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Jayanti Srivastava
Amity University Uttar Pradesh, Lucknow Campus, Residence – 79, Chand Ganj Garden, Lucknow, Uttar Pradesh, India

Farhina Sardar Khan
Integral University Uttar Pradesh, Lucknow Campus, Uttar Pradesh, India

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IMPACT OF MOTIVATIONAL FACTORS ON TEACHERS OF HIGHER EDUCATION

Ms Jayanti Srivastava *
Dr Farhina Sardar Khan**

ABSTRACT

Since teaching is one of the most important and noble profession in the world it is very important to continuously evaluate the system to brings in better prospects for a teacher. Teaching fraternity is the pillar of educational system of any Nation. Teachers play an imperative role in building the personality of individuals. The paper helps us in assessing that how teachers' motivation level is critical for the successful functioning of educational system and for improving the quality of educational institutions. Being a multifaceted phenomenon, motivation brings along a wide range of struggle for both employers and employees. The aim of this paper research is to identify and discuss the factors that influence higher education teachers' motivation and impact on their lives. The dimensions of private institutes/universities can be understood with more humane angle. The study has resulted into an indication that teachers' motivation level is affected by the several work related factors. It is advent that private institutions faculty members are motivated by financial factors and academic growth opportunity and supportive work environment to name a few as non-financial factors. The empirical study of intrinsic and extrinsic dimensions of motivation gives us food for thought to develop or re-design the policies of higher education employees with more sensitivity.

Keywords: *Teachers, Motivation, Financial factors, Non-financial factors, Higher Education*

**** Asst. Professor, Amity University Uttar Pradesh, Lucknow Campus, Residence – 79, Chand Ganj Garden, Lucknow, Uttar Pradesh, India E-mail – jsrivastava@lko.amity.edu , Phone – 9936820085***

***** Co-Author, Asst. Professor, Integral University Uttar Pradesh, Lucknow Campus, Uttar Pradesh, India. E-mail – farhina@iul.ac.in, Phone – 9795015575***

INTRODUCTION

The Education sector plays a vital role in developing the knowledge economy of a country. This study attempts to evaluate motivation and satisfaction of employees in different facets of workplace. It focuses on the relative importance of job satisfaction factors and their impacts on the overall job satisfaction of employees. It also finds out the impacts of work experience, age on the attitudes towards motivational aspects and satisfaction. The factors such as salary, efficiency in work, fringe and co-worker relation are some of the important issues contributing to motivation level and satisfaction. The nature of professional set up, the work culture and the level of satisfaction and motivation have undergone substantial change for the higher education.

Motivation in an organizational set up can be estimated as the driving force to act with a positive approach. The effective and cognitive process that influences the willingness of workers to perform their duties plays an important role in order to achieve personal and organizational goals of teachers. Motivation directly influences the extent and level of effectiveness at work. Policy attention worldwide needs to be aimed for better enforcement of intrinsic and extrinsic motivation. However, interventions focused on extrinsic motivation alone have been argued to lead to a low trust culture that undermines intrinsic motivation. Intrinsic motivation is important because it is specifically linked to positive workplace behavior. Therefore, identifying and understanding the intrinsic factors that influence motivation is important for activities aimed at strengthening motivational levels leading to increased productivity and better results. However, there are few explicit explorations of intrinsic motivation and employees' behavior in the available literature. This research paper reveals some of these problems and presents a picture of motivation level among employees of members of faculty of higher education. In order to gain competitive advantage and adapt to the fast changing environment, it is important to achieve management efficiency by increasing employee motivation and satisfaction in the Institutions. Hence this research mainly helps us to find out on the significance of factors such as working conditions, pay and promotion, job security, fairness, relationship with co-workers and supervisors in affecting the motivation level and satisfaction.

Possible determinants of intrinsic motivation include financial and non-financial for example HR policies, professional development, academic growth, self-efficacy, competence, autonomy and teachers' values. The available literature, in particular, also suggests that relationships at the workplace may have an important influence on intrinsic motivation.

