

# Factors Responsible for High and Low Motivational Level of University Academicians

Mushtaq A. Sajid<sup>1</sup>, Imrab Shaheen<sup>2</sup>

<sup>1</sup>Professor and Dean  
University College, Kotli, (UA J & K)  
drmasajid@yahoo.com

<sup>2</sup>M. Phil Scholar  
University College, Kotli, (UAJ&K)  
imrabs@yahoo.com

**Abstract:** *The main objective of this research study was to assess the impact of factors affecting motivational level of the faculty members of university college Kotli. This study was designed to examine those factors which were responsible for high and low motivational level of university academicians. Two factors namely, class room environment, work load stress were taken as independent variables while motivation was taken as dependent variable. Quantitative research technique was as the data were collected through questionnaire containing dichotomous scales. The findings of this study revealed that class room environment was responsible for high level of motivation while work load stress. Therefore, it is recommended that university administration needs to redefine and improve its policies regarding course distribution/allotment procedure for enhancing motivational level of its academicians.*

**Keywords:** Motivational level, Course distribution, allotment, Work load Stress, Quantitative research.

## 1. Introduction

### 1.1 Background of the Study

Educational system is considered to be a backbone of any country. Scientific and technological advancements greatly depend on the education and most importantly the quality education which is based on motivated and committed academicians. Development of any nation depends on its educational system and teachers are expected to be the nation builders. Dornyei (2001) discussed that teaching itself is a kind of human behavior and for this reason general models of motivation are appropriate and applicable for its description. The role of a teacher cannot be ignored in the bringing progress, prosperity and developmental process of a nation. Excellence in the students comes through the excellence in the faculty and a better teacher produce better students. Stability of a society is facilitated by the promotion and acceleration of growth through disciplined, academically sound and professional competencies of academicians. Success of any organization is largely depends on the effectiveness of the performances of the individuals which is the human behavior (Saetang et al., 2010).

White (2006) added that only extrinsic rewards/incentives does not necessarily motivate the teachers toward their job but intrinsic rewards/incentives do have a significant impact on teacher's motivational level and it is an attractive tool to make the academicians loyal, committed and honest. 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.

There are many factors that affect the teacher's motivation which includes class room environment, 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 their lectures more interesting by coding examples. Organizational performance greatly depends on the motivated work force and 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 and skilled and knowledge full academicians can give the glorious position to the institution and nations.

University is always considered as an elite educational institution and the academic staff of university is expected to be very competent with full of potential and with mind blowing thoughts but there are certain factors which not only affect the motivational level of academicians themselves but also of students so it is very important to know that which factors affect the performance of academicians in university and what steps can be taken to enhance the motivation of teachers in university to make them more efficient and productive. Universities play a pivotal role in the social, economic, political and intellectual development of a nation through innovation and creation that is why governments make great efforts and concentrate hard to strengthen this sector on financial grounds (Isaac et al.,2011).Motivated academicians play a significant role in the effective functioning of educational

system and they produce executives, doctors, engineers, managers and above all good human beings by shaping and reshaping the attitudes of their students and hence they change the destiny of the nations. The present study would try to answer the following research question.

## 1.2 Research Question

Do Universities face the problems of motivational level of their academicians?

## 1.3 Significance of the Study

This study is of great importance because excellence in students comes through the excellence in academicians and students learning greatly depends on the competencies of academicians and hence we therefore, this study identifies and discusses factors, which affect their motivation. In this way, it is hoped, that the present study will provide an insight to university administration for enhancing academicians's motivation and this study is a good addition in the existing research studies. Furthermore this research study can be helpful for educational institutions to recognize and realize the significance of these variables for promoting and enhancing motivational level of their academicians.

## 1.4 Objectives of the Study

This study is focused to assess the impact of class room environment and work load stress on motivational level of university's academicians.

## 2. Literature Review

According to Cook (1991) Motivation is a process of getting others to do something as they want to do it. The most important task of a management is to motivate. It includes the ability of management to understand the drives of the individuals, to communicate, to involve and to encourage the employees for their best performances and to develop their skills through training, coaching, mentoring and by providing them feedback. Cole (2000) added that motivation is a term used to define those processes and systems which are characterized by initiatives and rationality by which individuals try to satisfy their needs and objectives. Motivation means to reward someone, or incentive for something performed by an individual. In the current scenario the successful leaders of successful organizations are realizing that their core responsibility is to provide the motivating environment to their employees.

