

## **Factors Affecting the Motivation of Academic Staff (A case study of University College Kotli,UAJ&K)**

Inrab Shaheen, Mushtaq A.Sajid, Qudsia Batool

**ABSTRACT:** *The purpose of this study was to examine the impact of the factors affecting the motivation of the faculty members of university college Kotli. Two factors namely, incentives/rewards and administrative policies were taken as independent variables while motivation was taken as dependent variable. This is a quantitative research study and data were collected through questionnaire containing dichotomous scale. Data were analyzed by Percentages, tables and figures. The findings of this study revealed that, incentives/reward enhances the motivation whereas administrative policies decrease the motivation of academic staff.*

**Keywords:** *Motivational level, University academicians, administrative policies, Incentives/rewards, Work load stress.*

### **I. INTRODUCTION**

Development of any nations depends on its educational system and teachers are expected to be the nation builders. The role of a teacher cannot be ignored in the bringing progress, prosperity and developmental process of a nation. Stability of a society is facilitated by the promotion and acceleration of growth through disciplined, academically sound and professional competent academicians. Organizational success depends on the effectiveness of the performances of the individuals who constitute the human capital (Saetang et al., 2010). Arif (2003) discussed that most traditional role and objective of a culture is to protect the development of intellectualism. Competent and knowledgeable academicians are considered an important strength of any educational institution. 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. According to Kayuni & Tambulasi (2007) 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.

There are many factors which affect the academicians's motivation which includes class room environment, rewards/incentives, workload stress and administrative policies etc. A motivated academician is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character because a teacher is always expected to be a role model for students. Siddique (2004) mentioned that competent academicians make efficient use of broad, deep and integrated sets of knowledge and skills and make their lecture more interesting by coding examples. Organizational performance greatly depends on the motivated work force and the educational institution gain better ranking and enjoy good reputation through competent academicians so the importance of performance of an academician is foremost and prerequisite for a successful and sound educational system. Only the motivated, skilled and knowledgeable academicians can give the glorious position to the institution and nations. Teaching is considered to be highly respected and dignified profession and teachers are always taken as role models ( Adela,2005).

This research study is focused on two important factors/components namely, rewards/incentives and administrative policies which affect motivational level of university's academicians and in this context the researcher used the research article of Alam & Farid (2011) as a base paper who conducted the research on factors affecting teacher's motivation. Educational institutions are faced with the problems of motivational level of their academicians, so this study is designed to address that which factors promote motivation and why motivation is important for university academicians. This study is of a magnificent importance because it is focusing on the biggest challenge of the university which is to get the work through their academicians willingly. In other words factors contributing for teacher's motivation will be explored. Motivation of university teachers is as important as the blood for sustaining the human life. Teachers who are considered to be the most precious and intellectually sound people and who can change the destiny of the nation through contribution of

their thought provoking ideas and knowledge, always being given the distinguished position in civilized societies. Furthermore this research study can be helpful for educational institutions to recognize and realize the significance of these factors for promoting and enhancing motivational level of their academicians. This study is focused on examining the impact of administrative policies and rewards/incentives on the motivation of academic staff.

## **II. LITERATURE REVIEW**

The academic staff in any university is as important as the pillars of a building which bears the whole of it so, teachers are thought to be the nation builders and they are always given the great importance in educated and dignified societies but in recent years stakeholders are complaining about the of academic performance of academic staff in universities and people think that academic staff are no longer dedicated and devoted. It is generally expected that the academicians who are trained and who expected to produce societal virtues like honesty, integrity, discipline, devotion, dignity, are not committed and devoted to their job (Isaac et al.,2011). According to Kayuni & Tambulasi (2007) 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.

There are many personal traits which should be possessed by a teacher to present a confident and dignified image in the class room environment and a teacher also needs to communicate the contents in a relaxed and controlled way. A motivated teacher has a good control over the class which conveys his/her positive image and capture the attention of the students whereas nervousness, hesitation or under confidence loses his command and credibility.