REVIEW OF LITERATURE

2.1 Impact of Motivation on Teachers

The entire process of extrinsic and intrinsic motivation has been defined very well and has proved to be a popular phenomenon world over. Stephens Robbins (Organization Behavior) has explained every concept with the help of case studies and related readings that makes subject easy to understand.

Faculties appear to have the needs which are the most mature. The academic environment attracts people who tend to be oriented to self-initiated, creative behavior. Frustration of growth (generatively and self-actualization) increase the desires of relatedness satisfaction, and frustration of related needs lends to the desire for existence gratification. For instance, frustrated researchers might turn to affiliation available through teaching, frustrated teachers might move to another institution, extend their education, or participate more in administration. (Aldefer, 1972)

McKeachie (1982) &Ryan, (1982) suggested that faculty are intrinsically motivated and have limited positive extrinsic motivation possibilities. Intrinsic motivation is coincident with the higher levels of Maslow's need hierarchy, while extrinsic motivators are appropriate for the lower levels of the hierarchy. Organizational structure, external rewards like promotion, pay and feedback are examples of extrinsic rewards - which are seen as somewhat self-defeating when used in a controlling manner. If extrinsic rewards are used, then faculty may slacken their efforts once full professorship and tenure have been obtained; such administration may build in a never-ending spiral of salary increases in hopes of continuing faculty motivation. However, providing external evaluation in an informational way can lead to motivation. Slight discrepancies from a faculty's self-image may motivate change; however, large external evaluation discrepancies are rejected. Finally too little extrinsic feedback can lead to de-motivation.

The intrinsic motivation appears to work equally well for both teachers and learners. A teacher who is intrinsically motivated seems to enjoy the activity for its own sake and has a good chance to get the student to seek the intrinsic rewards of learning. If a teacher is extrinsically motivated, students might conclude that learning is worthless in and lacks inherent value. (Deci & Ryan, 1982) It is also said that "the ideal of a technical education is to be a commonwealth in which work is play, and play is life." (Whitehead, 1929)

The organizations operating in India have been given due focus. Pareek (1998) has talked about Motivation in Indian scenario. Thus it becomes easy for a student to correlate and do a situational analysis. It appears that education as an Industry largely succeeds or fails via motivation.

Pareek (1981) states that the final psychological outcome of the person's working in an organization is the satisfaction he derives from his work and role.

It is also pointed out by Kanungo (1992) that managers have the moral obligation to empower subordinates and thereby promote their growth and development.

The interpretations of Mayo (1933), Roethisberger and Dickson (1939) study stressed the role of the informal work group and supervisory practices in shaping employee satisfaction and performance. This was contrasted by Rothman (1981) that the security and financial motives for entering teaching during the depression years with present-day idealistic and intellectual convictions. Especially other professions pay equally well or better.

A particular study of Greenwood & Soars (1973) concludes that less lecturing by teachers and more classroom discussion relates positively to teacher morale further supports the importance of higher-order needs. While the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self- esteem has been described like "Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance. (Peck, Fox and Mortson, 1977).

In a study of Sylvia, Hutchinson (1985) 167 teachers it is concluded that "Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements".

The behavior and motivation of teachers greatly depends on the feedback. It has importance in the changing scenario and also focuses on non-financial elements that affect the behavior. (Rao, 2006) Universities attempt to hire the highest quality faculty they can, but they are not always successful at retaining them. Furthermore, some faculty members who do remain may not function as engaging

colleagues who make others want to stay. This study investigates why some faculty members leave and why others stay by illuminating the complexities of individual experiences. Using semi-structured interviews rather than surveys, a matched cohort of 123 faculty members (half current and half former) from one institution was interviewed. Although some of their primary reasons for satisfaction or dissatisfaction (e.g., collegiality, mentoring) were predicted by general survey research, there were also unforeseeable issues that strongly influenced satisfaction and decisions to stay or leave, demonstrating the importance of institution-specific research. This paper provides a method for collecting institution-specific information as well as several arguments for conducting interviews instead of pre-defined surveys. (Ambrose, 2005)

