

A STUDY OF MOTIVATION ON COLLEGE TEACHERS OF ROYAL UNIVERSITY OF BHUTAN

Md. Hassan Jafri *

hassaan_j@rediffmail.com

ABSTRACT

Extant literature reveals that student's motivation has been given more focus and less attention on teacher's motivation especially in tertiary and higher education. The present research intends to explore motivation of teachers of colleges under Royal University of Bhutan. This exploratory - empirical research intends to explore three things - (1) to explore motivating factor in terms of importance, (2) to find out motivational differences between national and expatriate faculties, and (3) to get insight into what factors contributes motivation between two categories of faculties. Using random sampling, data were taken from 121 faculties consisting of both national and expatriate on a questionnaire. Results of the study revealed professional and personal growth opportunities; good working condition, salary, feedback and recognition are the top six motivating factors for employees. If provided with these opportunities employees will be highly motivated to perform. Result found that two categories of faculty vary in their motivation and also differences are found in the motivating factors between national and expatriate faculties. The study may help college management to know what is needed by faculties.

INTRODUCTION

Getting people to do their best in organization has been management's one of the most enduring challenges for every organization irrespective of the country. Organizations and especially human resource department consider motivating employees as most significant and demanding activities (Rasheed, Aslam & Sarwar, 2010). Motivated workforce can be considered as an important asset for any organization. Motivated employees are the cornerstone of any organization (Anderfuhren, et al., 2010). Motivated employees work creatively, enthusiastically, persistently and invest efforts to enhance both quality and quantity of work performance. Employee motivation influences organizational effectiveness and is a predictor of performance (Lather & Jain, 2005, Malik, Ghafoor, & Naseer, 2011). In the present complex business environment, organization needs committed, engaged and passionate employees and all these rests on the level of motivation employee has in work setting. Employees without or with low motivation spends little or no efforts in their jobs, avoid work

demands and produce low quality work. Without motivation, even the most capable person will refuse to work hard.

In recent times, Bhutan has started taking a series of steps such as setting up its own university, divorcing university from Royal Civil Service Commission and developing strategic plan for the university etc., with the aim to improve its tertiary education systems in order to build its human capital to steer growth of the nation. Undoubtedly, teachers are the developers of positive and progressive society in any country. Teachers play an important and significant role in ensuring high quality of education by developing their students as good and responsible citizens. All this, on the other side, requires committed, engaged faculties to impart quality education and help and support the plan and policies of the university. And this depends upon that how much faculties are motivated in their job. If the teachers in higher education are motivated enough only then it is possible to accomplish organizational goals effectively. So the present study focuses on college teacher's motivation.

* Assistant Professor, Gaeddu College of Business Studies, Royal University of Bhutan, Gedu, Bhutan

MOTIVATION FUNDAMENTALS

According to Greenberg & Baron (2003), motivation is a set of processes that arouse, direct, and maintain human behaviour towards attaining some goal. Motivation is a psychological force that activates, directs and sustains human behaviour to achieve a particular goal. Motivation is subjective and highly dynamic in nature. It keeps on changing and depends upon personal, social and organizational factors. It emerges, in current theories, out of needs, values, goals, intentions and expectation. Because motivation comes from different sources and factors, organizations need to understand, cultivate and direct the motivation for their benefits.

In literature, so many motivation theories exist that explain emergence of motivation in employees. Motivation theories have been classified broadly into two categories: Content and Process theories. Content theories are concerned with individual needs and goals, i.e. factors within the individual that lead to motivation. They focus on "what" motivates people. According to this category of theories, people have certain needs like physiological needs, safety and security needs; esteem needs etc. that influences human behavior. Hence the content theories are also known as the 'needs theories'. Maslow, Herzberg, Alderfer and McClelland studied motivation from a "content" perspective. Content theories basically try to explain that management should understand the needs of employees and keep focusing on the specific factors that motivate them. Needs of the individuals should be taken into consideration, and thus be satisfied in order to motivate them. If these needs of the individuals are not met or satisfied, then it is unlikely that the people will be motivated to perform the tasks.