According to Nadeem et al.,( 2011) there are so many variables that affect the motivational level of academic staff and these include, duties and demands on time, low pay, and student's conduct issues which have a significant impact on academician's attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Low morale among academic staff is another very crucial problem should be addressed. In order to find the an appropriate solution of problems faced by academicians and affecting their motivation, the first step is to identify those factors that have the greatest impact on motivational levels, both negative and positive. Sarital and Tomer (2004) noticed that teaching is one of the most influential and dignified profession in society and teachers are always expected to be the lifeblood of any education system. Institutional locations, books, and classrooms are meaningless and unproductive without academicians. Low incentives, over workload, unconducive class environment, lack of library facility, lack of modern technological aspects, socio economic status of teacher, respect in society, professional attitude of teachers, mental health, academician's moral standards, responsibilities at home, distance of residing area, examination stress, political interference, student power , discriminatory practices, lack of co-operation, working relations with colleagues and heads, working environment, are the factors which affect the academician's' performance negatively.

Kazeem (1999) found that academicians are tend to contented and satisfied when they get their pay in time and which is enough to meet their needs and enhance their motivation. The nation which is blessed with highly facilitated institutions, enriched with talented and knowledgeable academicians, definitely lead the nation in innovation and development (Mehboob et al., 2009).Different organizations trying to achieve highest level of performance and an effective and productive organizational performance greatly depends on human element and in educational institution, these are the teachers who make the difference through their positive attitudes and intellectual contributions (Razzak, 2011). Sometimes Biasness and favouritism in administrative policies leads towards low morale and dissatisfaction of academicians (Bamisaye (1998). Memon (2007)) mentioned that the main objective of educational institutions are to develop the people socially, intellectually, mentally which in turn promotes the economic ,social, and cultural life of a nation.

University academic staff holds the most important place in any society because teachers are the sources of transformation of knowledge. The behavior of an employee is dependent on distinguished performance because a flexible and dynamic behavior varies from organization to organization depending on its administrative styles and techniques of getting the work done through their employees and process of decision making and way of decisions implementation which do have an impact on motivational level of employees.(Razak,2011).

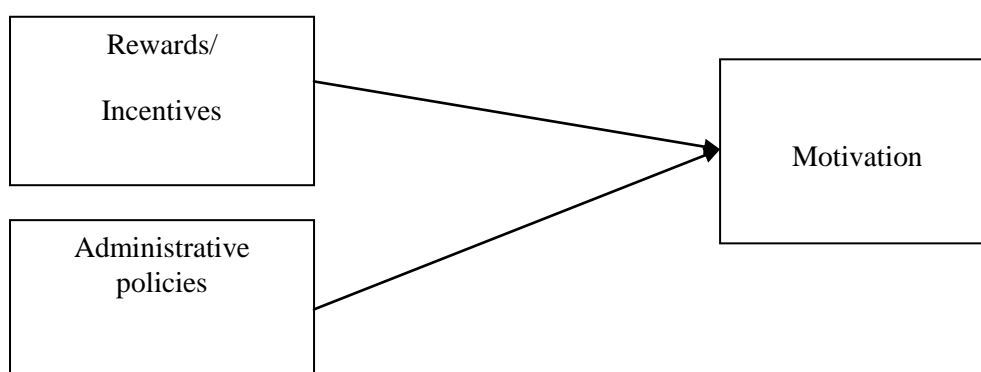
According to Robbins et al., (2007) Herzberg proposed in his Motivation Hygiene Theory that if the factors associated with work or outcomes are emphasized, such as promotional opportunities, career advancement, acknowledgement and responsibility and achievement then the individuals will find intrinsically rewarding. RoU (1992) mentioned that standard of educational institutions can be improved through knowledgeable, committed and motivated staff. Corcoran et al., (2004) added that quality of teacher and teaching is the most dominating factor that affects learning at large scale. Eton (1984) noticed that payments, promotions and salaries have a significant impact on the attitude of teachers towards their work.

Zhou & Volkwein (2003) found that differences in salary have an impact on satisfaction of faculty members which in turn affect their intentions to do the work with sincere efforts. The academic profession is an entirely different profession from an office job because an academician has to play many roles at the same time like friend, teacher, father, mentor, trainer advisor etc. Victor (2010) discussed that effective placement policies can have an impact on success or failure of organizations and selection of the people with right skills and potential bring the fruitful outcomes for the organizations while selection of a person with wrong or inappropriate skill can push both the organization and person toward disaster and destruction.

