction.
- To examine the relationship between job satisfaction and performance of the employee.
- To know the factors that cause more job satisfaction and improves performance of the employee.

V. METHODOLOGY

Research design adopted for the study was descriptive research design. The Simple random sampling technique was selected as sampling technique and unit of the sample was an educational institutions in and around the puttur rural area. Both primary and Secondary data collection methods were followed and a structured research questionnaire has been constructed based on literature review. A sample of 180 teaching professionals at different levels i.e Assistant Professor, Associate Professor and Professor were selected for the data collection. 5.0 Likert scale had been applied in the response labels to respond. In order to reach the accomplishment of objectives, Multivariate analysis like Confirmatory Factor Analysis and Structural Model were used with the aid of LISREL and SPSS software packages.

VI. RESEARCH HYPOTHESIS

Alternative Hypothesis (H0): *There is a significant influence of job Satisfaction on improvement of Performance.*

Alternative Hypothesis (H1): *There is a significant impact of motivation, group behavior and competency of an employee on job satisfaction.*

VII. DATA ANALYSIS

Table 1. Demographic Profile of the Respondents

Sl. No	Demographic Factor	Number of Respondents	Percentage
1	Gender	Male	43
		Female	57
2	Age	20-25 Yrs	53.2
		25-30 Yrs	16.0
		30-35 Yrs	20.2
		35-40 Yrs	4.8
		Above 40 yrs	5.9
3	Designation	Asst. Prof.	31.9
		Assoc.Prof.	6.4
		Prof.	11.2
4	Qualification	B.Tech	0.5

Sl. No	Demographic Factor	Number of Respondents	Percentage	
	M.Tech	29	15.4	
	MBA	111	59.0	
	MCA	8	4.3	
	Others	39	20.7	
5	Salary			
	Below 10000	10	5.3	
	10000-15000	37	19.7	
	15000-20000	67	35.6	
6	Marital Status	20000 above	74	39.4
		Married	73	38.8
7	Experience	Unmarried	115	61.2
		0-2 yrs	58	30.9
		2-4 Yrs	43	22.9
		4-6 Yrs	43	22.9
		6-8 Yrs	18	9.6
		Above 8 Yrs	26	13.8

Table 1. shows the demographic profile of the respondents participated in the research survey. Male respondents are 43 % and 57 percent are females. 53 % of the respondents have belonged to the age group between 20 to 25 years. Assistant Professor as a designation are 32

%, qualification of the respondents with 59 % are from MBA. The salary status of the respondents of 39 % shows above Rs 20000/, the martial status revealed that 61 % are unmarried and 30 % of respondents are having 2 years of professional experience.

VIII. INFERENCE STATISTICS

Table 2. Group Statistics

Factors	Gender	N	Mean	Std. Deviation
Motivation	Male	80	3.6375	1.17143
	Female	108	4.0611	0.81319
Group behavior	Male	80	3.5950	1.16009
	Female	108	3.9611	1.04710
Competenices	Male	80	3.6400	1.11805
	Female	108	3.9630	0.90570
Job satisfaction	Male	80	3.9575	1.07759
	Female	108	4.0111	0.94872
Performance	Male	80	3.6800	1.15948
	Female	108	3.8426	0.91142

Table 2 shows the group statistics can be understood by the way of two groups in gender namely Male and female. From the group statistics, motivation factor has highest 4.06 mean score with 0.81 standard deviation for female category and 3.96 mean with 1.07 standard deviation.

Table 3. Independent samples test

Factors		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Motivation	Equal variances assumed	19.265	0.000	-2.926	186	0.004
	Equal variances not assumed			-2.777	132.957	0.006
Group behavior	Equal variances assumed	1.496	0.223	-2.263	186	0.025
	Equal variances not assumed			-2.229	160.078	0.027
Competenices	Equal variances assumed	4.767	0.030	-2.186	186	0.030
	Equal variances not assumed			-2.119	148.553	0.036
Job satisfaction	Equal variances assumed	0.770	0.381	-0.361	186	0.718
	Equal variances not assumed			-0.355	157.440	0.723
Performance	Equal variances assumed	5.602	0.019	-1.076	186	0.283
	Equal variances not assumed			-1.039	145.380	0.301

From the Independent sample t test results which are shown in Table 3 represented the results about Levene's test of equality of variance assumed and not assumed. This test is significant for motivation (P = 0.00<0.05), Competency (P = 0.03<0.05) and Performance (P =

0.019<0.05) and the test of independent sample t test is significant for Motivation (P = 0.006<0.05), group behavior (P = 0.025<0.05) and Competencies (P = 0.036<0.05). Hence the overall observation is that the gender has significant impact on motivation, group beha-

-vior and competency factors only.

