

AN EMPIRICAL STUDY OF MOTIVATION AND FACTORS AFFECTING MOTIVATION FOR TEACHING STAFF IN PRIVATE UNIVERSITIES / COLLEGES IN VADODARA

UM ESTUDO EMPÍRICO DE MOTIVAÇÃO E FATORES QUE AFETAM A
MOTIVAÇÃO DO PESSOAL DE ENSINO EM UNIVERSIDADES PRIVADAS /
COLLEGES EM VADODARA

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ABSTRACT

An exploratory study was conducted in the city of Vadodara, India to examine the motivation levels of teaching staff in private universities. In order to study motivation levels, the factors leading to motivation were identified as “work and environment”, “superior relation”, “recognition”, “development” and “pay and benefits”. The research found that that motivation levels of teaching staff was low. The biggest factor contributing to this was the factor “work and environment” and “pay and benefits”. It could be advisable if bodies like the UGC/AICTE or other governing agencies could actually be strict in implementing norms relating to pay and benefits as well as working conditions. Currently, the focus of these agencies is more on infrastructure and other aspects and less on the teachers. This is also a reason as to why the quality of education in these institutes is declining with passage of time.

Keywords: Motivation, Work & Environment, Motivation Factors

RESUMO

Um estudo exploratório foi realizado na cidade de Vadodara, Índia, para examinar os níveis de motivação do corpo docente nas universidades privadas. Para estudar os níveis de motivação, os fatores que levaram à motivação foram identificados como "trabalho e meio ambiente", "relação superior", "reconhecimento", "desenvolvimento" e "remuneração e benefícios". A pesquisa descobriu que os níveis de motivação do pessoal docente eram baixos. O maior fator que contribuiu para isso foi o fator "trabalho e meio ambiente" e "pagamento e benefícios". Pode ser aconselhável que entidades como a UGC / AICTE ou outras agências governamentais possam ser rigorosas na implementação de normas relativas a

salários e benefícios, bem como condições de trabalho. Atualmente, o foco dessas agências é mais sobre infra-estrutura e outros aspectos e menos sobre os professores. Esta é também uma razão para o motivo pelo qual a qualidade da educação nesses institutos está em declínio com a passagem do tempo.

Palavras-chave: Motivação, Trabalho e Meio Ambiente, Fatores de Motivação

Introduction

Vadodara, a prominent city of Gujarat is also known as cultural city. It is rapidly becoming the educational hub in the state of Gujarat. The city is very well connected by rail, road and air to all the major parts of the country. Vadodara has a mix of government as well as private colleges/universities. Following table gives a picture of the various private and government colleges/universities in Vadodara.

1. Table Showing List of Universities/Colleges in Vadodara

Sr.	University/College	Established	Affiliated To
1	Babaria Institute of Technology and Sciences	2004	GTU
2	Maharaja Sayajirao University of Baroda,	1949	State University
3	Vadodara Institute of Engineering,	2009	GTU
4	Parul University	2015	GTU
5	Navrachana University, Vadodara	2009	Private University
6	KJ Institute of Engineering and Technology	2009	GTU
7	Sigma Institute of Engineering, Vadodara	2008	GTU
8	Institute of Technology and Management Universe	2011	GTU
9	Indian Institute of Information Technology, Vadodara	2013	Autonomous
10	TeamLease Skills University	2013	Private University
11	GSFC University	2014	Private University
12	ITM Vocational University	2013	Private University

(Source: GTU, UGC)

As can be seen from the above table, Vadodara has an abundance of universities/colleges where students from the entire country and even foreign nationals come to gain knowledge. Another noticeable feature of the data is that except for The Maharaja Sayajirao University of Baroda, all other organisations are private universities or are affiliated to Gujarat Technological University, but managed by private trusts or bodies. All government universities and colleges follow the norms of the respective governing bodies like UGC or

AICTE in terms of working conditions as well as remuneration. However, in many cases, it has been observed that some of the private universities and colleges have not strictly adhered to these norms or have even been found guilty of violation of standard norms. Hence, an attempt was made to study the motivational levels of teaching staff working in these private universities/colleges and also to analyse the factors that affect their motivational levels.

LITERATURE REVIEW

Motivation in simple terms is referred to as any kind of encouragement. Different researchers have defined the term.

