

Motivational Factors and Motivating Level of College Teachers under Self-Finance Scheme

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Abstract: Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. So Teachers' commitment is thought to decrease progressively over the course of their teaching career. This study was an effort to identify the motivational factors, motivation level and effect of motivation towards organizational commitment of self-finance teachers in Arts and Science colleges of Madurai District. Educational institutions are faced with the problems of motivational level of their staff, so this study is designed to address that which factors promote motivation and motivational level of self -finance teachers. To assess the level of motivation among the self -finance college teachers perceived by them and find out the reason for organizational commitment towards motivation of self - Finance College teachers. the result is show on The study result expressed that the majority of the self-finance teachers view that good relationship with colleagues and student's community is the most important factor which make the teachers committed with their institution. Teachers' performance in Colleges is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism and decrease their job dissatisfaction.

Keywords: Motivation, Job satisfaction, Teaching Community.

1. INTRODUCTION

Education is essential to national growth and development. It helps individual to become self-reliant, skillful and good citizens. The future of any nation depends largely on the quality of its educational system. It further depends on the quality of its teachers. The maxim that no educational system can rise above the quality of its teaching staff implies the importance of teachers to national development. Teachers are instrumental to effective learning and quality education. They guide individual learners towards acquisition of knowledge, skills, abilities, Information, ideas and competences needed for purposeful living. Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. Teaching is considered to be highly respected and dignified profession and teachers are always taken as role models. Development of any nations depends on its educational system and teachers are expected to be the nation builders. Teaching is a very scared profession and teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. Teaching is the supreme art of the academicians for awaking the joy in creative expression and knowledge. Only the academicians push the nations in achieving commanding heights of development through promoting intellectualism. Teachers can have influence more profound than others and give the glorious position and dignified status to the nation. Lack of motivation and commitment can have a negative impact on the student's learning and most importantly it put the future of children on the stake. Teacher's contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives. Teacher motivation is a key to quality teaching and high standards of academic performance at all levels of education.

2. STATEMENT OF THE PROBLEM

Educational institutions are faced with the problems of motivational level of their staff, so this study is designed to address that which factors promote motivation and motivational level of self-finance teachers. It is widely believed that a teachers who is well motivated and committed with his or her job is likely to perform his or her duties very effectively. The duties of self-finance staff are quite enormous. Attitude of self-finance teachers is affected by workforce conditions such as a positive and safe work environment, promotion, career progression, salary, team work, and job itself. Also when management make decisions and behave as if self-finance teachers opinions are not needed the self-finance teachers would feel slighted and demoralized. This is an indication of the absence of motivation among self-finance teachers. It may lead to negative consequences such as low productivity, intentional absenteeism, brain drain, apathy, and low job performance. The well committed teachers only motivated in their profession. It is sad to note that because they lack motivation they are not committed and not involved in their profession. Therefore the main purpose of this study was to find out the factors affect the motivation of self-finance teachers. In this context, the present study is an attempt made to illustrate the motivational factors and motivating level of college teachers under self-finance scheme in Arts and Science colleges of Madurai District.

3. REVIEW OF LITERATURE

Nosheen Nawaz and HinaYasin (2015) made an attempt to focus on a big issue arising in the education sector. A large number of teachers are incoming and leaving the private schools of Bahawalpur. Lack of motivation is a major cause of teachers' turnover. Aspire of this research is to find the factors which can motivate private secondary school teachers of Bahawalpur. Five chain-networked secondary schools are included in this study. Regression coefficient is calculated between motivation and other independent variables identified by other researchers in order to motivate employees. Regression coefficients between motivation and independent variables revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behavior of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and autonomy given to school teachers.¹