Table 4. Correlations

Factors		Motivation	Group behavior	Competenices	Job satisfaction	Performance
Motivation	Correlation	1				
	Sig.					
	N	188				
Group behavior	Correlation	0.723**	1			
	Sig.	0.000				
	N	188	188			
Competenices	Correlation	0.728**	0.799**	1		
	Sig.	0.000	0.000			
	N	188	188	188		
Job satisfaction	Correlation	0.666**	0.783**	0.804**	1	
	Sig.	0.000	0.000	0.000		
	N	188	188	188	188	
Performance	Correlation	0.688**	0.708**	0.809**	0.769**	1
	Sig.	0.000	0.000	0.000	0.000	
	N	188	188	188	188	188

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

Table 4 shows the result of bivariate correlation analysis result by the Pearson method. The correlation explains the strength of relationship between the variables. There is positive correlation between all the factors and the highest correlation was happened between performance and the competency building of an employee (0.809: $P = 0.00 < 0.05$) and the least was between competency and motivation (0.66: $P = 0.00 < 0.05$) and the remaining factor are correlated moderately with above 0.70 and below 0.85 with significant values of “P”.

IX. DISCRIMINANT VALIDITY

Table 5. Discriminant Validity

Factors	CR	AVE	MSV	ASV
Job Satisfaction	0.919	0.693	0.691	0.690
Motivation	0.905	0.657	0.643	0.600
Group Behaviour	0.913	0.678	0.652	0.660
Competencies	0.911	0.673	0.623	0.611
Performance	0.881	0.599	0.556	0.589

Table 5 explains the result of discriminant validity that has been carried out between Job Satisfaction, Motivation, Group Behaviour, Competenices and Performance. The result of Composite Reliability score for all the variables are above 0.85, ($CR > 0.70$). Average Variance Extracted for all the variables is above 0.60 ($AVE > 0.50$) except Performance factor i.e 0.599. Discriminant Validity could be achieved if the Maximum Shared variance (MSV) and Average Shared Variance (AVE) is greater than AVE.

Since all the values are strictly followed the condition of discriminant validity.

X. CONFIRMATORY FACTOR ANALYSIS

As per the literature report of multivariate analysis, confirmatory factor analysis can be used as a different type of factor analysis. It measures the factors that explain the defined or hypothesized construct. In the present research

paper, motivation was taken as an observed variable with five factors and their standard factor loadings were shown in the below Fig. 1 shows first one has 0.87 factor loading, second one has 0.85 and remaining three factors are having 0.79, 0.79 and 0.75 factor loadings that are scientifically high supported values.

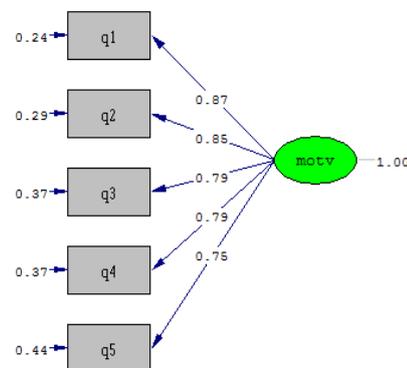


Fig. 1. CFA for motivation

Fig. 2 shows the confirmatory factor analysis, scores of selected factors in explaining the construct named group behavior. Since the value is more than 0.75 for all the factors. The highest value is to factor four that is 0.87.