### **Problem Statement**

The biggest challenge for universities is to get the work done through their academicians willingly and efficiently. Therefore the present study will deal with this query: Do rewards/incentives practice and administrative policies affect academician's motivation?

### ***Theoretical Frame Work***



***Fig.1. Theoretical Frame Work***  
***Source: Diagram developed by author from Literature.***

### **III. METHODOLOGY**

Quantitative research technique is used and this study is descriptive in nature. In this research study both primary and secondary sources of data have been used. Primary data have been collected through questionnaire while secondary data have been taken from journals.

Target population of this study was the teachers of university college Kotli, a campus of University of Azad Jammu & Kashmir. A total of 50 Questionnaires were distributed among various university teachers and 35 were received back, making response rate of 70% which is enough to make analysis, interpretation and discussion. Questionnaire in this study evaluates the impact of class rewards/incentives and administrative policies on the motivation of university teachers and data were collected through a dichotomous scale questionnaires comprising of twenty seven items which are categorized in under two variables. The questionnaire used in this study is adapted with due acknowledgement from Alam & Farid (2011), who conducted the research on factors affecting teachers motivation at secondary school Rawalpindi. Data were analyzed through frequency distribution tables percentages and figures.

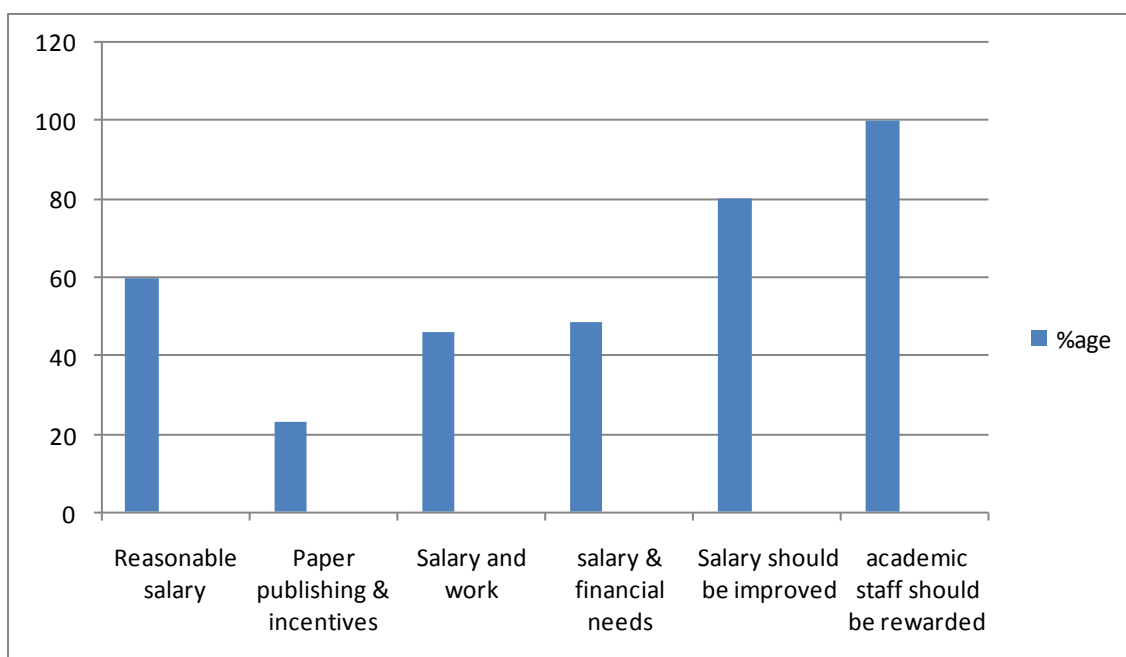
**Table.1.Items related with Rewards & Incentives**