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).

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) discussed that quality of academic institutions particularly the universities can only be improved through qualified, competent and motivated academic staff. Ssekamwa (1999) noticed that development, motivation, compensation and retention of motivated and qualified academic staff is a difficult task. Corcoran et al., (2004) added that quality of teacher and teaching is the most dominating factor that affects learning at large scale.

## 2.1 Class Room Environment

There are many personal traits which are 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. Confident 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 creates uncertainty for students and moreover for sometimes it is really very difficult for a teacher to present his confident image and have grip and command over the topic (Ahmed,2012).

Kerlinger (1993) noted that teachers have both intrinsic and extrinsic needs. An intrinsically satisfied teachers undertake challenging tasks performed a great variety of tasks which include managing and keeping pleasant class room environment that provides him a sense of fulfillment and accomplishment whereas as an extrinsically motivated teacher performed the duties and tasks just to get salary or some monetary rewards .So these both kinds of satisfactions are needed to be considered by the management and administration. Din et al., (2012) mentioned that the teacher is the only person who communicates contents with great confidence and skills and convert educational philosophy into knowledge in the class room. Class room environment is an important learning place both for students and teachers, if this learning place is safe, pleasant, well equipped and stocked with neatness then it remains very conducive in term of learning and which in turn enhance the motivation of a teacher. Teacher understands the student's feelings, their expressions and their learning capacity and attitude in the physical conditions of class room.

Class room environment does have an impact on behavioural patterns and learning attitudes of students and it also affect teacher's motivation as well. Smith (1993) described that teachers play a very prominent role in developing their students through building confidence, skills and character by shaping their attitudes. The achievements of the students depends on their teachers because teachers are said to be the king makers, the role models and nation builders.

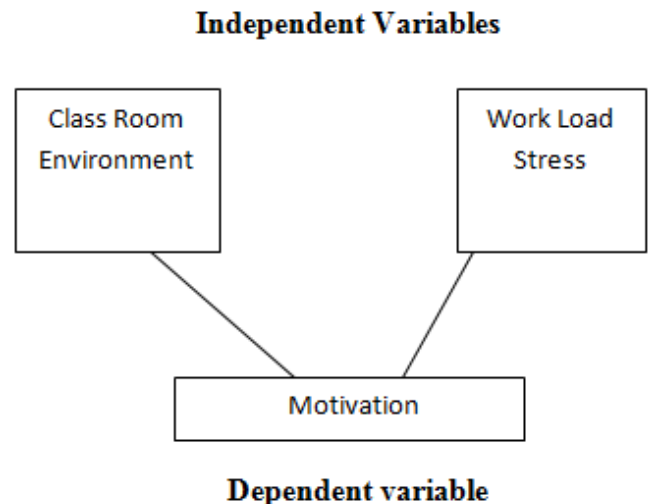
Akram, (2010) expressed that there are many characteristics/techniques adapted by a teacher to present his confident image in the class room and he also develops a controlled and a relaxed style of communicating and involving the students in discussion. A confident academician gains control over class by executing his abilities in confident style and in this way he enables the students to concentrate on subject matter and convinces them for learning. Hence class room environment is greatly controlled by a confident teacher.

## 2.2 Work load stress

According to kyriacou (2000) Teacher stress is an unpleasant, undesirable and negative feeling such as anxiety, tension, frustration, and depression occurred as a result of excess of work. Workload stress affects the motivation and performance of teachers which badly affect the learning of students. Little (1990) discussed that teachers feel them overburdened when there exist a climate of hesitation and trust deficit among the colleagues which impede them to discuss the curriculum or instruction practice, all it happened for possible disclosure of judgment of competence. The lack of such an environment impedes the teachers from taking new initiatives. Smither & Robbins (2003) noted that heavy work load, student's attitude and low salary affect the teacher's motivation in negative manner which in turn affect the overall learning. A motivated teacher with composed and balanced expression presents his positive image and tries to create a comfortable working environment to the students.