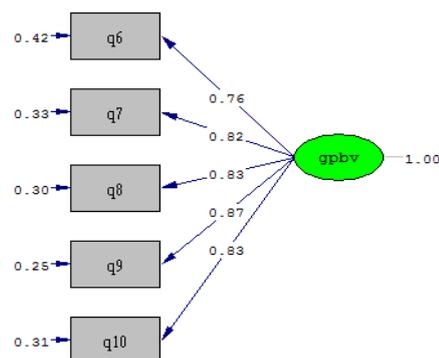


Fig. 2. CFA for group behaviour

Fig. 3. the confirmatory factor analysis results could be observed. The result of the factors which are five in number would explain the construct called competencies of the employee at the workplace. All these five factors are having above 0.80 factor loading except fourth factor which has 0.78 nearer to 0.80.

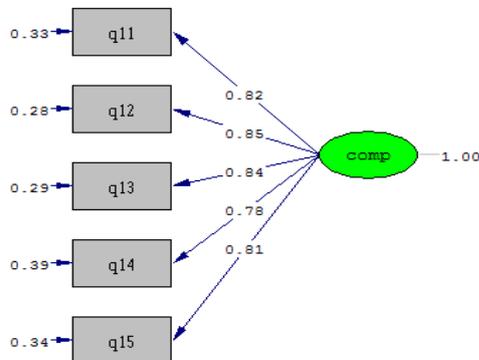


Fig. 3. CFA for competencies

Job satisfaction was taken as unobserved or latent variable for this study. This construct had five factors for measurement. In order to check the measurement of accuracy of the construct, confirmatory factor analysis was done and its result was shown in the blow Fig. 4. with their respective factor loadings.

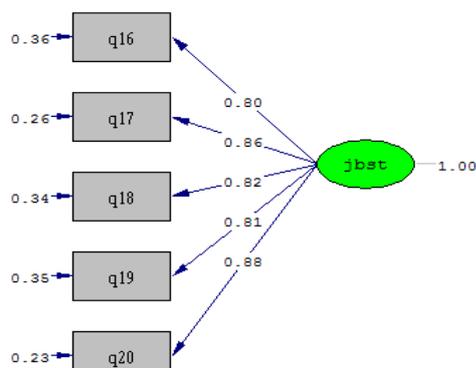


Fig. 4. CFA for job satisfaction

Fig. 5. represents the construct named performance with its measurement by five factors and their factor loadings through confirmatory factor analysis could be understood. Hence all the value are ranging from 0.65 to 0.90.

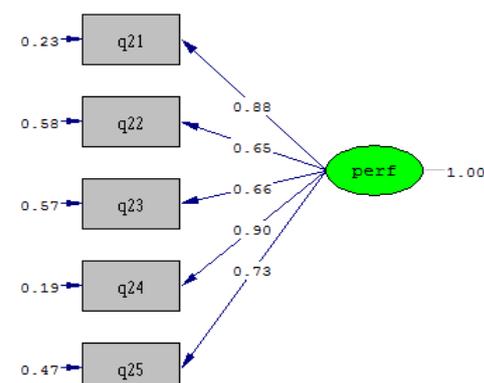


Fig. 5. CFA for performance

XI. STRUCTURAL MODEL

After confirmatory factor analysis, it was tested the path relationship between the exogenous and endogenous variables called motivation, group behavior and competencies observed variables and job satisfaction and performance as unobserved variables.

