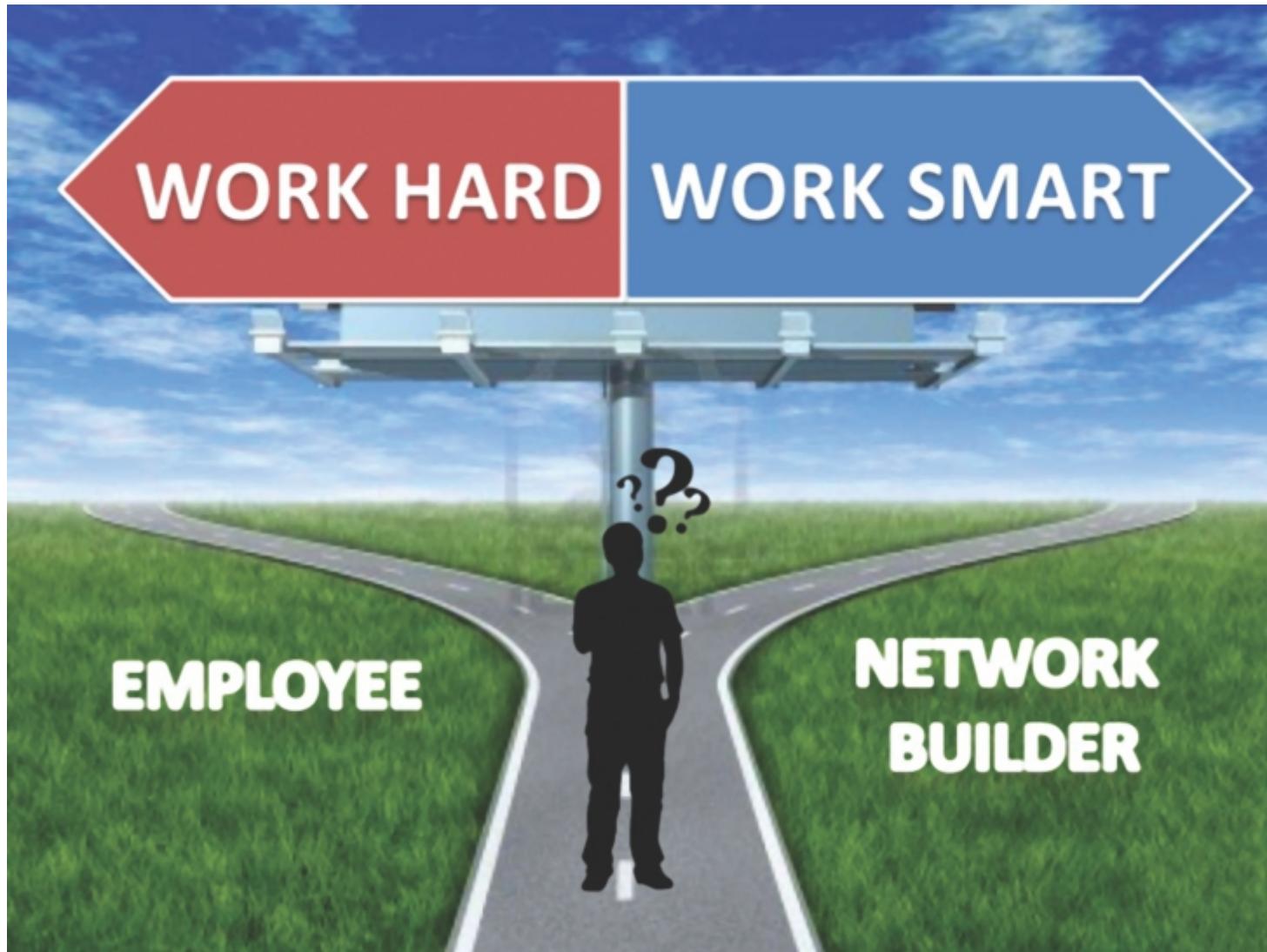


Faculty Motivation: A Concern for Technical Institution

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ABSTRACT

The growth of any nation is dependent on the quality of its higher education all over the world. The growing expansions in the field of science, technology and other knowledge intensive structures are challenging the higher educational establishments all over the world. The success of academics is highly dependent on the capabilities of faculty and their intent to spread quality education. It is important for the Institutions that motivated faculty work and shape the future of their students as well as their own. The current study focuses to identify the employee motivators for joining a technical institution. Exploratory factor analysis was applied to develop the measurement tool for identifying factors motivating faculty to join technical institutions. Confirmatory Factor Analysis and Structural Equation Modeling were applied to identify the critical factors leading to Motivation to join technical institutions. This research can be an effective input to many technical institutions to reconsider their approach towards their faculty and work on the factors motivating them for assuring maximum quality in imparting education.

Keywords: Faculty, motivation, quality, technical Institutions.

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INTRODUCTION

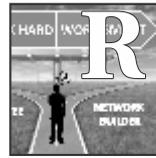
“Education should become a force for the nation's character building”

--Shri Narendra Modi, Hon'ble Prime Minister of India

According to Ministry of Human Resource Development, Department of Higher Education, the Indian Higher Education system, which includes Technical Education, is one amongst the largest in the world, just after the United States and China. This sector in India has the highest number of Institutions and second highest in terms of number of students. According to statistics presented in the year 2014-15, the sector is educating nearly 296.29 lakh students in nearly 665 universities and 47,272 colleges and institutions. This shows that technical Institutions share a greater responsibility in developing youth and transforming them into future leaders and responsible citizens of the nation. The purpose of higher education is to give the students with sufficient knowledge and skill so as to function as a creative and productive member of the country. The prosperity or scarcity of a nation depends on the quality of the higher education. With the increasing number of institutions and students, quality has become an important concern.

