

STUDY ON THE MOTIVATION LEVEL OF MALE AND FEMALE ACADEMICIANS IN TECHNICAL & HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Every organization has three types of general resources that are physical, financial and human. Most critical one is no doubt the human resource of an organization. These are the humans who can accelerate the process of organizational development or can demolish the organizational progress. This is another fact that as human resource proves to be nucleus of organizational resources, motivation is central and vital component which is key contributor in job satisfaction of an employee. Motivating employees has become one of the most significant and most demanding activities for the human resource management in any organization. There is no doubt that efficiency suffers with de motivated personnel.

Keywords: Efficiency, vital component, organizational development

INTRODUCTION

Organizations invest in effectual strategies to get motivated workforce to compete in market. Salary alone does not prove to be vital motivator for everyone in an organization. Various factors motivate people differently depending upon the nature of an organization and its key contributors in developing learning environment.

Universities are a center of technical education where teachers play an important role in ensuring high quality of education by developing their students as global citizens for the outside corporate world. However, it is only possible when teachers in universities are motivated enough to accomplish their goals effectively.

Teachers are the building blocs of educational institutions. Undoubtedly, teachers are the developers of positive and progressive society in any country. It is therefore, necessary to have highly motivated teachers particularly in universities where teachers' motivation is extremely demanded. The courage and dedication for developing high performance work systems can only be achieved if teachers would be willing to give their best. However, in India motivation of technical education teachers by salary only is quite challenging, hence they must have to give attention to the non monetary factors such as recognition, feed back and opportunities for career development to retain their high quality teachers. Famous rule of thumb in human resource management is that retaining employees

is less costly than hiring new ones. When teachers in institutions perform well, students are also high achievers and institutions contribute more towards technical education. Now a day's employees have been hired, trained and remunerated and also need to be motivated for better performance. Motivation in simple terms may be understood as the set or forces that cause people to behave in certain ways. People are motivated rewards something they can relate to and something they can believe in. Times have changed People wants more. Motivated employees are always looking for better ways to do a job. It is the responsibility of managers to make employees look for better ways of doing their jobs. Individuals differ not only in their ability to do but also in their determinations to do, or motivation managers who are successful in motivating employees are often providing an environment in which appropriate goals are available for needs satisfaction. Retaining and motivating workers requires special attention and the responsibility falls squarely on the shoulders of HR as well as managers and supervisors at all level. They have to create a work environment where people enjoy what they do, feel like they have a purpose and have pride in the mission of the organization. It requires more time, more skill, and managers who care about people. It takes true leadership.

By giving employees special tasks, you make them feel more important. When your employees feel like they are being trusted with added responsibilities, they are motivated to work even harder so they won't let the company down. Motivation is essential for any institution because employees are the pertinent intellectual Assets of company. Motivation is important for the growth of employees as well as for contributing organizational productivity.

LITERATURE REVIEW

Motivation is considered to be a soul achievement of human resources management practices as almost all the human resource practices has fundamental aim which includes job involvement and job satisfaction of an employee and acquiring high level of work motivation (Jerris, 1999).

Any organization cannot sustain without increased workers' motivation that is inevitable in the current scenario of hyper competition in corporate world. Robbins et al (2005) said that employee's motivation is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need". This definition clearly states that motivation is the willingness of employees to perform excellent work efficiently and this willingness only comes when they perceive that their effort would result in their need satisfaction.

Employee's motivation can only be attained by realizing him/her that his individual needs or goals are aligned with organizational goals or achievement. Organizations need to extract various internal and external motivators for its workers so that they can increase their motivation in order to get long run success.

Nohria (2008) revealed in a recent study that motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment, and intention to quit. According to Rainey (2001) work motivation refers to the level of excitement, direction, and persistence of effort in work settings that a person tries to work hard and well. Similarly, Dessler (1980) pointed out that "at the same time motivation is both one of the simplest and most complex job of management. It is simple because people are motivated by rewards. Therefore if you want to motivate

someone you must have to find out what he or she wants and put that thing as a reward for him, as a result that person will be behaving in the desired way. However, finding what your employee want and then alignment of individual and organizational needs can be complex at some stages. Motivating workers to implement elevated performance work systems is one of the basic aims of management principles that a successful business can have.

Although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker there are intangibles (for instance empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuhrmann, 2006).

Identical to every organization, teacher's motivation in higher education institutions is one of the imperative and inevitable objectives of institution management. Teachers at higher education level play an important role in institution's success and its good will among students and academia. Again motivation is significant contributor in teachers' performance in delivering knowledge and grooming their students as the global citizens and master of their specialized field.

