

A DESCRIPTIVE STUDY ON TEACHING FRATERNITY'S APPROACH TOWARDS MOTIVATION

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Abstract

Motivation' is the external force which inspire the people to strive for success or to perform better. It is a factor needed in any sector in order to boost the morale of the employees. It means different for different people of different sectors. Many sectors are service oriented where majority of the people work for self-satisfaction. Teaching is one such field where the teachers are needs are very limited as their output is mainly dependent on their passion. Yet they too need the motivation from their institutions in order to recognize their efforts and provide the monetary and morale support for a better output. This study aims at understanding the needs of the teachers and to know whether their institutions provide the same. Study recognizes monetary benefits and morale support as the major motivational factors which affect the loyalty of the employees also and many institutions still lack to provide the same.

Keywords: Motivation, monetary benefits, loyalty, educational institutions

Introduction

The word "motivation" is derived from a Latin word 'movere' meaning 'move'. Those factors which help a person to keep moving forward towards success is Motivation. The term motivation is described in all fields of science pertaining to human behaviour. In management studies it is defined as "a process of stimulating people to action to accomplish desired way". People are the foremost and prime factor of the organisation's resources. They are dynamic in nature and tend to become inactive over a period of time due to boredom and monotony. In order to stimulate their interest motivation is required from the organization. This is not a new concept, but has only evolved with change in the approach of management. There are 5 major motivational theories and are as follows-

1. **Maslow's Need Hierarchy Theory:** This theory states that a person is driven at every phase of life with different kinds of necessities. The needs are classified as PHYSIOCHOLOGICAL NEEDS (food, shelter); SAFETY NEEDS (house, job); SOCIAL NEEDS (family, friends); SELF-ESTEEM NEEDHERBERS (promotion, status of life); SELF-ACTUALISATION (self-satisfaction).
2. **Hertzberg's Two Factor Theory:** This theory also states that motivation is based on certain factors which are classified under two heads namely- (a) HYGIENE FACTORS – are those which are needed to ensure that an employee is not dissatisfied. (b) MOTIVATING FACTORS- are those which encourages the employee to aspire more and achieve great heights.

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3. **McClelland's Theory of Factors:** This theory propagates 3 factors independent of age and gender namely ACHIEVEMENT, AFFILIATION AND POWER. Any one among the 3 factors will be dominant in a person's behaviour. It is only for the desire acquiring one of the 3 factors a person gets motivated.
4. **Vroom's Theory of Expectancy:** Victor Vroom states a person is motivated only when he/she gets the confidence that he/she is recognized and rewarded for his/her efforts. Hence recognition and rewarding are the motivating factors for the people to improve their efficiency.
5. **McGregor's Theory X and Theory Y:** This theory categorizes people into 2 groups depending upon their eagerness to participate and grow which is Theory X and theory Y. Theory X looks at people as lazy, self-centered and lack ambition. Theory Y explains that workers are energetic, participative and responsible. Different motivational factors are applicable to these sets as not all expect the same treatment.

Although these theories explain the various facets of motivation, one thing common in all the theories is that the major factor for motivation is Need which varies from person to person. If this need is satisfied the best can be expected from the people.

The simple rule of identifying the needs and fulfilling them is followed in all sectors. However, these desires as stated above changes from one sector to another. Teaching is one such sector where it is difficult to understand the needs of the lecturers who is driven by passion towards their job. However, the expectations from the teaching fraternity is not different from any other fields' employees. The teaching fraternity is the one which is deprived of the monetary benefits unlike other sectors as people feel that the working hour is less for teachers and they do not have any physical work like others. Teachers are driven by passion but they too require motivation like others. The educational institutions have to revise their motivation practices timely in order to respect the efforts of the teachers. This field is not a commercial sector but recognition and rewards are what every individual want from his/her institution. This is where the educational sectors stand back.

Statement of the Problem: This study is designed to understand the teachers' needs or the expectations from their institutions and also understand whether the institutions across Bangalore are providing the required motivation to its employees.

Objectives: (a) To identify the needs of the teachers.

(b) To understand the teachers' expectations from their institution.