Robert Dubin defines Motivation as “Motivation is the complex forces starting & keeping a person at work in an organization. Motivation is something that moves the person to action, & continues him in the course of action already initiated. (Robert Dubin, 1974)¹

According to McFarland, “Motivation refers to the way in which urges, drives, desires, aspirations, strivings, or needs direct, control or explain the behavior of human beings.” (Dalton E. McFarland, 1974)²

Robbins, Judge & Vora define motivation as “the processes that account for an individual’s intensity, direction & persistence of effort toward attaining a goal.”

Thus, different researchers have defined motivation on similar lines as something that drives a person to action.

As per Ankita Srivastava and Dr. Pooja Bhatia (2013), motivation is a major factor which contributes to the performance of employees in a nationalized banks in India. It was found in the study that the most important factors leading to employee motivation was "salary equitable and promotion", "health benefit extended facilities and other social" and "work environment". The research focused on how to assess the role of motivation in work performance of employees. It used deductive approach in which qualitative survey was conducted among the students of the Business School as supposed to prospective employees. The survey was designed to get answers on what they consider the best factors that could

¹ Robert Dubin, Human Relations in Administration, New Delhi: Prentice-Hall of India 1974

² Dalton E. McFarland, Management Principles & Practices, New York: Macmillan, 1974

encourage them as potential employees from a list of ten factors of motivation. The analysis of the results showed that job satisfaction is the most important factor.³

As per Akhilesh Chandra, et al improving accounting educator commitment and performance is critical to the success of accounting programs. To achieve the research objective of improving the performance of accounting educators, use of motivational theories developed by Frederick Herzberg was used. Using Herzberg's factors as a base, the authors developed a questionnaire. This questionnaire was sent to accounting educators in order to identify their concerns and to categorize these concerns into Herzberg's motivating factors and hygiene factors. The study revealed that accounting educators are concerned about areas like working conditions, making the transition from fresh recruits to experienced tenured faculty, changes in research expectations, and changes in tenure requirements. It was found that salary, while an important hygiene factor, is not a motivating factor for accounting faculty. In conclusion, the result of the study suggested that accounting departments should stress both the motivating and hygiene factors such as those shown above and work to provide an environment where these factors will lead to accounting educator and department success.⁴

Motivation is one of the most critical elements in the area of Human Resources Management. Enterprises design motivation systems not only to encourage employees to perform their best in the most efficient way, but also to attract future candidates to apply for specific posts. To be able to create an efficient motivation system, the key is to answer the question: What really motivates employees in an organization? This is an in-depth study of a Construction Consulting Company in Vietnam and the purpose of our research is to find the main factors affecting motivation amongst the employees of the company. A questionnaire survey was undertaken among 135 employees of the company to analyze their perceptions regarding motivation in workplace and also investigating the opinions of the coordinators of each department and also with the General Manager about this same issue. At the end of the study, we make some recommendations for the company to counter this issue. This study would be a

³ Srivastava, Ankita., Bhatia, Pooja, (2013), *International Journal of Business & Management Invention*, Volume 2 (7), pp 18-32.

⁴ Chandra, Akhilesh., Cooper, William., Cornick, Michael., Malone, Charles., (2003), A study of motivational factors for accounting educators: What are their concerns?, *Academy of Educational Leadership Journal*, Vol. 7, No. 3, pp. 15-24.

prelude and of great help to managers and Human Resources professionals to raise the productivity of the company by increasing the motivation of their employees.⁵

Safiullah Ayesha observed that people are playing an important role for effective operation in every organization. In the recent years organizations have realized this and become increasingly interested in managing employees which will enhance business performance. The purpose of this study is to examine the ranked importance of some motivational factors and to recognize how the Telecommunication sector of Bangladesh is performing in motivating its workforce. Telecom industry was chosen since significant issues were reported about employee unrest during 2012. The data was collected from 81 employees of different private telecommunication companies and was analyzed using mean values and frequency percentage tables. The result concludes that, payment is not the only factor for motivating employees; rather there are some other pivotal factors like- opportunities for growth and development, job security, interesting work are the key which have significant contribution in propelling employee motivation in the workplace. Carefully designed employee engagement programs and reward systems should be considered.⁶

Brief Overview of Motivation Theories

Reforms in management can be traced back to the era of Scientific Management propounded by F.W. Taylor however, Scientific Management stressed too much on management as a science rather than social process. Later, with the contributions of Elton Mayo a new thought process was injected by suggesting management through good human relations. Good human relations meant motivating people in organizations for better team work & fulfillment of employees' personal needs & achievement of organizational goals. Many researchers made significant contributions to the field of employee motivation through different theories. A brief summary of some of the theories is provided below.