Every organization has three basic forms of resources, physical, financial and human. Amongst all three, human capital has its own importance. In the case of higher education, academic institutions are major focus centers with the faculty working in them being the nucleus. The quality of education in any technical Institution is majorly dependent on its faculties and their intellectual strength. Due to the imbalance between the demand and supply it has become more challenging for institutions to attract, retain and satisfy its human resource. The faculties working at these Institutions have a large share of responsibility to contribute in this global aim of expansion and development. So, the Institutions should invest in effectual strategies to attract the right workforce and keep them motivated to generate competent future human capital. In order to maintain the quality it is important for the Institutions to have the right number of motivated employees to work and shape the future of their students as well as their own. Motivating employees has become one of the most significant and most demanding activities of human resource department of any organization. There is no doubt that efficiency suffers with de-motivated personnel. Similarly in case of technical Institutions motivated faculty ensures the overall teaching and learning experience is prolific and productive. Previous studies have showcased that employees are motivated through varied factors like monetary/non monetary incentives, training and development, work environment etc. Sinclair, et al. (2005) has mentioned the power of money that causes motivation through the process of job choice. They have explained that money has an influential impact on retention, motivation and satisfaction level of the faculty. Also, Furham et al. (2009) has explained that rewards are one of the important elements in motivating employees and building strong feeling of association and membership with the organization. Further

the institutional policies like status and prestige and supportive management are considered equally important motivating factors. With an aim of exploring more in this context, the current study aims at finding the motivating factors for the faculty joining technical institutions located in Delhi/NCR region.



VIEW OF RESEARCH LITERATURE

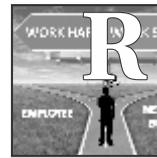
Stensaker and Pratasavitskaya (2010) observe that higher education has undergone radical changes with few aspects still being left untouched. Pink (2010) states that the conventional reward and punishment system might have adverse effect on the motivation level of its faculty members.