India is not an exemption to the phenomenon of growing private players with increased growth rate, employment generation and profitability. As a result, management of business also became more complex and challenging. Employees of these organizations play a pivotal role in sustaining this growth rate. The importance and necessity of employees has been emphasized by many researchers working in the field of management. This research is investigative in nature and evaluates the motivational level of employees of public and private sector organizations. The motivational level is measured based on the perception of the sample population. Francis has evaluated whether there are any changes in the motivational level of employees based on their gender, age, marital status, number of children and total work experience. (Francis, Deepa, 2016)

Personal motivation for achievement actually works in the social context of the workplace and demonstrates how importance it becomes to achieve professional goals. The place of experience in relation to genetic factors the author has emphasized the moral dimension in motivation for quite a remarkable equations. (Munro, Schumaker, 2014)

Whereas several recent articles have already examined how far we have come in researching work motivation, a routine question remains there that what could be the future of work motivation theories. The need is to extend or modify current models of work motivation. This is also required to assess the utility of these models to further our understanding of employee behavior and job performance. (International Conference on System Sciences, 2014)

Self-esteem is an important component of the Self Concept model. It is the evaluative component of the self. One type of self-esteem is the Socially-influenced self-esteem, which is a function of the expectations of others. Socially influenced self-esteem results from communication or feedback from reference group members or society as a whole concerning the value of an identity and the individual's ability to meet the expectations of the reference group and/or society as a whole. (Leonard, Beauvais, Scholl, 1999)

Self-esteem may become damaged during the 360 degree process. Feedback that is counter to the learner's beliefs about themselves can cause an emotional reaction or an affective motivation. Affective Motivation deals with the way in which individuals experience, process and behave based on emotion. The basic premise of affective motivation theories is that individuals experience emotional reactions to certain situations. (Alexander, Diane, 2006)

There is a general agreement that the same approach should not be used for appraisals linked to salary decisions and those linked to performance improvement; one is a backwards looking exercise examining past performance to determine future financial reward, the other is a forward looking exercise to determine objectives and support required to meet these objectives, the prior often being a 90% management driven activity, the later ideally being a process with 50/50 employee/manager input There are several faces of the performance appraisal process currently in use that are intrinsically

linked to motivation; job satisfaction, and the design and measurement of work undertaken. A performance appraisal process should be seen as an 'energizer of behavior', providing rather than reducing motivation which is seen as inextricably linked to job satisfaction. (Kipchumba, 2014)

Study by Dave, Nirav and Dharmesh, Raval (2015) about satisfaction of faculty members or teachers and the type of employer i.e. public sector and private sector, reveals that some interesting research has been carried out on the dimension of satisfaction of the private sector university faculty members and public sector university faculty members. In this study on job satisfaction a comparison between public and private sector employees have found that employees were least contented from the salary they get and most contended from their supervisor and the nature of their work. It was found that Public sector's faculty members were less satisfied than their peers from the private sector from their compensation and their immediate supervisor. At last, the contentment from the Working condition and Nature of the job helps assume the emotional tiredness of public sector the prediction of public sector early educators' emotional exhaustion. Situation is different in the private universities. They can promptly revise the pay structure to reduce inequalities of pay of their teachers. They should include teachers in pay reformation. Most importantly private university authorities should seriously consider the matter of giving higher payment for exam duties -including compensation for invigilation in exam halls, remuneration of checking written scripts and taking viva voce.

2.2 Dimensions of Higher Education in India

The educational system in India has gone through significant upheavals and struggled with the challenges of 21st century. These ups and downs have their origin in the evolution of the educational system during the post-independence era and are in response to the economic and social development policies ushered in during the last two decades. (National Report on Development of Education, 2004)

The All India council for Technical Education (AICTE) is entrusted with the responsibility of regulating, controlling and ensuring the quality of Management Education in the country. The AICTE Act, 1987 states that to provide for establishment of an All India council for Technical Education with a view to the proper planning and coordinated development of the technical education system throughout the country, the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith. The University Grant Commission (UGC), however, was formally established only in November 1956 as a statutory body or the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

2.3 The Challenges Ahead

Various government initiatives are being adopted to boost the growth of distance education market, besides focusing on new education techniques, such as E-learning and M-learning. Education sector has seen a host of reforms and improved financial outlays in recent years that could possibly transform the country into a knowledge haven. With human resource increasingly gaining significance in the overall development of the country, development of education infrastructure is expected to remain the key focus in the current decade. In this scenario, infrastructure investment in the education sector is likely to see a considerable increase in the current decade.