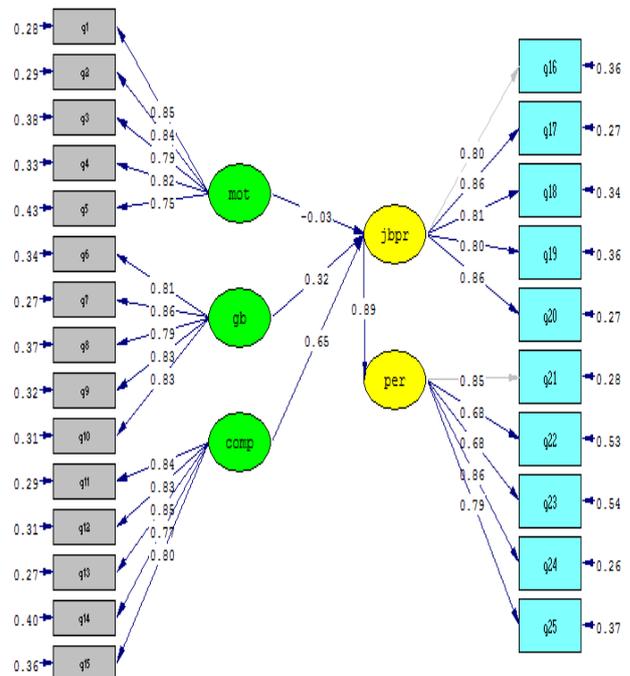


Fig. 6. Structural model

From the above structural model Fig. 6. it can observed the factor loadings of each construct. The path coefficient between motivation and job satisfaction is -0.03 but it was not significant statistically, group behavior and job satisfaction has the path coefficient of 0.32 and it is statistically significant, competency and job satisfaction has the path score of 0.65 and between job satisfaction and performance of the employee has the path coefficient of 0.89 and it was statistically significant.

Table 6. Fit Indices

Sl. No.	Fit Indices	Accepted threshold score	Achieved Score
1	Chi Square vale	>0.05 (Barrett, 2007),	0.087
2	Root mean square error of approximation (RMSEA)	<0.08 (MacCallum et al., 1996).	0.042
3	Goodness of FIT (GFI)	>0.90 (Mac Callum and Hong, 1997)	0.98
4	Normed-fit index (NFI)	>0.95 (Hu and Bentler, 1999)	0.96
5	CFI (Comparative fit index)	>0.90 (Fan et al, 1999).	0.97

Table 6. explains the results of fit indices achieved from the structural model. Since all the fit indices values like,

Chi square value greater than 0.05 ($P = 0.087$), Root mean square error of approximation (RMSEA) is as per accepted threshold value i.e $0.042 < 0.08$ (MacCallum et al, 1996), Goodness of fit (GFI) is above 0.90 (MacCallum and Hong, 1997) (0.98), Normed fit index is $0.96 > 0.95$ (Hu and Bentler, 1999) and Comparative fit index is $0.97 > 0.90$ (Fan et al, 1999).

XII. FINDINGS

After certain analyses that are made on the selected factors, the key findings were found and explained by the following statements. Since the present study was mainly focused on how motivation, group behavior and competencies among the employees will boost up an employee to get satisfaction in job and put performance in a better way. The result of confirmatory factor analysis measures the constructs called motivation, group behavior and competencies that influences employee to be more satisfied in Job. In the present study, motivation is no significantly influences job satisfaction, but the remaining constructs group behaviour and competencies would influence job satisfaction significantly. Moreover, competency, ability like being more competitive in the job environment has more influence rather than group behavior.

The path relationship or linear relationship between manifest and latent variables has shown that that there is a strong linear relation exist between job satisfaction and performance outcome of the employee. As this was explained by the higher path coefficient (0.86) and the result confirmed that if an employee at the workplace is getting more satisfaction that ensure his or her performance standards much better in future. The selected constructs namely, motivation, group behavior and competencies as manifest variables and job satisfaction and performance as latent variables are correlated more positively which are shown in the table no 3. The result of hypothesis that there is a significant influence of motivation on job satisfaction so that performance will improve is rejected, but in the case of group behavior and competency building strategies was influencing job satisfaction. Another alternative hypothesis (H2), there is a significant impact of job satisfaction on the performance of the employee is accepted.

XIII. RECOMMENDATIONS

Motivational programs implemented in the organizations are not significantly influencing the satisfaction in the job as they were not scientifically implemented by the management. Organisation are not much affected by the lack of motivational programs implementation. Group behavior in terms of colleagues and peers support, kind of healthy groups in the workplace would help an employee to get satisfied with the job. Since Competency building strategies would also need to be implemented or followed by the organizations to get job satisfaction. Educational institutions are recommended to keep employee more satisfied by offering good group

culture and create an environment that make employee more competitive among the members even certain other requirements are not well offered.

XIV. CONCLUSION

Employee performance is the key source of educational institution's success. The present study would remain that more important than monetary benefits like right salary, rewards and awards motivation, friendly group which gives good group environment to work and building competency among the employee to work will help organization to grow and employee to improve performance as well. This study would contribute a sounded findings to the employees and institutions to grow parallel and get benefit each other. Group behavior and competency of an employee has an impact on job satisfaction so that performance of the employee will improvised.

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AUTHOR’S PROFILE



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