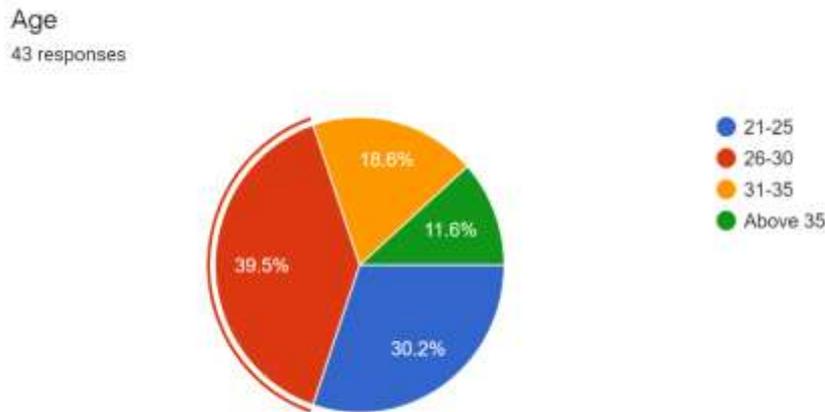
(c) To know whether the institutions fulfill the expectations of their teachers.

Review of Literature:

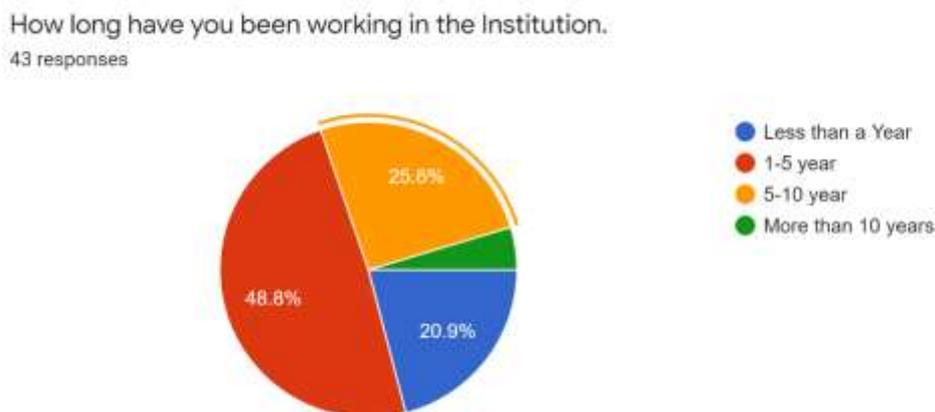
1. “An analysis of motivational factors for teachers in teaching profession and their impact on students’ performance” by Parveen Khan studies the factors which drive the people to take-up teaching profession and how their passion towards the job affects the growth of students. This study had 60 respondents from Pakistan. The study showed that the driving factors leading to the choice of teaching profession are- salary; rejection in other fields; accidental; and safety can bring about work life balance and also as a religious belief.
2. “Employee motivation and productivity” studies the relationship between employee motivation and organizational productivity with the view of drawing important lessons for managerial practice. This study was undertaken among organizations set-up in Nigeria.
3. A consolidated review of literatures on motivation by Chandrashekar, Manoj Patwardhan and Robin Kr Singh to extract all possible dimensions of motivation. This has examined the multi-dimensionality of motivation from the existing literature and present a conceptual framework based on it. It concluded that the various motivational techniques have a positive impact on both employee satisfaction and the quality of performance in the organization.
4. “Motivation and satisfaction of employees in the workplace” – a paper which studied the importance of motivation and satisfaction in the workplace among employees in Slovenian companies of different ages. This paper concluded that different techniques are suitable for different age groups. Not all techniques are feasible for the people of different age groups.

Research Methodology: The research is descriptive in nature and has been carried out by the collection of primary data. The respondents are from the teaching group of various colleges across Bangalore. The number of respondents is 43 and graphical method is used for the analysis of data.

Analysis and Interpretation:

Graph No.1: Age of the Respondents

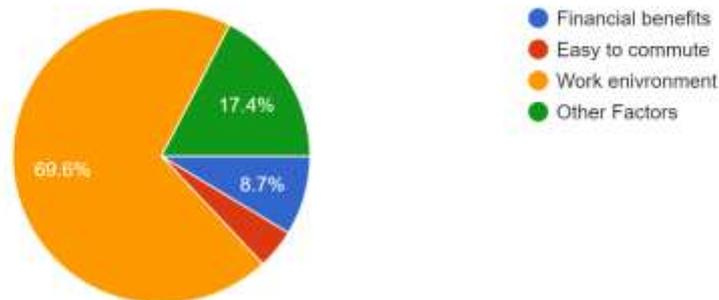
INTERPRETATION: 30.2% and 39.5% of the sample lecturers are of the age 21-25 years and 26-30 years which signify that many are at the beginning of their career. 18.6% are between 31-35 years and the rest 11.6% is above 35 years.