Moreover, availability of English speaking tech-educated talent, democratic governance and a strong legal and intellectual property protection framework are enablers for world class product development, as opined by Mr Amit Phadnis, President-Engineering and Site Leader for Cisco (India).

The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. Furthermore, with online modes of education being used by several educational organizations, the higher education sector in India is set for some major changes and developments in the years to come. (FICCI)

Highlights of some of the recommendations by the Yashpal Committee, 2009

- All universities must be teaching cum research universities. All research bodies must connect with universities in their vicinity and create teaching opportunities for their researchers.
- Teacher training for all levels of school education (from primary to higher secondary) must be carried out by institutions of higher educations. The absence of university-level interest in teacher training has resulted in poor academic quality.
- Universities and Teachers must be motivated to identify and prioritize areas for reform and initiate and implement the reform themselves from within rather than having the reform thrust on them by a national or state-level body. This will be true autonomy.
- We must prevent isolation of study of engineering or management. We need to build strong bridges between different fields of professional education and the disciplines of science, social sciences and humanities. All professional institutions must be part of a comprehensive university in a complete administrative and academic sense. This will also help new interdisciplinary courses and research to evolve in the comprehensive universities.

3. SCOPE OF THE STUDY

In order to create universities research driven, teachers have to be motivated and supported. This paper would study about the current scenario of teachers of higher education. This would also indicate whether Universities are actually providing the enough motivation or not. With the advent of Private Universities playing important role in higher education it is observed that teachers are so very involved in Academic related Administrative work which was not there in previous years. This study would divert the focus of Institutes on the level of indulgence of teachers and their current feedback and also whether it motivates or demotivates.

This study would be helpful for Private Universities/ Institutes to understand that how motivation of teachers would help in attaining the superordinate goal in their respective institutes. This would be relevant because of the changing scenario of Education globally.

The Government and other inspection bodies can extract salient information from this thesis regarding faculty motivation and other related aspects like policy matters in formulating their guidelines. Despite stringent guidelines and detailed manual books the inspection bodies like NAAC, AICTE etc. there are reports that have failed to probe into the deep-rooted problems of private technical and management education in Uttar Pradesh.

In accordance with 12ht Planning Commission's objective professional development and innovation in education is demand of the hour. This study would definitely highlight the importance of role of motivation in professional development.

The academic environment attracts people with mature needs. This study assesses some basic needs that might become the main concern with growing age, work experience etc. The work would provide dimension to handle the teaching fraternity with more sensitivity. The study will be a true presentation of facts to some Private institutes and university management who are facing low motivation of teachers.

The study will indeed be a highlighter to the State/ Central government who are somehow chose to overlook the devaluation of a major potential intellectual genre. It will also really go into the realms of double standards in education where the faculty is not really treated as asset.

4. RESEARCH METHODOLOGY

4.1 Objective

The objectives of the paper are as follows;

- To identify the role of motivational factors of the faculty members.
- To study the impact of motivational factors on faculty members in relation with demographic variables such as age, gender and work experience.

4.2 Hypothesis

- H0 : Motivational factors have no impact on faculty members.
- H1 : Motivational factors have impact on faculty members.