1. Maslow's Need Hierarchy Theory

This theory talks about the hierarchy of five needs – physiological, safety, social esteem & self-actualization. As each need is substantially satisfied, the next need becomes dominant.

⁵ Gupta, Bhumiika., Subramaniam, Jeayaram.,(2014), Factors Affecting Motivation among Employees in Consultancy Companies, *International Journal of Engineering Science Invention*, Volume 3 Issue 11, pp.59-66.

⁶ Safiullah, Ayesha., (2015), Employee Motivation and its Most Influential Factors: A study on the Telecommunication Industry in Bangladesh, *World Journal of Social Sciences*, Vol. 5. No. 1, pp. 79 – 92.

2. Motivation –Hygiene Theory

This theory is also known as Herzberg's Two Factor Theory. It relates intrinsic factors to job satisfaction & associates extrinsic factors with dissatisfaction.

3. McClelland's Theory of Needs

This theory states that achievement, power & affiliation are three important needs that explain motivation.

4. Self Determination Theory

Initially developed by Edward L. Deci and Richard M. Ryan, this theory of motivation is concerned with the beneficial effects of intrinsic motivation & harmful effects of extrinsic motivation.

RESEARCH METHODOLOGY

This exploratory and descriptive research was carried out by collecting data from various private universities and colleges operating in and around the city of Vadodara. For this purpose, a structured questionnaire was designed. A total of 75 responses were received which were analysed with the help of SPSS. The questionnaire was divided into seven parts.

Except the first part which was about the demographic information, remaining four parts were on a five point likert scale and were designed to gather information on factors that lead to motivation of teaching staff employed in private universities/colleges in Vadodara. Initially, questions were designed to measure the overall motivation of respondents and then further parts of the questionnaire was designed to study the factors that led to motivation of respondents. The factors were; work and environment, superior relations, recognition, career development and pay and other benefits.

Initially, test was conducted to test the reliability of the data obtained. Based on the Cronbach Alpha value (0.844), it was observed that the data was highly reliable and internally consistent. Thus, further statistical analysis could be carried out.

OBJECTIVES

Following were the objectives of the study-

- To measure motivation of teaching staff employed in private universities/colleges in Vadodara.
- To study the factors that determine motivation of teaching staff employed in private universities/colleges in Vadodara.
- To study the relationship between factors that determine motivation and motivation levels of teaching staff employed in private universities/colleges in Vadodara.

DATA ANALYSIS

1. Table Showing Demographic Profile of Respondents

Feature		N	%	Feature		N	%
Age	20-30	22	29.33	Income	< 1.5 Lac	13	17.33
	31-40	24	32.00		1.5 - 3.00	24	32.00
	41-50	17	22.67		3.01-4.5	16	21.33
	Above 50	12	16.00		4.51 - 6.00	19	25.33
Total	75	100.00	Above 6		3	4.00	
Gender	Male	33	44.00	Total	75	100	
	Female	42	56.00	Designation	Asst. Prof	27	36.00
Total	75	100.00	Assoc. Prof		5	6.67	
Education	Graduate	9	12.00	Professor	2	2.67	
	Post Graduate	62	82.67	Others	41	54.67	
	Doctorate	4	5.33	Total	75	100	
Total	75	100					

A glaring point in the above table is that a majority of the respondents belonged to the “others” designation which included all the staff appointed as teaching assistants, academic associates or ad-hoc faculties (54.67%). Only 9.34% staff was appointed as Associate Professor or Professor.

H1: There is high level of motivation in teaching staff employed in private universities/colleges in Vadodara.