Graph NO.2

INTERPRETATION: About 48.8% has worked for a tenure of more than 1 year but less than 5 year, 25.6% have worked more than 5 years but less than 10 years, 20.9% less than a year and the remaining has stayed in the current institution for more than 10 years.

Graph NO.3:

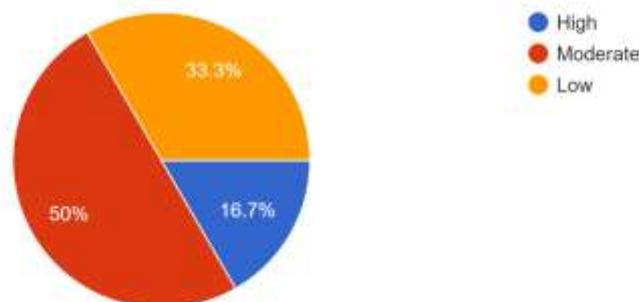
In case the answer for the previous question is more than 5 years, what is the main reason for staying in the institution for such a tenure?
23 responses



INTERPRETATION: This is the continuation of the previous question where the respondents who have worked for more than 5 years have stated the reason for their long service. Majority of them i.e., 69.6% of the respondents say that the main reason for their stay is the work environment, 17.4% is other factors like personal reasons, self satisfaction, 8.7% for financial benefits and 4.3% for convenience in travelling.

Graph NO.4:

What is the rate of voluntary employee turnover in your institution?
36 responses

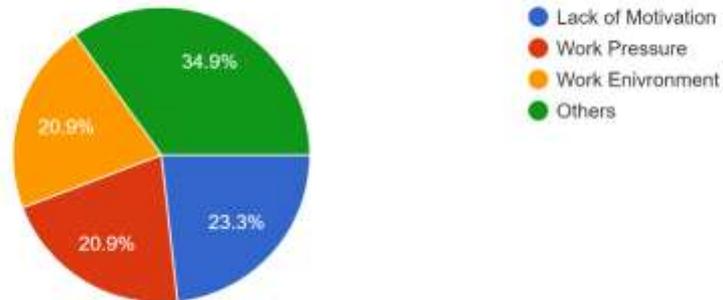


INTERPRETATION: 16.7% of the respondents say that the voluntary employee turnover is high, 50% is moderate and 33.3% is low.

Graph NO.5:

What affects Voluntary Employee Turnover?

43 responses

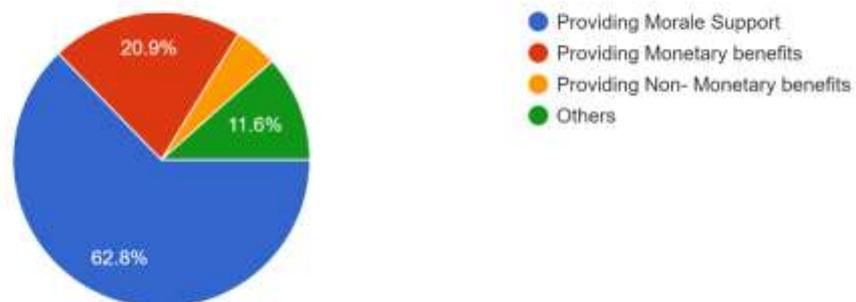


INTERPRETATION: 23.3% of the respondents give the reason as lack of motivation, 20.9% as work pressure, 20.9% as work environment and 34.9% as other reasons like other opportunities, family pressure, etc.

Graph No.6

What is Motivation at workplace according you?

43 responses

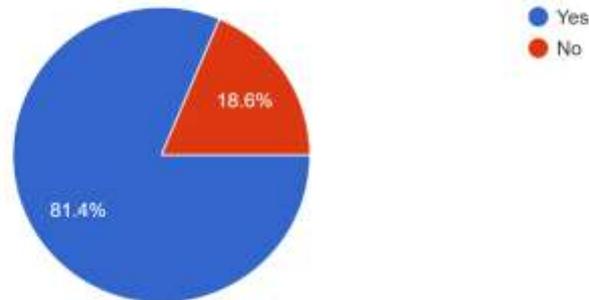


INTERPRETATION: 62.8% of the respondents say that motivation is providing morale support, 20.9% say monetary benefits is motivation, 4.7% say motivation is providing non-monetary benefits and 11.6% feel there are other factors of motivation.

Graph No.7

Is Motivation directly proportional to the benefits provided by the institution?