S.No	Items	Yes	%age	No	%age	Total	%age
15	Do you get a reasonable amount of salary?	21	60	14	40	35	100
16	Do you publish your research articles in national or international journal and get incentives for it?	8	22.86	27	77.14	35	100
17	Do you think that you receive less salary as compare the work you do?	16	45.72	19	54.28	35	100
18	Is your salary sufficient to meet the financial needs of your family?	17	48.60	18	51.40	35	100
19	Do you think that your present salary should be improved?	28	80	07	20	35	100
20	Do you think that academic staff should be rewarded on showing good performance?	35	100	0	0	35	100
		Avg = 20.8	Avg = 59.5				

Organizations focus on incentives and reward policies for getting better performance of their employees because rewards and incentives affect the motivational level of the employees. Questions were asked from academicians in this context which are explained below along with their responses:

- 1) 60 percent academicians were agree on getting reasonable amount of salary
- 2) Only 22.86 percent academicians were agree on publishing their research articles and getting rewards for it
- 3) 45.72 percent academicians were agree on getting less salary as compare to work
- 4) 48.60 percent academicians were agree that the present salary is sufficient for meeting the financial need s of their family
- 5) 80 percent teachers were agree on improving their present salary
- 6) 100 % were agree that academic staff should be rewarded on showing good performance

Items related with Rewards and Incentives



**Figure 2, items related with incentives & rewards in relation with motivation of university academicians.**

Organizations focus on incentives and reward policies for getting better performance of their employees because rewards and incentives affect the motivational level of the employees. Questions were asked from academicians in this context which are explained below along with their responses:

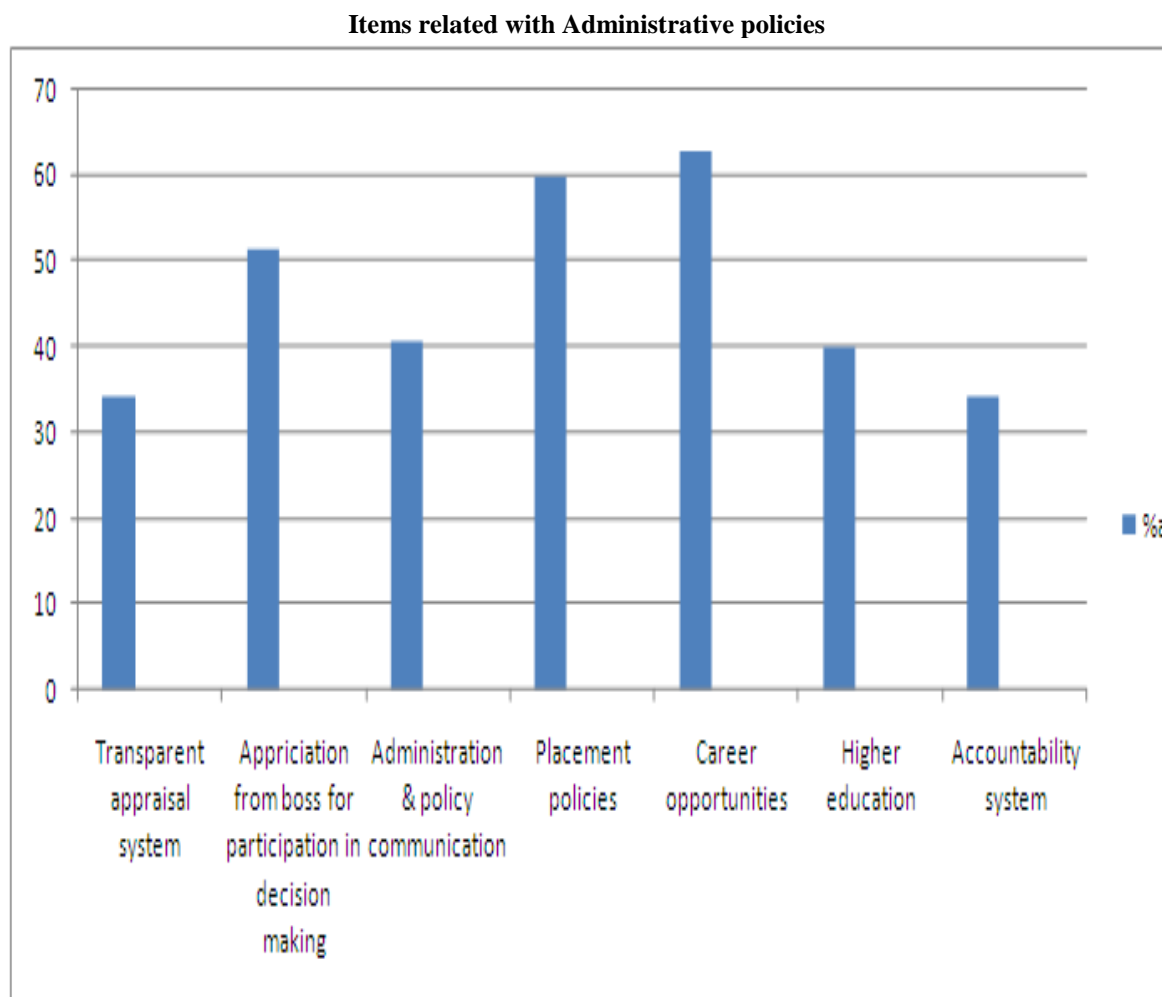
- 7) 60 percent academicians were agree on getting reasonable amount of salary
- 8) Only 22.86 percent academicians were agree on publishing their research articles and getting rewards for it
- 9) 45.72 percent academicians were agree on getting less salary as compare to work
- 10) 48.60 percent academicians were agree that the present salary is sufficient for meeting the financial need s of their family
- 11) 80 percent teachers were agree on improving their present salary
- 12) 100 % were agree that academic staff should be rewarded on showing good performance