Regina N. Osakwe (2014) made an attempt to determine the factors affecting motivation and job satisfaction of non-management academic staff of universities in South-South geopolitical zone of Nigeria. It employed an ex-post-facto research design. Three research questions and two hypotheses were raised for the study. The reliability coefficient of 0.82 was computed using Cronbach Alpha formula to measure the internal consistency of the questionnaire items. The three research questions were answered using mean and standard deviation, while the two hypotheses were tested using the z-test statistics at 0.05 level of significance. Results revealed that there is no significant difference between male and female non-management academic staff motivation and job satisfaction. It was also found that highly motivated non-management academic staffs perform their job better than poorly motivated staff.²

4. SCOPE OF THE STUDY

This research study is focused on two important factors namely Push and Pull factors which motivate the self-finance teachers to enter into teaching profession. The main scope of the study is to identify which factors promote motivation, why motivation is needed for self-finance teachers, what is the reason for their switchover to other job and factors affecting teacher's commitment in their profession. In this context, the present study is made to highlights the motivational factors and motivating level of college teachers under self-finance scheme in Arts and Science colleges of Madurai District.

5. OBJECTIVE OF THE STUDY

To study the profile of respondents and identify the factors motivating the self-finance college teachers.

¹Nosheen Nawaz and HinaYasin, Determinants of Motivation in Teachers: A Study of Private Secondary Schools Chain Networks in Bahawalpur, Journal of Education and Practice, 2015, Vol.6, No.4.

²Regina N. Osakwe, "Factors Affecting Motivation and Job Satisfaction of Academic Staff of Universities in South-South Geopolitical Zone of Nigeria", International Education Studies, 2014, Vol. 7, No. 7.

To assess the level of motivation among the self -finance college teachers perceived by them and find out the reason for organizational commitment towards motivation of self - Finance College teachers.

Sampling design

Sampling is that part of statistical practice concerned with the selection of individual observation intended to yield some knowledge about a population of concern, especially for the purpose of statistical inference. The researcher has used non-probability convenient sampling. It was found that there are 37 Arts and Science colleges and 12 self-finance colleges. Out of 37 Arts and Science colleges, the researcher has selected 150 respondents.

6. DATA ANALYSIS

Ranking for Pull Factors & Push Factors

The researcher has select the “Push factors “or “Compelling factors” and “Push factors “or “Compelling factors” to know the respondents view in selecting the teaching profession into five categories. They are ranked and explained with the help of Garret Ranking method. The following Table 1.1 exhibits the push factors of self-finance teachers.

Table :1.1 Ranking for Pull Factors & Push Factors

S.No	Factors	Mean score	Rank	Factors	Mean score	Rank
	PULL FACTORS			PUSH FACTORS		
1	My goal is to become a teacher	62.28	I	My parents compelled me to choose this profession	53.62	II
2	Teaching gives me self-satisfaction and freedom	46.33	IV	Dissatisfaction with previous occupation	48.77	IV
3	My relatives are role model to select this profession	44.35	V	I did not get any other job	47.32	V
4	Teaching gives me social status	48.48	II	Residing area is near to the institution	49.41	III
5	Teaching gives me peaceful life	46.48	III	Financial backwardness pulled me to select this profession	49.86	I

Motivational Factors to Stay in the Profession

The researcher has select the “Motivational factors” to know the respondents motivation after enter into teaching profession into five categories. They are ranked and explained with the help of Garret Ranking method. The following Table 1.2 exhibits the motivational factors motivate the respondents after enter into teaching profession.

Table 1.2 Ranking for Motivational Factors to Stay in the Profession

S.No	Factors	Garret score	Mean score	Rank
1	Job security	7908	52.72	III
2	Good salary and conditions of service	8296	53.30	I
3	Full appreciation of work done	7776	51.84	V
4	Prompt and regular promotion	7796	51.97	IV
5	Work itself challenging and varied work	7314	48.76	VII
6	Good working conditions	7973	53.15	II
7	Tactful discipline	7732	51.54	VI
8	Sympathetic help with personal problems	6569	43.79	IX
9	Job satisfaction	7295	48.63	VIII
10	Transparent administrative policy and communication	6041	40.27	X

7. SUMMARY OF FINDINGS

The findings based on Socio-economic factors and opinion about performance and behavior, better offer outside teaching profession and organizational commitment of the self- It is found that Out of 150 respondents, 79 (53 %) respondents are come under the female category and 71 (47 %) respondents fall under the male category.