2. Table Showing Motivation Levels of Teaching Staff of Private Universities/Colleges in Vadodara

Sr	Variable	Mean	SD	Chi	Sig
1	Interaction with people from different disciplines	4.00	0.493	26.48	0.000
2	Best Workplace	2.12	1.294	21.60	0.000
3	Salary	2.51	1.349	17.60	0.027
4	No other option available	2.40	1.139	3.13	0.372
5	Interesting Job	3.99	1.020	8.36	0.000
6	Friends/Group	2.41	1.357	12.73	0.000
7	Financial Benefits	2.15	1.520	7.60	0.007

The overall motivation levels of teaching staff were found to be low as can be seen in the above table 2. Only two aspects showed favourable response. The fact that respondents were able to interact with people from other disciplines (Mean =4.00) and that they found the job as very interesting (Mean =3.99) were found to be highly motivating for the respondents.

Whereas, all other aspects showed mean values below 2.5 indicating low motivation levels. The factor that led to low motivation level was that respondents did not think that their organization was the best place to work (Mean =2.12). This was an important factor and hence was further analysed to investigate it further. Chi square values also suggested that the results were highly significant except for the factor “no other option available”.

3. Table Showing Factors Responsible for Rating of Work Place by Teaching Staff in Private Universities/Colleges

Sr	Variable	Mean	SD	Chi	Sig
1	Job Security	1.97	0.589	24.341	0.000
2	Logistic Support	1.52	0.624	19.081	0.003
3	Enjoy Work Environment	2.87	0.553	24.578	0.019
4	Decision Making	3.19	0.432	18.651	0.000

As suggested earlier, this was an important observation that respondents did not like to work in their organisation. Further investigation into this revealed some important aspects as to why respondents did not rate their organisation as the best work place. They felt that there was no job security in their organisation. Since, majority of the respondents were working as teaching assistants or academic associates which are not positions recognized by UGC, they all felt that their jobs were not safe. Many of these organisations don't have proper facilities for transportation or canteen. This also led to dissatisfaction as a substantial part of their low earnings is being used up in conveyance expenses. Further, respondents the working environment was not enjoyable which led to low motivation. However, most respondents felt happy at the fact that they were able to contribute in decision making regarding matters related to their respective department. When asked, they said that they were regularly asked about course curriculum, new work methods and other such matters. Thus, factors like job security, improper logistic support facilities or poor working environment led to the feeling

that respondents did not rate their work place as the best one. All the results obtained were highly significant as is clear from the Chi square values shown in Table 3 above.

Thus, based on the mean and the Chi square values obtained, the Hypothesis that there is high level of motivation in teaching staff employed in private universities/colleges in Vadodara is rejected and the alternate hypothesis that motivation level in teaching staff employed in private universities/colleges in Vadodara is low.

H2: There is no significant relation between motivation levels of teaching staff in private universities/colleges in Vadodara and the factors affecting motivation levels.

It was established that motivation levels of teaching staff was low in the private universities/colleges in Vadodara. The next part was to study the factors that led to this motivation level. It was also observed that respondents did not rate their work place as the best due to reasons discussed earlier. Thus, there was a significant lack of motivation in teaching staff. Based on the survey and resultant data collected, following Table 4 shows the factors that led to motivational levels in teaching staff.

4. Table Showing Factors Affecting Motivation Levels of Teaching Staff of Private Universities/Colleges in Vadodara

Sr.	Variable	Mean	SD	Chi	Sig
1	Work and Environment	1.53	0.493	26.48	0.000
2	Superior Relation	3.05	0.543	21.60	0.000
3	Recognition	1.59	0.352	17.60	0.007
4	Development	1.57	0.421	13.13	0.032
5	Pay and Benefits	1.61	0.483	28.36	0.000

Table 4 shows that all the factors that have an impact on motivation levels showed lower levels of mean values. The highest mean value was found for the factor “Superior Relation” (Mean = 3.05) meaning that their relations with their superior were amicable. The factor “Development” also had low mean value (Mean = 1.57) suggesting that respondents felt that a career with these organizations will not provide sufficient growth opportunities. All the mean values were below 2 except for the “superior relation”. This suggested that all the factors that led to high or low motivation levels were on the lower side of the five point scale, except for the factor “superior relation”. The Chi square values of all the factors were found to be highly significant. Thus, it could be said that because of the factors listed in Table 4, motivation levels of teaching staff were found to be low. Having seen that employee motivation was found to be very low due to factors affecting motivation, an attempt was made to study the interrelationship between these factors and motivation. Following Table 5 shows correlation

between motivation and factors affecting motivation for teaching staff of private universities/colleges in Vadodara.