4.3 Parameters and Data

This paper is based on judgment sampling of the five Private Management Educational Institutes in Lucknow city. The nature of the study required a descriptive research design. Many private Management educational institutes have come up in Lucknow in last fifteen years and the study has provided a reliable and current scenario. Though it is difficult to estimate an exact statistical data on faculty enjoying autonomy in their jobs in private institutes but from the various records of the institutes and from informal sources it could be emphasized that the Institutes need to develop and revise policies for the more comfortable work place and increased job satisfaction of their faculty members. The financial aspect is the main cause for young graduates not opting for teaching. Salaries in teaching are much less than those in industry. The gap widens further 5 to 10 years of experience even with higher qualifications.

The faculty Members (Assistant Professors, Associate Professors and Professors) of Management Stream from Amity University, Integral University, BBD University, Ram Swaroop University and Jaipuria Institute of Management (all Lucknow based), have helped in filling the questionnaires. The structured Questionnaire made an effective attempt to explore the dynamics of faculty motivation. Inorder to collect the primary data, the research questionnaire was formulated to guide the data collection processes. All the questions were supposed to be rated on Likert scale (rating from 1 to 5)

Age, Gender and work experience have been taken as demographic variables for crosstab. Parameters for Data Analysis are Transport Facility, Leave Policies, Pressure of Administrative work and Library facilities for academic growth. These financial and non-financial motivational parameters have been tested by Chi square Testing Tool.

5. ANALYSIS

Table 1 - Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Transport Facility	50	1	5	2.12	1.189
Leave Policies	50	1	4	2.12	.718
Pressure of Administrative Work	50	1	4	2.32	.935
Library Facilities in Academic Growth	50	1	5	1.92	.944
Valid N (listwise)	50				

Frequency Tabulation – Motivational Factors

Table 2 - Transport Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	40.0	40.0	40.0
	Agree	13	26.0	26.0	66.0
	Neutral	11	22.0	22.0	88.0
	Disagree	3	6.0	6.0	94.0
	Strongly Disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 3 - Leave Policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	16.0	16.0	16.0
	Agree	30	60.0	60.0	76.0
	Neutral	10	20.0	20.0	96.0
	Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table 4 - Library Facilities in Academic Growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	36.0	36.0	36.0
	Agree	23	46.0	46.0	82.0
	Neutral	5	10.0	10.0	92.0
	Disagree	3	6.0	6.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 5 - Pressure of Administrative Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	22.0	22.0	22.0
	Agree	17	34.0	34.0	56.0
	Neutral	17	34.0	34.0	90.0
	Disagree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Frequency Tabulation – Demographic Variables

Table 6 - Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	=21-30	7	14.0	14.0	14.0
	31-40	15	30.0	30.0	44.0
	41-50	23	46.0	46.0	90.0
	51-60	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Table 7 - Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	46.0	46.0	46.0
	Female	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Table 8 - Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3	4	8.0	8.0	8.0
	3-6	12	24.0	24.0	32.0
	6-9	12	24.0	24.0	56.0
	Above ten years	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Table 9 – Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Amity University	10	20.0	20.0	20.0
	BBD University	10	20.0	20.0	40.0
	Jaipuria Institute of Management	10	20.0	20.0	60.0
	Ram Swaroop University	10	20.0	20.0	80.0
	Integral University	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Analysis of the Relationship between **Age * Transport Facility**

Table 10 – Crosstab

		Transport Facility					Total
Age		Strongly Agree	Agree	Neutral	Disagree Strongly	Disagree	
	=21-30	1	1	3	2	0	7
	31-40	8	1	5	0	1	15
	41-50	9	9	3	1	1	23
	51-60	2	2	0	0	1	5
Total	20	13	11	3	3	50	

Table 11 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.872[a]	12	.070
Likelihood Ratio	19.903	12	.069
Linear-by-Linear Association	1.278	1	.258
N of Valid Cases	50		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .30.

From the table-11 it is observed that asymptotic significance for Pearson Chi Square comes out to be .070 (slightly greater than 0.05) It means there is no significant relationship between age and transport facility.