According to Temperely & Robinson (n.d) one of the main reasons of low achievement of the employees are conflicting preferences such as time table adjustment problems, continuous interferences and interruptions are affecting the motivation of teachers. When teachers suffered from these problems they feel themselves under pressure which affects their motivation and performance. Finlayson (2003) added that in teaching profession, stress was found to be a major cause of poor health, turnover, absenteeism, and other problems. Work load stress badly affects the passion and motivations of academicians which affect not only affect their motivational level but also affect their student's motivation and learning.

## 2.3 Theoretical Frame Work



**Figure 1:** Theoretical Frame Work

Source: Diagram developed from literature

## 3. Research Methodology

Quantitative research technique is used and this study is descriptive and cross sectional 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.

For conducting the research study, target population was the university teachers of Kotli campus of University of Azad Jammu & Kashmir. 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 room environment, work load stress on the motivational level of university teachers and data were collected through a dichotomous scale questionnaires comprising of twenty seven items which are categorized in above mentioned four 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.

## 4. Data Analysis

Data were analyzed through frequency distribution tables, percentages and figures.

**Table 1: Class Room Environment**

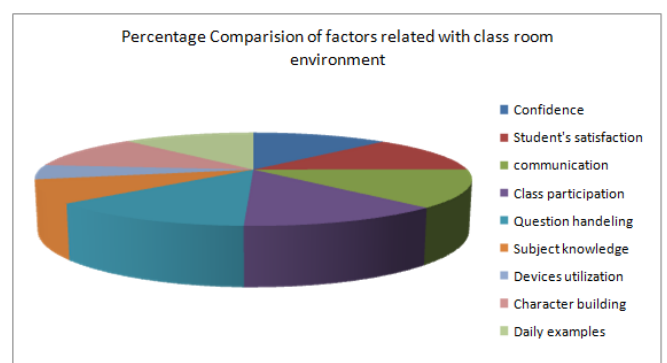
S. No	Items	Yes	%age	No	%age	Total	%age
1	Do you feel yourself confident in the class?	32	91.50	3	8.50	35	100
2	Do you think that students are satisfied with your lecture?	33	94.30	2	5.70	35	100
3	Do you think students understand your lecture you communicate to them?	34	97.20	1	2.80	35	100
4	Do you involve the students in class discussion?	33	94.30	2	5.70	35	100
5	Do you try to answer/satisfy your students when they ask questions in the class room?	34	97.20	1	2.80	35	100
6	Do you have adequate knowledge of subject matter in the courses you teach?	21	60	14	40	35	100
7	Do you use modern audio-visual Aids/multimedia to teach your subjects?	13	37.20	22	62.80	35	100
8	Do you play an important role to improve the character of your students?	30	85.80	5	14.20	35	100
9	Do you make easy your teaching by integrating subject matter with daily examples?	31	88.60	4	11.40	35	100
		Avg=29	Avg=82.9				

Class room environment does have an impact on motivational level of an academicians because if a teacher feels himself confident, satisfied the students, effectively communicate the lecture, address the queries of the students, has adequate knowledge, codes the daily examples and make an attempt to improve the character of his student then such an academicians is said to be a motivated teacher. In the context of class room environment nine questions were asked and 29 Out Of total 35 respondents answered in yes which makes 82.9 % of total. The results for this variable are explained below:

- 1) 91.50 percent academicians were agreeing on feeling confident in the class room.
- 2) 94.30 percent academicians think that they satisfied their students with their lectures.
- 3) 97.20 percent academicians are agreeing on feeling that students understand their medium of communication.
- 4) 94.30 percent academicians are agreeing on involving their students in class discussion.
- 5) 97.20 percent teachers were agreeing on addressing the questions raised by the students in class.
- 6) Only 60 percent teachers are agreeing on having adequate knowledge of subject matter.

- 7) 37.20 percent teachers agree on using audio-visual aids/multimedia in their class rooms.
- 8) 85.80 percent teachers are agreeing for improving the character of their students.
- 9) 88.60 percent academicians were agreeing on coding daily examples regarding their subject matters.