43 responses

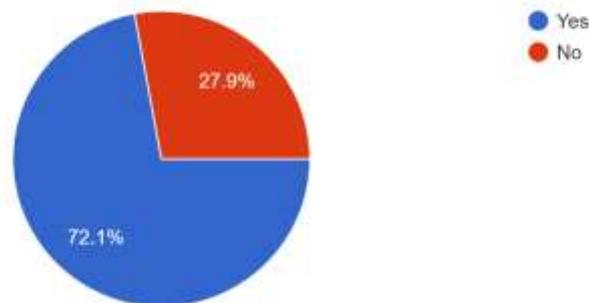


INTERPRETATION: 81.4% of the respondents feel that motivation is directly proportional to the benefits provided by the institution.

Graph No.8

Does employee loyalty depend on the benefits provided by the organisation?

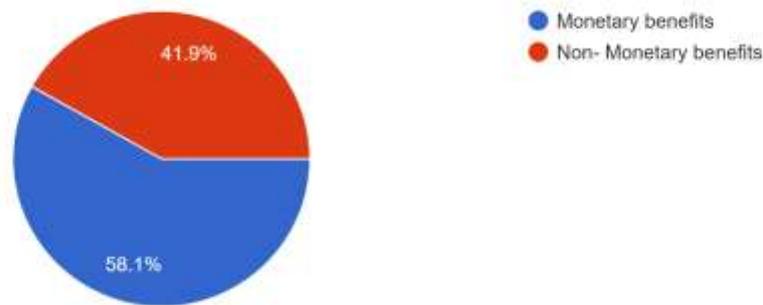
43 responses



INTERPRETATION: 72.1% of the respondents say that the loyalty of the lecturers towards organisation is directly proportional to the benefits provided by them.

Graph No 9

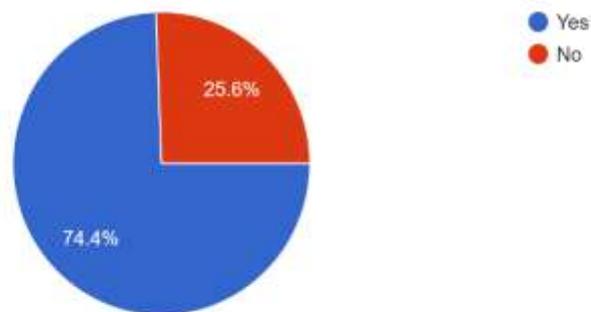
What kind of Motivation Impacts more?
43 responses



INTERPRETATION: 58.1% of the lecturers say that monetary benefits is the most impacting motivational factor.

Graph No 10

Does Your Institution provides the required support for motivating the employees?
43 responses

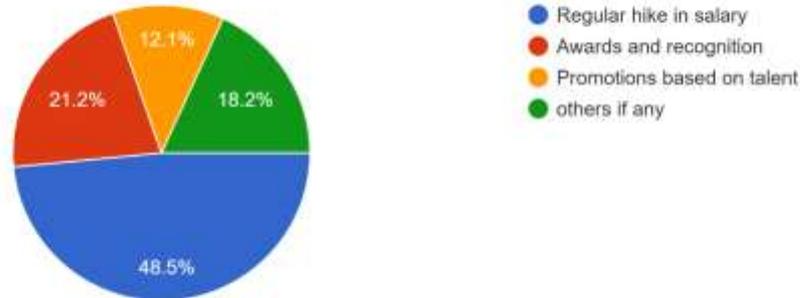


INTERPRETATION: 74.4% of the respondents opine that their institutions provide the support for motivating its employees.

Graph No 11

If yes for the previous question, in what form your Institution Motivates.

33 responses

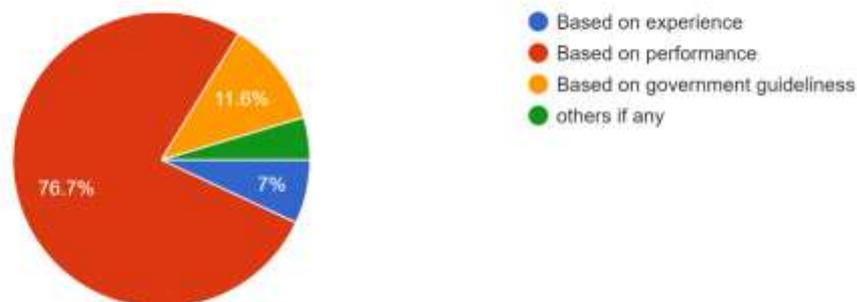


INTERPRETATION: This was an extended question of the previous question to know the modes of motivation provided at the institutions. 48.5% say it is through regular hike in salary, 21.2% through awards and recognition, 12.1% through promotions and 18.2% through other ways.