*Analysis of the Relationship between **Age * Leave Policies***

Table 12 – Crosstab

		Leave Policies				Total
		Strongly Agree	Agree	Neutral	Disagree	
Age	=21-30	1	2	4	0	7
	31-40	2	9	3	1	15
	41-50	3	18	2	0	23
	51-60	2	1	1	1	5
Total	8	30	10	2	50	

Table 13 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.734[a]	9	.053
Likelihood Ratio	15.191	9	.086
Linear-by-Linear Association	1.393	1	.238
N of Valid Cases	50		

a. 14 cells (87.5%) have expected count less than 5. The minimum expected count is .20.

From the table-13 it is observed that asymptotic significance for Pearson Chi Square comes out to be .053 (equal to 0.05) It means there is indifferent relationship between age and leave policies.

Analysis of the Relationship between **Age * Pressure of Administrative Work**

Table 14 - Crosstab

		Pressure of Administrative Work				Total
		Strongly Agree	Agree	Neutral	Disagree	
Age	=21-30	0	2	5	0	7
	31-40	2	6	6	1	15
	41-50	8	8	5	2	23
	51-60	1	1	1	2	5
Total	11	17	17	5	50	

Table 15 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.035[a]	9	.121
Likelihood Ratio	13.708	9	.133
Linear-by-Linear Association	.585	1	.445
N of Valid Cases	50		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .50.

From the table-15 it is observed that asymptotic significance for Pearson Chi Square comes out to be .121 (greater than 0.05) It means there is no significant relationship between age and pressure of administrative work.

Analysis of the Relationship between **Age * Library Facilities in Academic Growth**

Table 16 - Crosstab

		Library Facilities in Academic Growth					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Age	=21-30	2	3	1	0	1	7
	31-40	8	4	1	2	0	15
	41-50	7	13	2	1	0	23
	51-60	1	3	1	0	0	5
Total	18	23	5	3	1	50	

Table 17 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.059[a]	12	.365
Likelihood Ratio	11.213	12	.511
Linear-by-Linear Association	.262	1	.609
N of Valid Cases	50		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

From the table-17 it is observed that asymptotic significance for Pearson Chi Square comes out to be .365 (greater than 0.05) It means there is no significant relationship between age and library facilities in academic growth.

Analysis of the Relationship between **Gender * Transport Facility**

Table 18 - Crosstab

		Transport Facility					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gender	Male	9	4	8	0	2	23
	Female	11	9	3	3	1	27
Total	20	13	11	3	3	50	

Table 19 - Chi-Square test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.457[a]	4	.114
Likelihood Ratio	8.710	4	.069
Linear-by-Linear Association	.286	1	.593
N of Valid Cases	50		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.38.

From the table-19 it is observed that asymptotic significance for Pearson Chi Square comes out to be .114 (greater than 0.05) It means there is no significant relationship between gender and transport facilities.

Analysis of the Relationship between **Gender * Leave Policies**

Table 20 - Crosstab

		Leave Policies				Total
		Strongly Agree	Agree	Neutral	Disagree	
Gender	Male	5	12	6	0	23
	Female	3	18	4	2	27
Total	8	30	10	2	50	

Table 21 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.804a	3	.283
Likelihood Ratio	4.568	3	.206
Linear-by-Linear Association	.483	1	.487
N of Valid Cases	50		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .92.

From the table-21 it is observed that asymptotic significance for Pearson Chi Square comes out to be .283 (greater than 0.05) It means there is no significant relationship between gender and leave policies.

Analysis of the Relationship between **Gender * Pressure of Administrative Work**

Table 22 - Crosstab

		Pressure of Administrative Work				Total
		Strongly Agree	Agree	Neutral	Disagree	
Gender	Male	8	4	8	3	23
	Female	3	13	9	2	27
Total	11	17	17	5	50	

Table 23 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.021[a]	3	.071
Likelihood Ratio	7.315	3	.063
Linear-by-Linear Association	.170	1	.680
N of Valid Cases	50		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.30.

From the table-23 it is observed that asymptotic significance for Pearson Chi Square comes out to be .071 (slightly greater than 0.05) It means there is no significant relationship between gender and pressure of administrative work.