**Table 2. Administrative policies**

S.No	Items	Yes	%age	No	%age	Total	%age
21	Does your university administration have a transparent performance appraisal system?	12	34.28	23	65.72	35	100
22	Do you think that your boss/head appreciate your participation in decision making?	18	51.40	17	48.60	35	100
23	Do you feel that your administration is best in communicating its policies and procedures etc.?	17	48.60	18	51.40	35	100
24	Does your university administration have fair and transparent placement policies?	21	60	14	40	35	100
25	Does your administration favor you in finding career development opportunities within or outside your university?	22	62.90	13	27.10	35	100
26	Are you availing the opportunity of accomplishing MS/M-Phil/Ph-d degree programme from your university?	14	40	21	60	35	100
27	Does there exist an effective accountability system (both for academic staff & students) within your university?	12	34.28	23	65.72	35	100
		Avg = 16.6	Avg= 47.35				

*The concept of motivation remained incomplete without the concept of administrative policies so some questions in this context have been asked from respondents. The questions and responses are as under:*

- 21) 34.28 percent academicians were agree on having transparent appraisal system in the university
- 22) 51.40 percent teachers were agree that their head/boss appreciate them for participating in decision making.
- 23) 48.60 percent teachers were agree that administration is besr in commubnicating its policies
- 24) 60 percent teachers were agree that university administration is having transparent Placement policies
- 25) 62.90 percent teachers were agree that their university administration is supporting them in finding opportunities for higher education
- 26) 40 percent teachers were agree on availing the opportunities of accomplishing M-S/M-Phil/Ph-d degrees from the same institution
- 27) Only 34.18 percent teachers were agree on having an effective accountability system (both for teachers and students) within university.



**Figure 3, Items related with administrative policies with regard to academician's motivation**

The concept of motivation remained incomplete without the concept of administrative policies so some questions in this context have been asked from respondents. The questions and responses are as under:

- 21) 34.28 percent academicians were agree on having transparent appraisal system in the university
- 22) 51.40 percent teachers were agree that their head/boss appreciate them for participating in decision making.
- 28) 48.60 percent teachers were agree that administration is best in communicating its policies
- 29) 60 percent teachers were agree that university administration exercises transparent Placement policies
- 30) 62.90 percent teachers were agree that their university administration is supporting them in finding opportunities for higher education
- 31) 40 percent teachers were agree on availing the opportunities of accomplishing M-S/M-Phil/Ph-d degrees from the same institution
- 32) Only 34.18 percent teachers were agree on having an effective accountability system (both for teachers and students) within university.