5. Table Showing Pearson Correlation between Motivation and Factors Affecting Motivation of Teaching Staff of Private Universities/Colleges in Vadodara.

		Motivation	Work & Env	Superior Relation	Recognition	Development	Pay & Benefits
Motivation	Correlation	1	.339**	.295	.380**	.372	.575**
	Sig. (2-tailed)		.003	.010	.002	.001	.000
Work & Env	Correlation	.339**	1	.843**	.822**	.719**	.752**
	Sig. (2-tailed)	.003		.000	.000	.000	.000
Superior Relation	Correlation	.295	.843**	1	.870**	.735**	.111*
	Sig. (2-tailed)	.010	.000		.000	.000	.003
Recognition	Correlation	.380**	.822**	.870**	1	.911**	.727**
	Sig. (2-tailed)	.002	.000	.000		.000	.000
Development	Correlation	.372	.719**	.735**	.911**	1	.673**
	Sig. (2-tailed)	.001	.000	.000	.000		.000
Pay & Benefits	Correlation	.575**	.752**	.111*	.727**	.673**	1
	Sig. (2-tailed)	.000	.000	.003	.000	.000	

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

* . Correlation is significant at the 0.05 level (2-tailed).

In the earlier part of this research, it was established that motivation levels of staff is low and the reasons for that were also analysed. It was observed that except the factor “superior relations”, all the other factors scored very low on the motivation scale. Based on that result, it was thought that a study of relationships between these factors per se and motivation could be studied to identify the impact of same on motivation levels. As can be observed from Table 5, the correlation value for the factor “pay and benefits’ was highest among all the factors ($r=0.575$, $p=0.000$). This implied that respondents were not at all happy with the pay and benefits they were receiving in their respective University/College. The second most influential factor was found to be “recognition” ($r=0.360$, $p=0.002$). Respondents felt that their contribution to their University/College was not given proper recognition by the management. Be it contribution in terms of research papers, attending seminars/conferences or in terms of teaching feedback or administrative duties performed in their organisation. Another factor that also caused low motivation was “development” ($r=0.372$, $p=0.001$). This implied that their respective University/College did not provide them with ample opportunities for self-development. They felt stagnated in their organisation which led to low morale.

Table 5 also reveals that there was strong and positive correlation within the factors that determined motivation levels of the respondents. The highest correlation was found between factors “development” and “recognition” ($r=0.911$, $p=0.000$). The lowest correlation was found between “pay and benefits” and “superior relation” ($r=0.111$, $p=0.003$). This had significant implication in this research. One could premise that having good or bad relations with your immediate superior in the University/College had not impact on the pay and benefits of the respondent. The fact that pay and benefits are decided by the top administrators in these institutions and also the fact that many of them have been found not remunerating the staff as per norms set by UGC/AICTE or other relevant body led to this result.

CONCLUSION

From the data collected and the resultant analysis, it could be easily concluded that the overall motivation levels among teaching staff employed with Private Universities/Colleges in Vadodara were low. Also, the biggest factor contributing to this low motivation was the work and environment and pay and benefits offered in these organisations. It could be advisable if bodies like the UGC/AICTE or other agencies could actually be strict in implementing norms relating to pay and benefits as well as working conditions. Currently, the focus of these agencies is more on infrastructure and other aspects and less on the teachers. This is also a reason as to why the quality of education in these institutes is declining with passage of time.

LIMITATIONS

Following limitations were faced during this research-

- Due to time and resource constraints the sample size could be restricted to 75 only.
- The focus of this research was only on Vadodara district only. If the scope could be extended to other districts, some more results could be obtained.

SCOPE FOR FUTURE RESEARCH

- A comparative study could be undertaken to study motivation levels of teaching staff in Private Universities/ Colleges with Government Universities/Colleges.

- A comparison of motivation levels of teaching versus non-teaching staff also could be undertaken.
- The scope of this study could be extended geographically to the entire state of Gujarat.

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