**4.1 Items related with class room environment**



**Figure 2: Items related with class room environment with respect of academicians’s motivation**

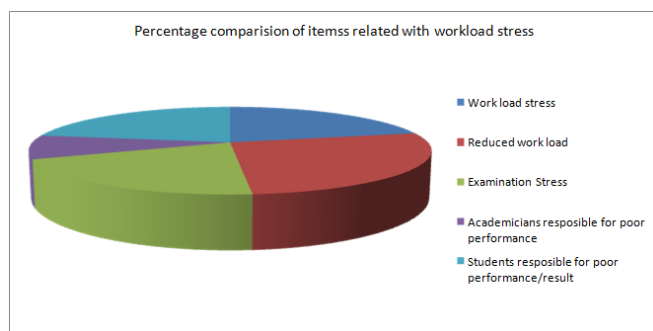
**Table 2:** Work load Stress

S. No	Items	Yes	%age	No	%age	Total	%age
10	Do you feel stress by the workload /courses allotted to you?	22	62.90	13	37.10	35	100
11	Do you feel that your workload should be reduced?	28	80	07	20	35	100
12	Do you feel stress during examinations & result preparation?	21	60	14	40	35	100
13	Do you think that academic staff should be held responsible for poor performance of students?	09	25.80	26	74.20	35	100
14	Do you think students should be held responsible for their poor performance?	23	65.72	12	34.28	35	100
		Avg = 20.6	Avg = 58.9				

Work load does have a great impact on motivational level of academicians so in this context five questions were asked from respondents which are explained below along with responses:

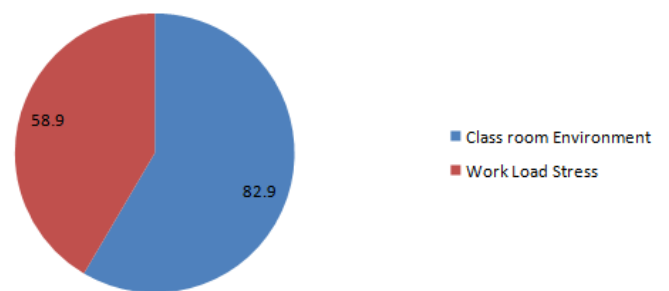
- 1) 62.90 percent academicians were agreeing on feeling stress by their allotted courses.
- 2) 80 percent teachers were agreeing on feeling that their work load should be reduced.
- 3) 60 percent academicians were agreeing on feeling stress during examination and result preparation.
- 4) Only 25.08 percent academicians were agreeing on making the academic staff for the poor performance of the students.
- 5) 65.12 percent academicians were agreeing on holding the students responsible for their poor performance.

**4.2 Items related with workload stress**



**Figure 3:** Items related with work load stress with regard to the academician's motivation

**Percentage Comparision of factors Responsible for high and Low Motivation of Academicians**



**Figure 4:** Items related with administrative policies with regard to academician's motivation

**5. Discussion**

The overall impact of class room environment on the motivational level of academicians remained more the 82 percent except for usage of audio-video/multimedia devices which remained very low. Only 37.20 percent teachers agreed to use audio-video/multimedia devices in the class room.

80 percent teachers feel that their work load should be reduced and 65.12 percent academicians agreed that students should be held responsible for their poor performance while 62.90 percent expressed that they feel stress by the number of courses allotted to them and 60 percent showed that they feel stress during examination and result preparation. Only 25.08 percent of academicians agreed that academic staff should be held responsible for the poor performance of the students. The overall Findings are as under:

- The impact of class room environment remained 82.9 percent for motivating academicians.
- The impact of work load stress on motivational level of academicians remained 58.9 percent.



## 6. Results

University academicians were satisfied with class room environment as they felt confident in the class room and they had grip over their subject matter and their way of communication was understandable for students. A good number of teachers were not satisfied with their work load/course allotment procedure and they were of the view that it should be reduced and most of the teachers felt that students should be held responsible for their poor performance.

University administration should redefine work load/course allotment policies and try to reduce the work load of its academic staff. University administration should take steps to mount multimedia/audio-video devices in the class rooms.

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