#### **IV. RESULTS & DISCUSSION**

The major findings of this research study are discussed below:

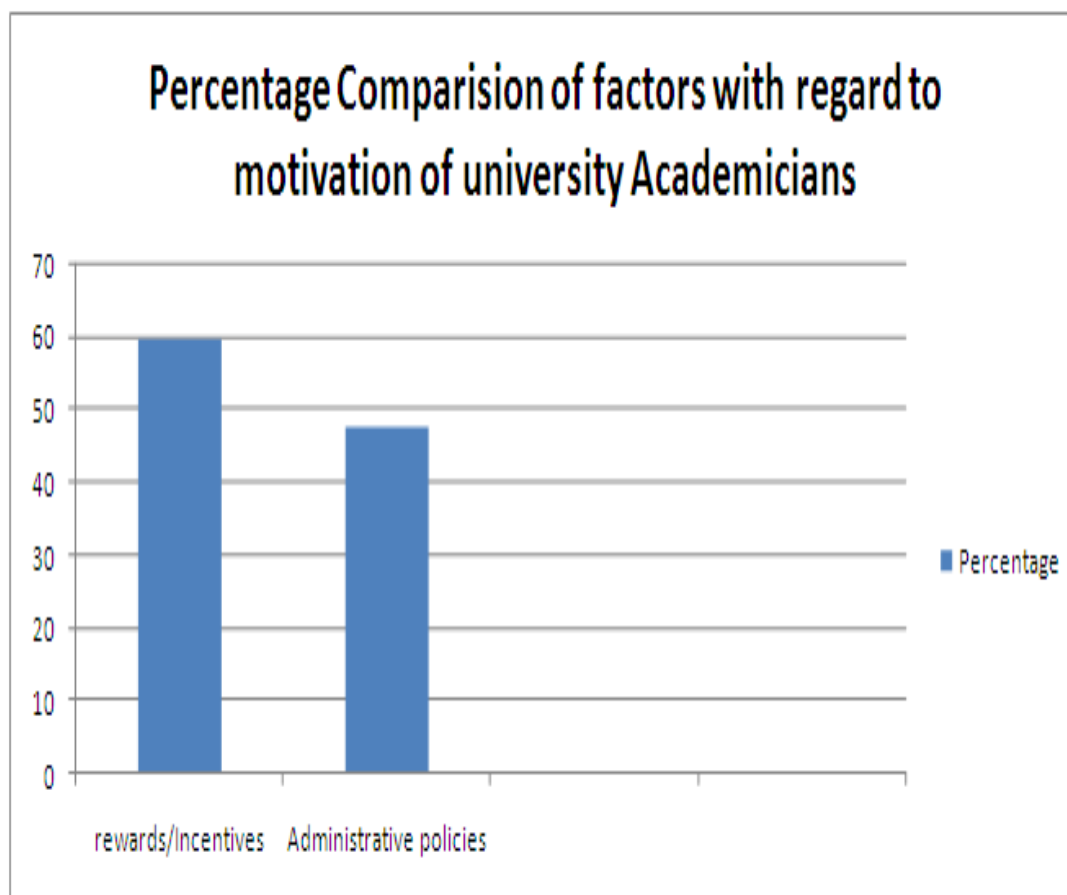
- 1) 100 percent of academicians agreed that they should be rewarded on showing good performance while 80 percent of them agreed that their present salary should be improved. 60 percent academicians showed that they are getting a reasonable amount of salary while 48.60 percent showed that their salary is sufficient to meet the financial needs of their family whereas 45.72 percent expressed that they are getting less salary as compare to the work they are doing. 22.86 percent academicians agreed on publishing their research papers in national or international journals and getting financial benefits for it.

2) 62.90 academicians agreed on getting support from administration in finding career development opportunities within or outside of their university.60 percent teachers said that university administration have fair and transparent placement policies while 51.40 percent agreed that their boss/head appreciate them for participating in decision making.48.60 percent academic staff expressed that university administration is best in communicating its policies and 40 percent teachers agreed on availing the opportunities of accomplishing M-S/M-Phil/Ph-d degree programme whereas only 34.18 percent academicians agreed that university is having an affective accountability system ( both for teachers and students).

To sum up the whole discussion it has been found that

The impact of incentives and reward for motivation of academicians remained 59.5 percent.

The impact of administrative policies on motivation of university teachers remained only 47.35.