Process theories are concerned with the dynamics of motivation and how the motivation process takes place. The process theories are concerned with determining how individual behavior is energized, directed, and maintained. This category of motivation theories focuses on conscious human decision processes as an explanation of motivation. Vroom, Porter & Lawler, Adams and Locke studied motivation from a "process" perspective. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. Expectancy

theory, equity theory, goal-setting theory, and reinforcement theory are some of the major process theories of motivation.

MOTIVATION IN TEACHING AREA

Motivation in teacher is an important factor in increasing student's performance, grooming them as knowledgeable, productive and good citizens. Long term success and performance of any educational institution depends upon motivated teachers (Filak & Sheldon, 2003). Oloolube (2004) also view that increased motivation of teachers' leads to an increase in their productivity. Researchers have revealed that several factors contribute in creating and sustaining teacher's motivation. Among these factors are both what is termed as intrinsic factors (factors within the job) and extrinsic factors (factors outside the job). According to Wright (1985) teachers' motivation is closely related to recognition they receive from their employer. He believed that teachers get motivation from the recognition of their achievements and accomplishments by their head. If employees are not recognized and appreciated by management, employees become frustrated and lose interest in job. Van Wart et al. (2008) also is of view that recognition is highly motivation and cost nothing. Fuhmann (2006) found that factors such as empowerment, recognition and feedback are the primary motivators for employees to perform effectively. Praver et al (2008) found in their research that autonomy is the most imperative factor of teacher's motivation. They further added that teachers when given due authority or autonomy feel more confident and self-initiators as compare to those who are always instructed for the said tasks. Results of their findings revealed that teacher's empowerment in academic freedom, i.e. planning lessons, delivery strategies, formatting syllabus etc. contributes in increasing teacher's motivation. According to Hughes (1991) professional growth is the fundamental motivator for teachers. Teacher's professional learning is a component of their career development that gives them effectiveness and satisfaction in teaching (Hughes, 1991). Lynn (2002) also opined that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance. Feedback by management is another contributing factor in teachers' motivation. Memmott & Growers

(2002) asserted that feedback to its employees from the organization is essential. Similar view is shared by Mufflin (1995) that the lack of feedback leads to increased frustration in teachers which affects teacher's performance. Photanan (2004) found that training is one of the most important activities that can be used as a motivational program for employees' development. Training programs are one of those different input factors that give motivation to teachers' for their performance enhancement. Students related factors such as interpersonal relationship, students performance or their academic achievement etc., also contribute in teacher's motivation. Clarke and Keating (1995) said that interaction with students was the most satisfying aspect for teachers. Salary and financial benefits has always been the major factors determining teacher's motivation. Universities with competitive salary are more likely to have satisfied faculty members with their jobs and with their pay (Terpstra & Honoree, 2004). This was also confirmed by Faruqui & Shoma, (2005) that the most dissatisfactory issues for faculty are salary structure and untimely payment.

THE PRESENT STUDY

Motivation has always been the issue of investigation and there is plethora of researches on it. But the present study is in the Bhutanese context where no such study has been conducted. Bhutan saw existence of the very first university in the country in very recent times and aspires to become one the good universities in the region. In this regard, it becomes important, perhaps, to understand motivation of employees especially faculties, an important stakeholder in higher education system. Secondly a good number of faculties are expatriates and majority of them are from neighboring India. They come from different socio-cultural, economic and educational background. Given the fact that motivation is subjective and varies from culture to culture, in this context it is also important for the government and the university management to understand how they become motivated so that appropriate strategy can be devised. Thirdly, very few studies have been undertaken on motivation in the context of college teachers. There are plethora of researches on student's motivation but a little on college teachers' motivation (Martin, 2003). College teachers faces challenges to deal with different kinds of students some are

motivated, some under-motivated and some comes to the college with absolutely not motivated to learn. This also requires committed and motivated faculties. It is therefore, necessary to have highly motivated college teachers. In order to achieve these objectives, the present study is designed.

OBJECTIVES OF THE STUDY

The study has following objectives -

1. To identify and understand factors of motivation in order of importance of college teachers of RUB.
2. To understand that whether there is any difference in motivation between national and expatriate college teachers.
3. To understand what set of factors motivate national faculties ad what sets of factors motivate expatriate faculties.

METHODOLOGY

The present study is exploratory-empirical and is based on cross-sectional design and primary research method is used to collect the required information to meet the objectives of the study.