Trimmer (2006) also supports the view by stating that reward and punishment based system may not result in effective teaching and research but rather occupy the faculty in less useful tasks. This has given a new horizon to faculty motivation and has generated the need to explore the reasons behind faculty motivation and its impact on effective teaching. Motivation is an effort extended or directed towards a specific goal (Johns, 1996). Majorly there two types of motivation: Intrinsic and extrinsic (Ryan & Deci, 2000). Intrinsic motivation is pursuing an activity for enjoyment, gratification and interest unlike extrinsic focusing on doing an activity for a specific purpose or output (Ryan & Deci, 2000a; Vallerand, 2000; Meyer & Gagné, 2008). Deci & Ryan (2000) also explicitly highlight that faculty members are intrinsically motivated and have less impact of intrinsic motivation factors. Intrinsic factors generally influence the higher level employees and have an impact on lower level employees in an organisation. Intrinsic motivation has become a vital area of research concerning faculty motivation (Pink, 2009). Maslow's (1954) hierarchy of needs and Herzberg's (1968) two-factor theory are the most widely accepted ones with employee motivation being shown to have correlation with factors such as rewards, recognition relationship, advancement and status. Adding to this, Ballou and Podgursky (1995) analyzed data from teachers in the National Longitudinal Study of the High School Class of 1972 and concluded that a 20 percent salary raise for all teachers would be associated with an increased ability of the district to attract new and practicing teachers with higher test scores. According to Banjoko (1996) many managers use money to reward or punish workers. In addition, Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains good behaviour and performance and money is not the only motivator. Colvin (1998) observes that financial incentives will get people to do more of what they are doing. Adeyemo et al. (1999) opines that there are basic assumptions of motivation practices by managers which must be understood.

Olajide (2000) states that motivation is goal-directed, and cannot be outside the purview of the goals of any organization whether public, private, or non-profit. In their descriptive analysis of data from teachers' personnel files in New York Lankford, Loeb, and Wycoff (2002) found that New York State teachers who were transferred across district lines between

1993 and 1998 earned substantial salary increases (between four and 15 percent), suggesting that they were attracted by higher pay. Kiviniemi et al. (2002) claimed that job satisfaction is built if employees were motivated due to rewards. Chiu et al, (2002) highlighted that employee motivation levels are affected by salaries received. Luthans and Sommers (2005) argue that motivation energizes and alters attitudes. Sinclair, et al. (2005) demonstrates the motivational power of money through the process of job choice. They explain that money has the power to attract, retain, and motivate individuals towards higher performance and career survival would depend on career resilience. Edwards et al. (2006) reported a correlation between rewards and motivation; and rewards and job satisfaction. Bhatnagar (2007) further supported the notion that motivation is an internalized drive. Milne (2007) and Rafikul and Ahmad (2008) implied that rewards offered by employers significantly improve an employee's motivation towards their work and subsequently build job satisfaction. Adding to this, Furham et al. (2009) entailed that organizations and managers recognized rewards as an important element in motivating employees to perform readily, exert substantial effort on behalf of the organization and exhibit strong desire to maintain membership. Hsieh (2007) discussed the importance of motivation in relation to productivity. Motivation is a field of humanistic science that has a direct effect on an employee's desire to complete a given task (Adair, 2006). Lerner, Schoar, and Wang (2008) denoted that academic investments are the results of successful programs. These two factors mentioned by Hsieh (2007) and Lerner, Schoar, and Wang (2008) lay a foundation for the importance of maintaining high motivation amongst faculty in order to improve overall academic performance. This becomes utmost important while considering the changes higher education