1. It is reveals that Out of 150 respondents, 104 (69 %) respondents are come under the Autonomous college category and 46 (31 %) respondents fall under the Non- Autonomous college category.
2. It is inferred that Out of 150 respondents, 83 (55 %) respondents are come under the Current level of motivation not affect performance and behavior of respondents and 67 (45 %) respondents fall under the Current level of motivation affect performance and behavior of respondents.
3. It is found that Out of 95 respondents, 33 (35 %) respondents were said that reason for organizational commitment is good relation with colleagues and students and 7 (7 %) respondents are fall under the reason for organizational commitment is monetary emoluments.
4. It is seen that Out of 55 respondents, 16 (29 %) respondents were said that reason for not organizational commitment of teachers with their profession is low pay scale and 6 (11 %) respondents are fall under reason for not organizational commitment of teachers with their profession is difficult to manage the students.
5. The Garret ranking method proves that the greater proportions of the respondents are selected teaching profession by the pull factor is,their goal is to become a teacher. So it is placed in 1st rank and 5th rank goes to pull factor is their relatives are role model to select this profession.
6. The Garret ranking method shows that the greater proportions of the respondents are selected teaching profession by the push factor, is financial backwardness pulled them to select this profession. So it is placed in 1st rank and 5th rank goes to push factor is the respondents did not get any other job so they selected teaching profession.
7. The Garret ranking method reveals that the greater proportions of the respondents are come under the motivational factor after enter into teaching profession is Good salary and conditions of service. So it is placed in 1st rank and 5th rank goes to transparent administrative policy and communication.

8. SUGGESTIONS

1. Teachers are the backbone of the educational institutes and future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teachers training, which in return may provide quality education. When the teachers are motivated properly at the right time, the teachers will motivate the students to realize the quality of education.
2. A large amount of teachers are not happy with the managerial policies of the management policies of the self-finance colleges which is responsible for their low level of motivation and some of them are not motivated. Better way of motivating the teachers' is by involving them in decision making. Collective decision making leads to collective responsibility. It is suggested that the self-finance colleges should appreciate their teachers at the time of decision making process in their colleges.
3. It is recommended that no teachers should be appointed without a professional training in education and that refresher courses should be arranged for the self-finance teachers at regular intervals of time. It will update the self-finance teachers in contents of the related subjects as well as in the area of teaching skills. Major barrier of motivation is ineffective communication. Motivation will improve when communication improves.
4. The success of any institution derives from their management of teachers and from creating a climate for commitment. If the management provide good working environment it will create the loyalty among the teachers from their profession. Automatically the teachers would motivate in their profession. So the sense of belonging to the institution is important factor for self-finance teachers' motivation.

9. CONCLUSION

In view of the fact that a sizeable increase in self-finance teachers earning will significantly enhance teachers' commitment and performance. It is pertinent to note that good social status of teachers considerably impact on their morale and thereby motivate them. The study result expressed that the majority of the self-finance teachers view that motivational factors like good salary and condition, good working conditions and enjoyment & personal satisfaction increase the motivational level among the self-finance teachers. The pull and push factor is important motivational factor which motivate the respondents to select teaching profession. Here it is found that goal in selecting profession and financial backwardness plays a vital role in motivational factor among the teachers to select teaching profession. If people feel trusted, they will make extraordinary efforts to show the trust to be warranted. Creating commitment is hard. It takes time, the path is not always smooth and it requires dedicated workers. The commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, co-operation with others, self-development, respecting staff, pride in abilities, seeking improvements and giving loyalty support. The study result expressed that the majority of the self-finance teachers view that good relationship with colleagues and student's community is the most important factor which make the teachers committed with their institution. Teachers' performance in Colleges is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism and decrease their job dissatisfaction.

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