SAMPLE AND PROCEDURES

The target population of this study included teachers of RUB Colleges in Bhutan. As per the university report (Royal University of Bhutan, 2011), there are approximately 500 faculties in all and approximately 25% of the total are expatriate. Using random sampling method, a total of 121 college teachers from five colleges were taken to collect the data for the study. Sample of this study consists of both national as well as expatriate teachers in the ratio of 75 and 25 respectively. Colleges were selected in such a manner where both expatriate and national teachers are working. Respondents include both male and female in the ratio of approximately 70 percent and 30 percent respectively. The respondents ranged between 25 and 48 years in terms of age, with average for the sample being 33 years approximately. 58% of the teachers have attained master degree and only 2% of the teachers have done Ph.D. 32% teachers of RUB colleges have bachelor's degree and only 8% of teachers have attained others like diploma. Data were collected from respondents during working hours and the questionnaires were completed in the presence of the researcher. All the necessary information regarding the study objective and ways to respond on questionnaire were shared with all

respondents. Respondents were assured of confidentiality of their responses and were told that their responses shall be used for the research purpose only.

MEASURES

Motivation scale used in this study is derived from the work of Udai Pareek (2002). Some additional variables were also included, based upon the literature review, to cover other factors that work as motivator for the university teaches. Thus a total of 18- item scale of motivation is used in this study. The scale consists of two parts. Part A of the scale is used

to explore the factors in rank order and requires respondents to rank all the factors from 1 (most motivating factor) to 18 (least motivating factor). Part B of the scale is used to explore where two categories of the teachers (national and expatriate) stand in motivation. Same 18 – item scale is used as Part B using Likert type measure on 5-points scale ranging from Strongly Disagree (1) to Neutral (3) to Strongly Agree (5). Reliability of the scale was found to be 0.73 (alpha) on the present sample.

RESULT

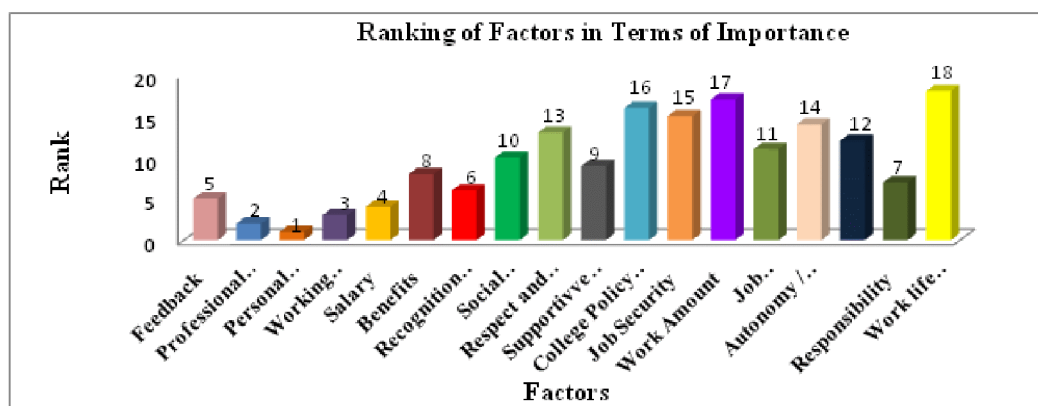
Table 1: Rank order of motivational factors in terms of importance

Factors	Feedback	Professional Growth	Personal Growth	Working Environment	Salary	Benefits	Recognition and Appreciation	Social Perception of the Profession	Respect and Recognition from students	Supporting Leadership	College Policy Procedures	Job Security	Work Amount	Job Characteristics	Autonomy / Responsibility	Student's performance	Responsibility	Work life balance
No of Respondents	121	121	121	121	121	121	121	121	121	121	121	121	121	121	121	121	121	121
Total of Combined Responses	761	544	509	552	693	886	765	926	961	886	1017	1003	1035	935	971	958	883	1105
Avg. Rank Rank	6.29	4.50	4.21	4.56	5.73	7.32	6.32	7.65	7.94	7.32	8.40	8.29	8.55	7.73	8.02	7.92	7.30	9.13
(In order of Importance)	5	2	1	3	4	8/9	6	10	13	9/8	16	15	17	11	14	12	7	18

The above table shows the order of factors ranked based on average (mean). Total of combined responses were calculated by adding the combined scores of their respective factor, combined scores is the numbers of responses multiplied by rank constituted thereafter. Average rank is the total of combined responses divided by number of

respondents. It is calculated in order to evaluate the rank according to level of importance. The rank is evaluated on the average rank, and the lowest value of average rank is ranked 1st or most important. Average rank with highest value is ranked least (rank 18).