Graph No 12

Which is the best way to provide hike in salary?

43 responses

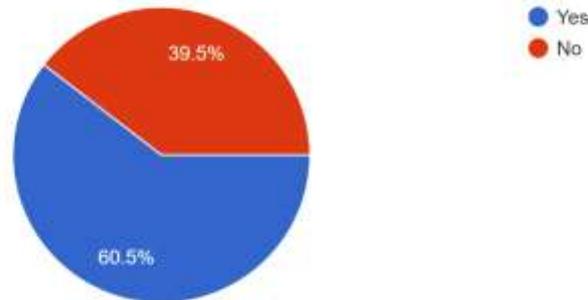


INTERPRETATION: The best way of providing a hike in salary is as follows- 7% opine it should be based on experience, 76.6% opine it should be based on performance, 11.6% opine to be given as per government guidelines and 4.7% suggest other ways.

Graph No.13

Are you happy with the hike system in your institution ?

43 responses

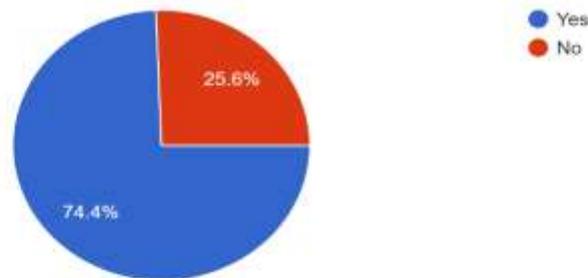


INTERPRETATION: 60.5% of the respondents say that they are happy with the existing hike policy in their institutions.

Graph No 14

Does your institution provide enough encouragement for overall development of employees?

43 responses

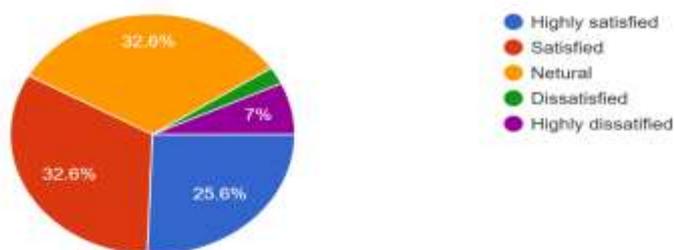


INTERPRETATION: 74.4% of the respondents say that their institution provide the required encouragement for overall development of employees.

Graph No 15

What is your degree of satisfaction towards your Institutional efforts for motivating its employees?

43 responses



INTERPRETATION: 25.6% of the respondents are highly satisfied with their institution for its efforts towards motivating the employees, 32.6% are just satisfied, 32.6% are neutral which means they are neither happy nor unhappy, 2.1% dissatisfied and the remaining 7% are highly dissatisfied with their institutions.

Findings:

- a) It is observed that people tend to work for long years due to comfortable working environment
- b) The rate of voluntary employee turnover is at moderate level at colleges and the major reasons are better opportunities, traveling problems and lack of motivation.
- c) It is found that even though teaching is a sector which is self-driven requires motivation which is directly proportional to the benefits provided by the employers.
- d) The benefits required to motivate is the monetary benefits which also increases the loyalty of the teachers
- e) Many teachers opine that their institutions are motivating its employees by providing regular hikes
- f) The teachers though are happy with the percentage of hike in their salary still opine that the best way to hike the salary is it should be based on the performance and unlike the practice of experience
- g) The level of satisfaction towards the institution's support is average among the teachers which means still the institution have to find out ways to motivate its employees.

Suggestions

- a) Government has fixed pay scales for different posts of lecturer. Many semi-aided colleges do not follow those guidelines. It should be made mandatory for all the colleges to follow the Government prescribed pay scale.
- b) Although there are no promotions in this field, recognition and rewarding the teachers for their hardwork irrespective of experience must be practiced in order to boost their satisfaction level.

Conclusion

The study stands as a testimony for the requirement of monetary benefits for the teaching fraternity. It also concludes that a good working environment is what is expected by an employee and the responsibility of providing it vests in the hands of institution. It is recommended that people should stay for long years in a particular institution in order to understand the students' expectations and work culture of that institution. But there is very less

percentage of teachers working more than 5 years in one institution. Hence the institution should try to motivate the teachers and try to reduce employee voluntary turnover.

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