Analysis of the Relationship between **Gender * Library Facilities in Academic Growth**

Table 24 - Crosstab

		Library Facilities in Academic Growth					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Gender	Male	10	9	3	1	0	23
	Female	8	14	2	2	1	27
Total	18	23	5	3	1	50	

Table 25 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.539a	4	.638
Likelihood Ratio	2.925	4	.570
Linear-by-Linear Association	.902	1	.342
N of Valid Cases	50		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .46.

From the table-25 it is observed that asymptotic significance for Pearson Chi Square comes out to be .638 (greater than 0.05) It means there is no significant relationship between gender and library facilities in academic growth.

Analysis of the Relationship between **Work Experience * Transport Facility**

Table 26 - Crosstab

		Transport Facility					Total
Work Experience		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	0-3	1	0	2	1	0	4
	3-6	4	3	3	2	0	12
	6-9	8	1	2	0	1	12
	Above ten years	7	9	4	0	2	22
Total	20	13	11	3	3	50	

Table 27 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.143a	12	.144
Likelihood Ratio	18.894	12	.091
Linear-by-Linear Association	.552	1	.458
N of Valid Cases	50		

a. 18 cells (90.0%) have expected count less than 5. The minimum expected count is .24.

From the table-27 it is observed that asymptotic significance for Pearson Chi Square comes out to be .144 (greater than 0.05) It means there is no significant relationship between work experience and transport facility.

Analysis of the Relationship between **Work Experience * Leave Policies**

Table 28 - Crosstab

		Leave Policies				Total
Work Experience		Strongly Agree	Agree	Neutral	Disagree	
	0-3	1	1	2	0	4
	3-6	2	6	4	0	12
	6-9	2	7	2	1	12
	Above ten years	3	16	2	1	22
Total	8	30	10	2	50	

Table 29 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.364a	9	.599
Likelihood Ratio	7.675	9	.567
Linear-by-Linear Association	.408	1	.523
N of Valid Cases	50		

a. 13 cells (81.2%) have expected count less than 5. The minimum expected count is .16.

From the table-29 it is observed that asymptotic significance for Pearson Chi Square comes out to be .599 (greater than 0.05) It means there is no significant relationship between work experience and leave policies.

Analysis of the Relationship between **Work Experience * Pressure of Administrative Work**

Table 30 - Crosstab

		Pressure of Administrative Work				Total
Work Experience		Strongly Agree	Agree	Neutral	Disagree	
	0-3	0	1	3	0	4
	3-6	1	5	5	1	12
	6-9	4	4	4	0	12
	Above ten years	6	7	5	4	22
Total	11	17	17	5	50	

Table 31 - Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.364a	9	.599
Likelihood Ratio	7.675	9	.567
Linear-by-Linear Association	.408	1	.523
N of Valid Cases	50		

a. 13 cells (81.2%) have expected count less than 5. The minimum expected count is .16.

From the table-31 it is observed that asymptotic significance for Pearson Chi Square comes out to be .408 (greater than 0.05) It means there is no significant relationship between work experience and pressure of administrative work.

Analysis of the Relationship between **Work Experience * Library Facilities in Academic Growth**

Table 32 - Crosstab

		Library Facilities in Academic Growth					Total
Work Experience		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	0-3	1	2	1	0	0	4
	3-6	8	1	1	1	1	12
	6-9	7	3	1	1	0	12
	Above ten years	2	17	2	1	0	22
Total	18	23	5	3	1	50	

Table 33 - Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.587a	12	.023
Likelihood Ratio	25.611	12	.012
Linear-by-Linear Association	.389	1	.533
N of Valid Cases	50		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .08.

From the table-33 it is observed that asymptotic significance for Pearson Chi Square comes out to be .023 (less than 0.05). This means there is significant relationship between work experience and library facilities in academic growth.

Hypothesis

- H_0 : Motivational factors have no impact on faculty members.
- H_1 : Motivational factors have impact on faculty members.