Graph 1- Rank order of motivational factors in terms of importance



Result presented in the table below (table 2) indicates the observed significant difference in the motivation between national and expatriate faculties ($t = 2.838, p = .005$). National ($M = 52.93, SD = 8.28$) faculties are more motivated compared with the expatriates ($M = 48.03, SD = 7.85$). Looking at each individual factors of motivation, it can be seen that significant differences are found in the feedback ($t = 3.510, p = .001$), Advancement and growth

opportunity ($t = 7.484, p = .000$), Training and Development ($t = 4.407, p = .000$), Working environment ($t = 5.014, p = .000$), Job Security ($t = 4.598, p = .000$), Teaching as interesting and challenging job ($t = 2.192, p = .031$), Students performance ($t = 2.721, p = .008$). In the remaining factors no significant differences were found between the two categories of faculty.

Table-2: National Differences in Motivational Factors of Faculties

Variables	Employees	Mean	Std. Deviation	t-value	Significant Level
Overall Motivation	National	52.93	8.28	2.838	.005*
	Expatriate	48.03	7.85		
Motivational Factors Feedback	National	2.83	.776	3.510	.001**
	Expatriate	2.23	.884		
Advancement and growth opportunity	National	3.00	.857	7.484	.000**
	Expatriate	1.71	.693		
Training and Development	National	2.69	1.038	4.407	.000**
	Expatriate	1.77	.805		
Working environment	National	2.96	.906	5.014	.000**
	Expatriate	1.97	1.016		
Salary	National	2.16	.638	1.350	.180
	Expatriate	2.44	1.065		
Benefits (medical, Insurance, opportunity for higher education etc.)	National	2.55	.840	1.130	.261
	Expatriate	2.32	1.194		

Recognition	National	2.97	.983	-.989	.325
	Expatriate	2.75	1.061		
Respect and honor from family /society for being lecturer in the college	National	3.06	.581	-.868	.387
	Expatriate	3.19	.980		
Respect and recognition from students	National	3.15	.506	-1.213	.228
	Expatriate	3.29	.643		
Leadership style (supportive, trustworthy etc.)	National	2.85	.858	.414	.680
	Expatriate	2.77	.884		
Present systems and procedures	National	2.74	.978	-.511	.611
	Expatriate	2.84	.820		
Job Security	National	2.86	.868	4.598	.000**
	Expatriate	2.06	.680		
Reasonable work load	National	3.38	.663	1.648	.102
	Expatriate	3.13	.806		
Teaching as interesting and challenging job	National	3.40	.722	2.192	.031*
	Expatriate	3.06	.727		
Empowerment (freedom)	National	3.06	.735	-.430	.668
	Expatriate	3.13	.718		
Students performance	National	3.21	.630	2.721	.008*
	Expatriate	2.81	.873		
Opportunity to make future human capital for the country	National	3.33	.632	1.693	.093
	Expatriate	3.10	.651		
Work life balance	National	2.69	.851	-1.924	.057
	Expatriate	3.03	.836		

** Significant at the 0.01 level (2-tailed)

* Significant at the 0.05 level (2-tailed).

DISCUSSION

The present research is designed to achieve two objectives. Firstly, to find out factors that motivate faculties of RUB colleges in rank order, i.e., which factor is most motivating and which is least motivating. Second objective was to explore the differences of motivation between the national and expatriate faculties.