As Filak & Sheldon, (2003) put their opinion that the motivation is crucial to the long term success and performance of any educational system. Similarly, Porter et al (1973) stressed that teacher's motivation is important for several different reasons. It is important for teachers self satisfaction and accomplishments, and for the reason that motivated teachers more probably work for educational reforms and progressive legislation particularly at higher education level and finally it is the motivated teacher who assures the completion of reforms that are originated at the educational policy making level. They further emphasized that teacher's job satisfaction and motivation is associated with decreased number of Institutional absenteeism and turnover. Similarly, Adams (1963) described motivation concept in terms of balance between employee's input and output. According to this theory if there will be a fair balance between the employees' inputs and outputs, employees will exhibit more work satisfaction, in the result of which motivated

workforce will play effectual role in organizational development. Belief of this theory is that if employees feel that their inputs are greater than their outputs they will be demotivated in relation to their job and their employer. The Adam's theory is well implemented in the field of higher education as the inputs that a teacher is expected to deliver can be hard work, empirical knowledge, tolerance, knowledge management, developing research oriented culture and enthusiasm to develop students etc and the outputs that he can expect from his employer to be provided can be salary, benefits, recognition, empowerment, appreciation and feedback etc. The balance between both inputs which are being demanded by the institution and the outputs that are being formally or informally expected by the teacher from its institution is extremely necessary as any imbalance can create job dissatisfaction which can lead towards high job turnover. As Kyriacou et al (1979) stressed in their research that the reasons for leaving teaching profession may include lack of support from the departmental head, work overload, increased administrative task burden rather than engaging teachers in academic assignments.

Clarke et al (1995) have also found same relationship between student teachers relationship and have asserted that students can be more satisfying aspect for teachers than an administrative support. However, Bohlender et al (2001) stressed upon compensation as one of the important considerations in human resource management. They emphasized that it is a tangible reward to the employees for the services; therefore compensation must be in accordance to the need fulfillment of employees. Along with compensation Fuhrman (2006) pointed out that job descriptions are important factors in motivating or demotivating employees. As unclear job description, stressful working environment, irrelevant administrative assignment can create overburden upon teachers and lead them to job dissatisfaction. Similarly, as Davidson (2007) concluded in his research that high workload, large number of students in classes and burden of non teaching activities are the problems in creating a good job design for teachers in higher education institutions. On the

other hand Ofoeqbu (2004) established that a teacher needs different resources like technology (computers, projectors, multimedia and internet etc) and facilities (peons and financial aids etc) for effective classroom management and institution's improvement. Institution's support in providing class aids and academic resources can prove to be effectual motivators for teachers in order to have their extreme efforts.

Hall et al (1997) examined in his research that autonomy is the most imperative factor of teacher's motivation. They further added that teachers when given due authority or autonomy while designing their courses, class management and scheming evaluation mechanism, feel more confident and self- initiators as compare to those who are always instructed for the said tasks. The same as Praver et al (2008) found that teacher's empowerment is having academic freedom, i.e. planning lessons,

formatting syllabus and selecting text books to recommend their students by their own and not by the department. According to Smita Kulkarni as discussed in her article (Employee Motivation, Global CEO, November 2005, Volume VII) balancing the demand of the changing market with work specific facility/need/demand of the academicians for reasonable assistance treatment and respect is becoming increasingly difficulty. According to Radha Mohan Chebolu (Employee Empowerment - A work place strategy for Motivation, HRM Review, February 2005, volume VI) the concept of "employee empowerment" in the corporate world is about the need for a revolutionary, integrated, employee oriented leadership philosophy, with an emphasis on transformation of an institution by tapping the full potential of every employee.

Ellen Piel Cook University of Cincinnati who discussed Androgyny represents a combination of personality characteristics traditionally associated with men (masculine) and those associated with women (feminine). This critical review provides an overview of basic assumptions, measures, research topics, and results of research in the androgyny literature. In particular, research on developmental perspectives emphasizes the importance of focusing upon how individuals systematically maintain and modify their perceptions and

experiences as men and women over the life span. The impact of client and practitioner femininity and masculinity upon the counseling process remains poorly understood. Researchers and practitioners alike should recognize the complexity of sex-role-related phenomena, including the importance of situational factors and the role of individual differences in accounting for sex role behavior and adjustment. Aldora G. Lee and Vernene L. Scheurer said although psychological androgyny has been theoretically related to greater interpersonal and situational adaptability, the relationship between the two has not been articulated. An interesting exception in Bailey, et al (1997) was that women who described themselves as masculine were more likely to request masculine partners. This may in part be due to the well supported theory that similarity promotes interpersonal attraction

RESEARCH METHODOLOGY

This proposed research study is exploratory research in nature supported by survey strategy. This study will be conducted to identify the issues of motivation of teachers in higher education institutions of Uttar Pradesh.

The study is based on the primary and secondary data. Primary data provide a firsthand account of the situation. Primary data is the only way of finding out opinions, personal qualities, and attitudes. In proposed research study structured questionnaires shall be used by researcher for collecting primary data from various institutes of management and technical institutions from major cities of North India. While secondary data will be collected from published and unpublished literature. In-depth interviews and questionnaires are key sources of collecting the primary data. The sampling method shall be used in this research is Stratified sampling. Three strata are to be selected as Chairman, HOD / Dean and faculty. The sample size determined by the researchers will be 100 institutions. In order to increase reliability of current research, in depth interviews will also be conducted wherever required belonging to all three strata.

HYPOTHESES

The proposed study will be carried out by keeping in view the following main objectives and some

sub objectives also. In fact sub objectives are complementary to the main objectives and are really important to do thorough and complete research. Each objective and sub objective shall be followed by an alternate hypothesis and a null hypothesis. This method of putting objective, alternate hypothesis and null hypothesis together help to understand objective as well as it will be helpful during analysis..

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