**Figure 4, percentage comparison of factors with regard to motivation**

## V. CONCLUSION

Most of the university academicians are not satisfied with the administrative policies of their university which is responsible for their low level of motivation and most of them are not motivated and satisfied with their present salary.

Most of the academicians felt that they are getting support from university administration in finding career development opportunities but a good number of academicians were not satisfied with the accountability system and placement policies of the university.

## VI. LIMITATIONS & FUTURE DIRECTIONS

Since this study was conducted in a university College Kotli so the views and thoughts of the academicians of this campus may not represent or reflect the views and thoughts of the academicians of other universities so this thing limit the scope of this research study.

There are many aspects related with teacher's motivation like recruitment & selection procedure, Training, promotion policies, working environment, collegial attitude and some social factors which have not been given coverage in this study, these areas need to be investigated by researchers.

## REFERENCES

- [1] Adelabum M.A.,(2005).Teacher Motivation and Incentives in Nigeria.
- [2] Alam,T.A & Farid,S.,(2011). Factors Affecting Teachers Motivation, International Journal of Business and Social Science Vol. 2 No. 1; January 2011
- [3] Arif, H. M. (2003). Human Development and Learning. Majeed Bood Depot Lahore Pakistan.
- [4] Bamisaye, E.A. (1998) Job satisfaction among secondary school teachers in Osun State. Nigerian Journal of Educational Administration.
- [5] Eton, E.O. (1984) Causes of indiscipline in teachers. Journal of Cross River Educator Vol. 3 (1) .
- [6] Corcoran et al., (2004).Changing labor-market opportunities for women and the quality of Teachers. American Economic Review, 94(2), 230–235
- [7] Kayuni.H.&Tambulsai,R (2007). Teacher turnover in Malawi’s Ministry of Education: Realities and challenges.International Education Journal, 2007, 8(1), 89-99. ISSN 1443-1475 © 2007 Shannon Research Press. <http://iej.com.au> 89
- [8] Kazeem, S.O. (1999) Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa Zone, Osun State, Nigeria.A Master’s level thesis. Obafemi Awolowo University, Ile-Ife, Nigeria.
- [9] Siddiqui,M.H., (2004). Techniques of Classroom Teaching. APH Publishing Corporation 5 Ansari Road, darya Ganj, New Delhi-110 002p-11.
- [10] Nadeem et al.,(2011). Teacher’s Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan.International Journal of Business and Social Science Vol. 2 No. 19 [Special Issue - October 2011]
- [11] Mehboob et al.,(2009) Factors Affecting Job Satisfaction Among Faculty Members,Herzberg Two Factors Theory Perspective. [www.ajbms.org](http://www.ajbms.org) Asian Journal of Business and Management Sciences ISSN: 2047-2528 Vol. 1 No. 12 [01-09] ©Society for Business Research Promotion | 1
- [12] Memon, G. R. (2007) Education in Pakistan: The Key Issues, Problems and The New Challenges. Journal of Management and Social Sciences , Vol. 3 (No. 1,).
- [13] RoU (1992) Education for national integration and development: Government white paper on Implementation of the recommendations of the Education Policy Review Commission.
- [14] Entebbe: Uganda Publishing and Printing Corporation.
- [15] Razzak,A.A.W.,(2011) Factors Affecting the Effectiveness of Job Performance of Specialists Working In the Youth Care Centre at Helwan University, World Journal of Sport Sciences 4 (2): 116-125, 2011, ISSN 2078-4724 © IDOSI Publications, 2011.
- [16] Robbins,S.P.,Judge.A.T.& sanghi,S., (2007). Organizational Behavior (12<sup>th</sup> ed.)ISBN:0132431564,Pearson education,Inc.,C2007.
- [17] Verret,B.L.(2012) Factors affecting university stem faculty job satisfaction . Published doctoral dissertation, Louisiana State University. [lbabin2@lsu.edu](mailto:lbabin2@lsu.edu).
- [18] Victor, M. Catano., W. H. (2010). Recruitment and Selection in Canada 4th Edition. USA: Nakson Education Ltd.
- [19] Zhou, Y., & Volkwein, J. F. (2003). The influences on faculty departure in two-year colleges: A national study using NSOPF-99. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Portland.