will experience in coming years, as discussed by Lefebvre (2008). He predicted that by the year 2020, the growth rate of enrolled students would exceed 120 million. Monetary benefits play an important role in building the interest in job and keeping the employees motivated. This may not be the only reason for motivation but is one of the major reasons though, Berettiet. al (2013). In addition to this Garcia et al (2012) states that an act of appraising ones performance and providing perks and promotions accordingly may also help the Institutions to build satisfaction amongst their employees. Proper growth and achievement may act as one of the major contributors to faculty motivation and satisfaction, Satyawadi and Ghosh (2012). Working conditions and the environment around play a very important role in deciding the level of performance of employees working in an organization. Employees working in poor conditions may show the negative performance as well as motivation towards their work, Jung and Kim (2012). The other concern is the job security, Yamamoto (2013). Job security motivates the employees and automatically results in the better performance. Long term goals with the employer help the employee to focus more on effective results and organizational commitment. Candi et al (2013) states that positive behavior in employees can be reinforced by providing recognition and ample growth opportunities. This may build employee career as well as help the organizations increase their overall productivity.



RESEARCH GAP

Though there is rich literature and large number of researches being conducted in the area of motivation of employees across different sectors but there is a dearth of studies which focus in on faculty motivation in the Indian context. It is

Table 1: Factors Identified through Literature Review

Author, Year	Factors Reviewed	Dimensions Identified
Beretti et al. (2013), Park (2010), Mahazril et al. (2012), Chen et al, (2006), Luthans, (1998)	Monetary incentives, good package, benefits in the form of payment, rewards, good pay, good working environment, promotion, Work Itself, Pay, Supervision, Co-Workers, and Promotion	Salary and other benefits (A1) Status/Prestige of the Institute (A4)
Wells (2013) Mengue et al (2013) Olajide, (2000).	Provide feedback to the employees, setting standards; provide autonomy, supportive management, Directions for completing tasks, Management Support, team work, leadership style, information availability and communication.	Supportive and approachable management (A5) Greater Academic Freedom/ Flexibility (A2)
Singh & Panda, Online Pandey& David (2013), Desai et al. (2010)	Safe and cooperative environment, satisfactory work environment, free and frank communication with supervisor, opportunities to grow, recognition, empathic attitude, caring and valuing employees, involvement in decision making.	Comfortable working conditions (A7) Greater growth opportunities (A9)
Ubogu & Van den Heever 2014, (Olajide, 2000).	Improved research management, modern infrastructure, promotions, and adequate funds.	Better infrastructure (A6) Research/consulting opportunities (A8)
Comm & Mathaisel (2000), Zuber (2001), Stewart & Barling (1996), Hegewisch, A., & Gornick, J. C. (2008)	Work Load, Comfortable Working Environment, Flexible Timing, work life balance, work from home, closer to home.	Relaxed workload (A3) Work Life Balance (A12) Closer to Home (A11)
Pravin and Kabir (2011), Yamamoto (2013), Betts (1998)	Job Security, Career Exploration, Overall Job Satisfaction	Job Security (A10)

important for the Institutions to understand the different factors that motivate their faculty and their intent to impart quality education. Taking cognizance of this fact, the current study focuses on identifying the faculty motivators for joining a technical Institution.

OBJECTIVE OF THE STUDY

The objective of the study is to identify the faculty motivators for joining a Technical Institution.



RESEARCH DESIGN

A structured questionnaire with five point likert scale was designed to collect the data. Factors were identified through exploratory factor analysis and validity was checked through face validity. 12 items were selected as constructs for the survey. Items were rated on likert scale of five points which is the most popular choice for ordinal scale; the opinion indicated as “critical” has been assigned the weight of 5.

SAMPLING AND DATA COLLECTION

The sample was drawn through simple random sampling technique and questionnaire was distributed to 800 faculties working in various technical institutions approved by AICTE in Delhi NCR region. 452 completely filled-in questionnaire were received which were subjected to further analysis. The sample distribution was as follows, Table 2:

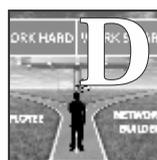
Table 2: The Sample Distribution of Study Based on Responses of Faculty