Table 34 - Significant Relationship

Demographic Variable	**Motivational Parameters**
Work Experience	Library facilities in Academic Growth

Hence this is proved that null hypothesis is rejected in the above case highlighted in table-33 which means the variable (transport facility) of motivational factors and demographic variable (work experience) of faculty members are significantly related and has a strong impact. The management needs to pay attention on the issues of professional and academic development while hiring faculty members with greater number of work experience as this is a big motivational factor. This could be given due emphasis while drawing policies for the organization.

Table 35 - Non-Significant Relationship

Demographic Variables	Motivational Parameters
Age	Pressure of Administrative Work
Age	Library facilities in Academic Growth
Gender	Transport facility
Gender	Leave Policies
Gender	Library facilities in Academic Growth
Work Experience	Transport facility
Work Experience	Leave Policies
Work Experience	Pressure of administrative work

Hence this is proved that null hypothesis is accepted in the above cases highlighted in table 15, 19, 21, 25, 27, 29 and 31 which mean the variables of motivational factors and demographic variables of faculty members are related in a non-significant manner and has no impact.

Table 36 – Indifferent Relationship (equal to .05 chi-sq value)

Demographic Variables	Motivational Parameters
Age	Leave Policies

Hence this is proved that null hypothesis is rejected in the above case highlighted in table 13 but the relationship between the variable of motivational factor (leave policies) and demographic variable (age) of faculty members is indifferent and the impact is not assessable.

Table 37 – Slightly Non-Significant Relationship (.07 value close to chi-sq value .05)

Demographic Variables	Motivational Parameters
Age	Transport facility
Gender	Pressure of administrative work

Hence this is proved that null hypothesis is accepted in the above cases highlighted in table 11 and 23 which mean the variables of motivational factors and demographic variables of faculty members are related in a non-significant manner but the value is slightly higher from .05 hence may have some or little impact.

6. FINDINGS

- People with substantial years of work experience get motivated by looking forward to reimbursement regarding policies and have shown more concern towards effective implementation of the same.

- The transport system is a major concern among the faculty members. The quality and system of commutation of the buses are not appropriate and most of the institutes do not have separate faculty conveyance.
- Some of the faculty members expressed that they would prefer free transport facility by the institute.
- People with more number of working experience have better understanding of interpersonal relations and get motivated by harmonious environment at work place.
- Faculty members feel that core academics sometimes unconsciously get sidelined because of unnecessary paper work and related administrative pressure.
- People have variation in the interest level because of age factor.
- People with growing age and work experience have more inclination towards intellectual growth and they look forward to better library facilities for their academic growth.
- Faculty members are in general satisfied with the library but requested more journals to be subscribed.
- Institute's lack of concern in faculty up gradation and little or no financial support have generated frustrations and faculty members get demotivated very easily.

7. CONCLUSION

Motivation and satisfaction level describe how content an individual is with the job he/she is into. In previous centuries the jobs available to an individual was often predetermined by the family he/she used to belong. There are a variety of factors that can influence an employee's level of motivation and satisfaction. Happy people tend to be motivated and more satisfied. Management style and culture, employee involvement, empowerment and autonomy also influence the overall harmony in the organization and also amongst the group of employees. Motivation of employees is a very important attribute which is frequently measured by organizations to supplement their requirements viz-a-viz satisfaction. Despite various responses there is a general perception that the level of payments have improved from before because of the cut-throat competition between the mushrooming institutes and the fear of good profiles being head- hunted.

The testing of Chi-Square while writing the paper and undertaking the study certain key conclusions can be drawn. Faculty members have expressed dissatisfaction over the existing transport system which they prefer to be reimbursed. There is the dire need for the implementation of conveyance allowances because faculty members have associated it with their financial convenience of working and going to universities based far from the main town. Faculty members expressed their immense dissatisfaction over the inability to get the scope of intellectual development, and up-gradation in the institute and expressed their concern over academic development. There has been repeated grievance about proper HR departments in the majority of the institutes leading to the HR activities particularly leave policies. Faculty low motivation is there because most institutes consider faculty up gradation as an expense center, there is almost nil financial support given for the academic development. For intellectual development and to meet current challenges universities must continuously provide the material for betterment of scholarly activities.

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