With respect to the first objective of the study, result presented in table - 1, revealed top six motivating factors for faculties of Royal University of Bhutan are professional growth, personal growth, working condition, salary, feedback from management and recognition and appreciation of the work done. Employees are mainly looking for

opportunities for both personal as well as professional growth in organization. Opportunities to get higher education, to enhance their skills and abilities, opportunity to move up the ladder of their career in colleges (promotion) are the important factors of motivation. Mastering over the job and advancement in their profession has been found to be the strongest motivator for faculties of RUB colleges. If provided with these opportunities employees will be highly motivated to perform. Working condition, salary and the result of their performance (feedback) by college management are followed after the professional and personal growth in the hierarchy of motivation, the result revealed. Faculties need probably positive working environment where they can learn and

deliver. The result is little surprising and much to the contrary of general expectation and assumption that salary is ranked on fourth position in hierarchy as the motivational factor. Normally in developing countries pay and salary is given priority in works as the most important motivator. Management's appreciation of the work and performance is also found to be the critical factors. Faculties expect that they should be recognized of their efforts by offering feedback as how they are doing. Out of the 18 motivators used in the present research, job security, college policies and procedures, work amount and work- life balance emerged as the least motivators in the hierarchy. Another noticeable finding here is the placing job security in the lower order of the hierarchy of motivators. Recent researches in developing countries reveal that job security is one of the important considerations by employees in most of the employment sectors, especially during the time of slow down at global level. However probably in Bhutan, as of now, finding job is not a big issue.

With respect to the second objective of the study, it was found that two categories of faculties differ significantly in motivation. Nationals are found to be more motivated compared to the expatriates. It can be inferred from the result presented in table 2 that this difference in motivation can be the perception of differences in factors of motivation. Out of the eighteen factors of motivation selected in the present research, in two- third of them, national faculties are scoring higher in average (mean) than expatriates. This may be because management is more concerned to provide feedback to national faculties of their performance; national faculties get more opportunities for the training and development, have greater possibility to move up the career ladder compared to the expatriates. National faculties perceive working condition better, have job security compared with the expatriates. Results also shed lights on the differences in the motivating factors of the two categories of faculties. Factors that motivate expatriates more than their national counterpart are salary, respect and recognition from students, present organizational systems and procedures, freedom of doing the job (empowerment), student's performance and maintaining work-life balance. This finding can be taken from looking at the table 2 where the mean score of expatriate faculties are higher compared to the nationals. Whereas national faculties are more motivated by the remaining factors compared to the

expatriates. This may be because of the differences in socio-economic, cultural, educational and family background of the national and expatriate employees. So this can be an issue for the concern to the management and to the concerned authorities of the government of Bhutan. With the significant differences in motivation of national and expatriate faculties, there may be differences in their performance and contribution to the colleges. This may in turn have cascading effect on students' learning and performance. Because of this reason it may be difficult to induce motivation among students in class and also difficult to help achieve the goal of tertiary education in a manner as it should be. College management and the concerned authorities probably needs to do more to address this issue to achieve broader and bigger goal related to tertiary education in Bhutan; as teacher is one of the important stake holders in the education system.

CONCLUSION AND IMPLICATIONS

Motivation has been one of the important issues in organizations and is crucial in employee performance. This applies to educational institution as well. In the present study it is found that certain factors which includes - professional and personal growth, working conditions, salary, feedback from management and recognition have been found to be the important factors that works as motivator for faculties. Thus a combination of both financial and non financial factors contribute in creating motivation in faculties of Royal university of Bhutan. The study also focuses on making comparison in motivation between the two categories of employees and found significant differences between national and expatriate faculties. Nationals are more motivated compared to the expatriates. In areas where both categories of faculties were found to have significant differences are feedback, advancement and growth opportunity, training and development opportunity, working environment, job security, and teaching task students performance in the class. Further it is also found that two categories of employees have different set of factors that works as motivators.

The present research has both practical and theoretical implications. The present research would help college management and the concerned authority in Bhutan to take steps in order to successfully motivate faculties to perform at their best. It will help the management to understand what new strategies could be adopted and implement in order to motivate

employees to achieve optimal results. College management and the concerned authority of the government should take initiative and create opportunities for personal and professional growth. Also college should create good working culture so that faculties can get all the required resources and support to perform effectively. College and the government should also consider the present pay structure of faculties. Especially in the market scenario, where the prices of all goods including essential goods are skyrocketing, employees are finding difficult to fulfill their needs. If faculties are provided with these things, college can see increased motivation by teachers which may intern leads to increased performance. The finding also makes clear to the management that what set of factors motivates two categories of employees so that appropriate steps can be take. Theoretically, the study will extend contribution and enrich the literature of motivation in college and university context and especially in Bhutanese context.

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