Gender	Males	177
	Females	275
Age	Less than 25 Years	56
	25- Less than 35 Years	252
	35- Less Than 45 Years	118
	45 years and above	26
Marital Status	Married	350
	Unmarried	102
Education Qualification	Graduate	11
	Post Graduate	228
	Doctorate	64
	NET Qualified	130
	Doctorate + NET	19
Current Designation	Assistant Professor	336
	Associate Professor	82
	Professor	19

STATISTICAL TOOLS USED

Exploratory factor analysis (EFA) helps the researchers to simplify the set of interrelated structures. It helps in identifying the factors belonging to a similar category from the set of observed variables (Child, 1990). It simplifies the research and provides better idea of underlying variables and factors in the data. Once the factors have been analyzed, Confirmatory Factor Analysis helps to confirm that identified factor have strong relationship with the underlying latent construct. In this study also, both the techniques are applied to

get better idea of factors resulting in faculty motivation.



DATA ANALYSIS

Principal component analysis was used with varimax rotation. The correlations between factors and the different items expressed by means of the factorial loads were significant. The Kaiser- Meyer-Olkin measure of sampling adequacy came out to be .677 which is above .65 (the acceptable level). This shows that the items selected for the questionnaire are appropriate. The chi-square value of Bartlett's Test of Sphericity was found to be significant (chi sq= 455.04, p= .000), this means the factor analysis is acceptable. The factor analysis generated four components with eigenvalues above 1. The varimax rotation clubbed the items on four components as shown in Table 3.

Table 3: Showing Rotated Component Matrix of Factors Motivating Faculty

Items		Components			
		1	2	3	4
A1	Salary and other		653		
A2	Greater Academic				900
A3	Relaxed workload			604	
A4	Status/Prestige of the Institute	550			
A5	Supportive and approachable management	721			
A6	Better infrastructure	811			
A7	Comfortable working conditions	633			
A8	Research/consulting opportunities		614		
A9	Greater growth opportunities		521		
A10	Job security		731		
A11	Closer to home			846	
A12	Presence of Work Life Balance			703	

There were four components which were named as “Institutional Factors”, “Individual Development Factors”, “Comfortable Job” and “Greater Academic Freedom”. Items A4, A5, A6, & A7 got clubbed on First component which can be named as 'Institutional Factors' comprising of prestige of institute, supportive management, better infrastructure and comfortable working conditions. The second component got high factor loadings of item A1, A8, A9, & A10. This was named as 'Individual Development Factors' defined by salary and other benefits, growth opportunities, research/consulting opportunities and job security. Three items i.e. A3, A11 & A12 got clubbed on third component which can be named as 'Comfortable Job' characterized by nearness to home, relaxed workload and presence of work life balance. There is only one

item i.e. Greater Academic Freedom which is loaded on fourth component and has a very high loading of .900, so this can be retained as a factor. The cronbach alpha reliability of this test was found to be .766, which is an acceptable value of reliability.

Further, Confirmatory Factor Analysis is applied to identify the critical factors leading to Motivation to join technical institutions through Lisrel9.1 version.

The factors as identified by principal component analysis were then subjected to confirmatory factor analysis on a sample of 452 participants. The goodness of fit was achieved by removing Third and Fourth Factor and also item A8 from the second factor. The path diagram and goodness of fit indices calculated in the first attempt is shown in Figure 1

