



Study of Factors Affecting Motivation Level of Post Graduate Teachers at Professional Institutes and its Impact On Retention

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ABSTRACT

The study was designed to examine the factors affecting motivational level of Post Graduate teachers at Professional Institutes. Major objectives of the study were to identify the factors responsible for low and high the motivation of teachers. There are several reasons why teachers choose to change schools or leave teaching completely. Stress related to increased demands on time, low pay, student discipline problems, low morale levels, and lack of support from campus administration are issues that teachers must face. This study attempted to determine the effect, if any, that teacher morale had on teachers' decisions to change schools. Past Study reveals that discrimination at work place on the basis of gender, senior and junior, job profile, appreciation, low appreciation or no appreciation of good work are the key factors which affect the teacher motivation at work place and affect the retention rate of employees in an organization. This research is purely qualitative in nature and focuses on the factors which affect the motivation level of teachers. According to the research findings due to low appreciation or no appreciation and gender bias are the key factors which affect the teacher motivation level at work place.

KEYWORDS : Teacher, Motivation, Retention, Morale

Introduction

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation was therefore necessary to achieve the educational goals in every learning institution. The purpose of the study was to determine the factors affecting teacher motivation of Post Graduate Teachers in Professional Institutes.

Statement of Problem

This study was an effort to find the factors affecting the motivational level of Post Graduate Level teachers in Professional Institutes. The main objective was to come up with the recommendations for the improvement of motivational level of teachers.

Objectives of Study

- To identify the factors responsible for low and high motivation of teachers.
- To investigate how far the morale of teachers affects.
- To know the impact of work place politics on employees motivation
- To know the impact of no recognition of good work on morale of teachers

Significance of Study

This study is of immense importance. This is the age of science and technology and the future of a student depends on the successful completion of their course at professional institutes. We know that student's learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers' motivation. This study may help the principals, teachers and parents who are the basic role players in an educational system.

Literature Review

According to Farid (2011) The motivation of teachers depends upon Personal/social factors Classroom environment Socio economic status Student's behavior Examination stress Rewards/incentives Self confidence/personality of teacher Owens (2004) describes motivation as the forces that cause people to behave as they do. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millette, (1997) teachers who report low levels of motivation tend to perceive their students' motivation levels as low. Many factors have been found to promote

teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In a study done by Sylvia and Hutchinson (1985) in the USA, a study among 167 teachers, found that teacher motivation is due to freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. Teachers are arguably the most important group of professionals for our nation's future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries.

In a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings was that teachers' motivation was fragile and declining. The report noted that "There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of Institutes. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self-esteem and personal growth. In other words motivation is affected by the intrinsic and extrinsic factors, such as leadership styles, remuneration, work environment and job satisfaction affect teacher motivation.

According Lawler, E. E. (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

Research findings of Locke (1976) reveals that job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover

and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Ajila and Abiola (2004) findings also support to findings of Andrew (2004) that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc play vital role in teachers motivation.

Kazeem, S.O. (1999) in a study examining the importance of job attributes, employees ranked interesting work as the most important job attribute and good wages ranked fifth, whereas when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth. According to Bishay (1996), the working environment of teachers also determines the attitude and behavior of teachers towards their work. Research further reveals that teaching load, administrative work, less choice of preferred subjects also affect the teacher motivation. Study further reveals that equal treatment between experienced and fresher faculty is also one of the reason which affects the teacher's motivation.

There are a number of factors that influence teacher turnover in schools. Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs. (Maria Rafferty, 2002).

Morale – Morale is the extent to which a person's needs are met. It is also the extent to which the person feels satisfaction in his/her job.

Turnover – Turnover refers to the decision a teacher makes to leave his/her current school.

This is important to understand how morale and motivation affects the teacher motivation and influence his/her decision to stay or quit from current job. Other study reveals that low salary, lack of support from campus management, increasing load of non teaching activities are important factors which influence teacher motivation.

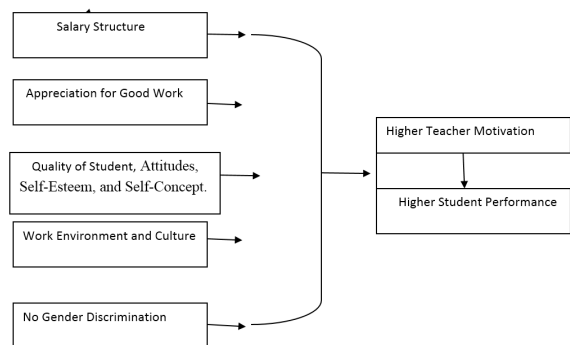


Fig. 1 Conceptual Framework

The framework above shows the relationship between the independent and the dependent variables of the study. The dependent variable is teacher motivation which in turn affects student performance while the independent variables are good salary with perks, appreciation for good work, No Gender discrimination and positioning as per experience and qualification.

Past study also reveals that work place politics' and different groups (group politics) damage the work environment and deeply affect the motivation level of teachers. It further affects the efficiency of employees as well as creativity. A teacher worried about heavy teaching load and combined with frequent involvement in non-teaching tasks does not allow sufficient time for preparation for teaching. Lack of motivation convert into (a)

absenteeism (b) little opportunities for career advancement in the teaching profession (c) low morale (d) job dissatisfaction (e) poor incentives (f) lack of teacher motivation (g) ineffective management information system (h) over crowded classes (i) inadequate teaching and learning material are also affecting their performance of female teachers. (Mohammad Nadeem & others (2011). As rightly stated by Briggs and Richardson (1992, low morale is associated with an individual's attitudes, self-esteem, and self-concept.

Conclusion:

Hunter-Boykin and Evans (1995) state that high morale doesn't always contribute to high productivity. It doesn't always follow that happy teachers are necessarily the most productive. They go on to say that high morale includes low turnover, less absenteeism, and a better academic environment for instruction. According to them, principals are the ones who are primarily responsible for motivating teachers toward achieving their organizational goals.

Researcher concludes that there are various factors which are responsible for high and low level of teachers motivation which includes gender discrimination, more non teaching load, no subject preference, no appropriate positioning and responsibility among teaching staff on the basis of experience and qualification and scarcity of team work deeply affect the work culture which results in low motivation of teaching staff. Involving teachers in decision-making processes validates the teachers and as a result has a positive effect on morale levels with the teachers and among the entire staff.

Recommendations

Administrative and other staff should also contribute in the fullest way in order to provide enough space and time for teaching staff to contribute for qualitative teaching. Participation of teachers in extra-curricular activities should be minimized at Professional Institutes and more and more focus should be given on qualitative student centric teaching approach which will result in high level motivation of teachers. Teaching staff should be kept busy on research oriented work over the non teaching (non productive) work to improve the standard of quality education.

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