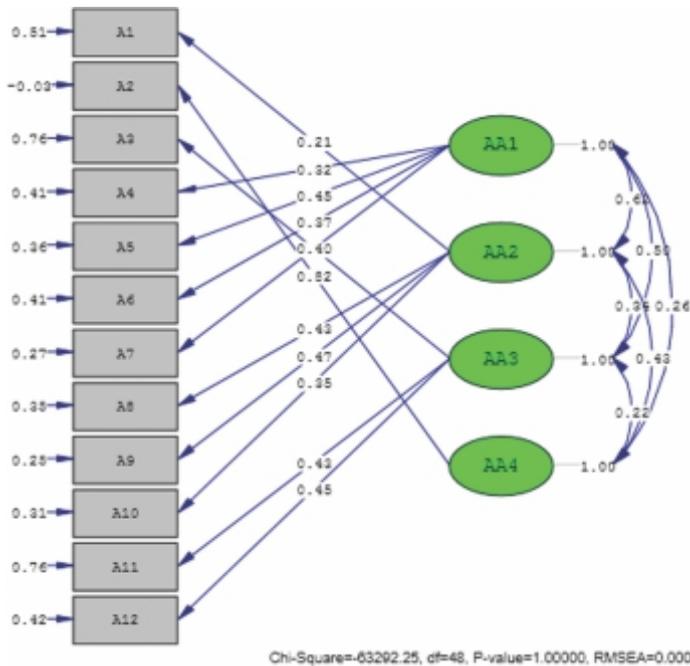


Figure 1: Path Diagram of Factors Motivating Faculty

Hence the preliminary model was amended to improve the model fit. Modification indices and standardized residuals calculated through Lisrel 9.1 version to modify the model resulting in the final model (Figure 2)

The final model was significantly better fit in comparison to the preliminary model. The chi- square value is 37.88 with p=0.0003 and the value for CFI as 0.967, SRMR as 0.0437 and RMSEA as 0.065. All the measures of goodness of fit are now acceptable therefore model is acceptable. Two factors were retained after undertaking confirmatory factor analysis as shown in Table 6. Amongst the Institutional Factors; Status and prestige of the institution contributes 24% to motivation, Supportive and approachable management contributes 40.6%, Better infrastructure contributes 33.6% and comfortable working conditions contributes 43.6% to motivation of faculty to join a technical institution. Amongst the Individual Development Factors; salary and other benefits contributes 11.2%, greater growth opportunities contributes 43.6% and job security contributes 46.6% to motivation of faculty to join a technical institution.

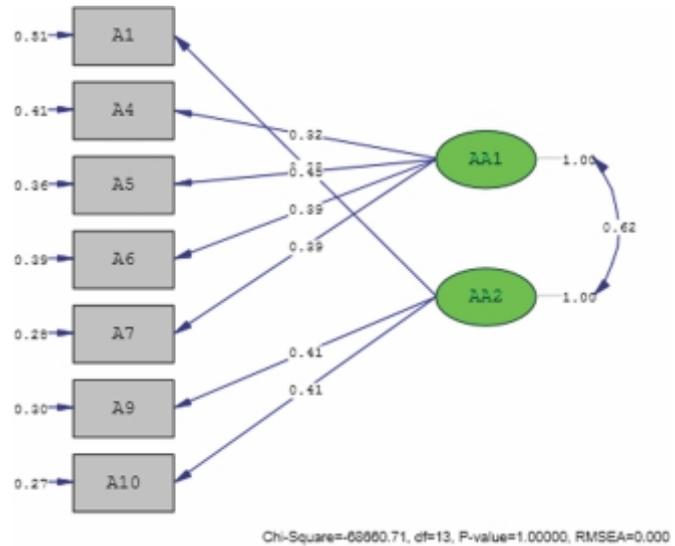


Figure 2: Path Diagram of Factors Motivating Faculty

Table 4: Critical Factors Motivating Faculty to join Technical Institutions

		Beta	Standard Error	R2
Factor 1 'Institutional Factors'				
A4	Status/Prestige of the Institute	0.367	0.039	0.241
A5	Supportive and approachable management.	0.806	0.0646	0.406
A6	Better infrastructure	0.381	0.0338	0.336
A7	Comfortable working conditions	0.791	0.0611	0.436
Factor 2 'Individual Development Factors'				
A1	Salary and other benefits	0.354	0.0588	.112
A9	Greater growth opportunities	0.533	0.0458	0.436
A10	Job security	2.988	0.250	0.466



INDINGS & CONCLUSION

Confirmatory factor analysis was applied and resulted in identifying two broad factors leading to faculty motivators for joining technical institutions. The first factor was “Institutional Factors” defined by status/prestige of the institute, supportive and approachable management, better infrastructure, and comfortable working conditions. The second factor is “Individual Development Factors” defined by salary and other benefits, greater growth opportunities and job security. On mapping the findings with existing theories this can be observed that these when combined with different theories of motivation showcase a significant relationship. These factors when combined as per the Maslow’s Hierarchy of Needs can be attributed to Physiological Needs, Security Needs, Relationship Needs, and Esteem Needs. Also if these factors are fitted in Herzberg’s framework, then most of the factors are Hygiene factors except one i.e. Greater Growth Opportunities, so this posits a challenge to the Herzberg’s

framework that what should be considered as motivators in present scenario. If the Adelfer's ERG theory is reviewed, these factors are best fit into the category of Existence, relatedness and growth needs of an individual.

In the current times the overall view of academics has revolutionized and the need for competent faculty has increased manifold. The success of any academic Institution is dependent on the level of competence, motivation and satisfaction of its human resource. It's high time for the Institutions to consider the importance of their workforce and their wellbeing. With the fluctuating demand and supply ratio of faculty, identifying the faculty motivators will help the institutions to attract, motivate and retain their faculty in a better way. The organizations that provide good learning environment, compensation, opportunities to grow and freedom to make decisions are always branded as good employer (Malati et al, 2012). The current study revealed that there exist a positive relationship between potential factors and the motivation of the faculty. These potential factors include institutional factors such as prestige of the Institute, supportive and approachable management, better infrastructure and comfortable working conditions along with the individual development factors such as salary and other benefits, greater growth opportunities and job security. The Institutions may enhance the motivation of their faculty members by:

- Maintaining a conducive work environment and focusing on the providing good infrastructure for the faculty to pursue their research.
- Providing adequate compensation and other benefits.
- Creating growth opportunities in terms of career mobility, particularly in research activities.
- Ensuring Job security as it increases job commitment and overall faculty satisfaction.
- Providing growth opportunities in the institute with respect to promotions and conditions for additional increments should be created and given to faculty members.
- Providing developmental opportunities in the form of granting permissions for participation in various seminars/ conferences, FDP's or Refresher courses.
- Formulating fair and transparent Institutional Policies and duly communicating them to the faculty.

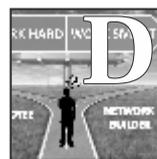
These practices can help the Institutions in retaining their faculty and they may serve as a valuable input to Faculty's

motivation. Institutions can improve the overall quality of education by taking all these important aspects into consideration.



IMITATIONS OF THE STUDY

The current study has not explored the concept across demographic and psychographic factors. There may also be other socio-economic factors such as personality, socio- economic which might contribute to faculty's perception towards an Institution but they have not been considered under this research. The study was conducted in Delhi NCR thus may not represent the perspective of the entire population. Further the faculty members in urban, semi urban or rural areas must also be provided better emphasis. Also the responses given by the faculty members may be highly divergent based on the Institutions culture and faculty's attitude towards their workplace. Continued replication of such research may provide enough data for better reliability and validity of research.



DIRECTIONS FOR FUTURE RESEARCH

The demand for studying motivational factors are increasing at faster rate due to intense competition and increase in the number of technical Institutions around the country. Cross sectional or longitudinal studies must be conducted in order to analyze the changing needs of faculty members in response to changing needs of the society. Intrinsic and extrinsic motivation factors both have equal importance but might differ across different levels and designations. This may serve as the basis for further research for understanding both the categories of motivation and their impact on future tenure of faculty members. Motivation is a discipline that may serve as the basis for many other disciplines for example faculty satisfaction, faculty retention, faculty's citizenship behavior, faculty engagement, employer branding to state a few. Further studies may be conducted to understand the relationship between faculty motivation and other concepts related to human resource management. These might serve as an important input to the management of the Institutions while taking decisions aimed at enhancing the overall productivity of the Institute.

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