CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

In the era of knowledge, the development of a country depends on none other than effective and quality education system. Education plays an important role in assimilating, creating and disseminating knowledge. It is a tool to spread awareness, information and knowledge among people. Stressing the importance of education, National Policy on Education, (1986) stated that education is a unique investment in the present and the future.¹

India has a great reputation of being the foremost bearer of world education system since ancient time. Education has played a major role in shaping the tradition, culture and intellectual wealth of India. The country introduced the concept of Gurukul system. It was way beyond a mere teacher-student relationship. Gurukul system thrived on virtuous bonding between a Guru (Teacher) and Shishya (pupil). In the Gurukul System, Guru imparted tough training on the art of using weaponry, vedas, music, art and self-defence apart from making them well versed in any science or subject that the student was keen to learn. Hence the teacher has been considered to be important since time immemorial.

It is evident from the observations of the Radhakrishnan Commission—and all other Commissions since then—that teachers are considered to be the executor’s lynchpins of higher education.

University Education Commission (1948), chaired by Dr. Saravapalli Radha Krishnan highlighted the role played by teachers in moulding the life of younger generations and appreciated for being the bearer of the traditions and ideals which constitute the ethos of a society.²

Indian Education Commission (1966) describes a teacher as one of the most important factors contributing to the national development.³ He/She is the pivot around which all the educational programmes, such as curriculum, syllabus, textbooks, evaluation, and the like rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers.

National Policy on Education (1986) added that, “The status of the teacher reflects the socio-cultural ethos of a society; No people can rise above the level of its teachers”.⁴ As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the

² Report of the University Education commission, 1948.
³ http://www.education.nic.in.
grain from the chaff, strengthens the social and economic fabric of the nation. Education is basically the influence which the teacher exerts on the students entrusted to his/her care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher.

In fact, if higher education is the key to our all round development, then the teachers will seem to be not only its prime movers but also its catalysts.

Today the country is engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.\(^5\)

The higher education system in India started to grow rapidly after independence. India’s higher education system is the third largest system in the world, after China and the United States. The number of universities has increased from 20 in 1947 to 480 in 2010 indicating a nineteen-fold increase. Similarly, the number of colleges has increased from 500 in 1947 to 22,000 in 2010, more than a twenty-fold increase. The number of teachers in higher education was meagre in 1947 and it has increased to 0.08 million and 0.43 million in Universities and Colleges respectively.\(^6\)

\(^5\) Higher education in India: issues, Concerns and New Directions, University Grants Commission, New Delhi, December 2003.

\(^6\) http://www.c2clive.com/Hyderabad News Syndicate
The development of an educational institution depends not on splendid buildings with furnished classrooms, spacious halls, well equipped libraries and laboratories, and large playgrounds; but rather on a learning environment, which is organized by teachers for promoting all round development of learners. In creating a learning environment, the role of teachers is of paramount importance. Learning takes place under certain conditions which can be created only by competent and innovative / creative teachers.\(^7\)

Emphasizing the fore referred to fact, the Education Commission, (1964-66) has rightly remarked that, of all the different factors, which influenced the quality of education and its contribution to national development, the quality, competence and character of teachers were undoubtedly the most significant. Nothing was more important than a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they could be fully effective.\(^8\)

The teacher plays an important role in nation building. National development largely depends on the contribution of a teacher. A teacher has a significant role in imparting knowledge and developing the potentialities among the students. The different professionals trained by a teacher make their


contribution to the national development. Teaching is a fountain – head of knowledge from where quite a lot of a variety of professions spring-forth. Teaching is a mother profession which gives birth to all other professions.⁹

Lawal concurs that no nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers.¹⁰

Teachers are an integral feature of the educational system and can be considered as a hub. Therefore, the success of any system of education depends, to a large extent, on the number and quality of teachers, their devotion to duty and their effectiveness on the job. It is the teacher who decides what goes on in the classroom and translates theories and principles into practice.¹¹

The Indian Prime Minister Dr. Manmohan Singh considered teachers as the most important our nation builders and nation’s most precious national resource. He also expressed that nation looks upon teachers to guide our children in their quest for knowledge, truth and in their capacity to lead a life of dignity and self respect.¹²


¹² *Speech of Prime Minister’s on the Eve of Teachers Day 2010*. 
Dr. Radhakrishnan believed that “Unless we have dedicated and committed teachers to take to teaching as a mission in their lives, a good educational system cannot be developed”.\(^{13}\)

As the quality of teachers has a direct impact on the quality of education, motivation of teachers is essential. Hence the researcher has made an attempt to study the motivation of Women College Teachers.

1.2 STATEMENT OF THE PROBLEM

Ever since the dawn of the 21st century, educating the young to take up the challenges of the new millennium has assumed great importance. The young today living in a world in which communication and information revolution has led to changes in all spheres: scientific, technological, political, economic, social and cultural. In the rapidly changing modern world, societies aspire to provide rising generations with the knowledge necessary to deal with the present and the future challenges and also ingraining a national responsibility in the minds of the public. In this aspect, education can be considered as the society’s most useful investment in human resources.

Human Resources Development is the work of a teacher and it is a truism that no nation can develop above his/her development of human resources. Human resource plays a vital role in shaping the future. Human resource is the heart of any organization. Human resources constitute a key input

\(^{13}\) Deva Raju, A., *Friend, guide and philosopher*, The Hindu, September 02, 2008.
in any organisation. It is the people with their skills and talents who help meet organisational needs, in terms of financial and physical resources. Likewise Human being (Teacher) is of course, more important in the educational institutions.

Today, the teacher has to meet the demands of students, who happen to grow up in a technologically advanced society. This generation of students are more familiar with the use of cellular phones, iPods, Personal Digital Assistants (PDAs), laptops, handheld gaming devices, Personal Computers, Television and game consoles at home than with books. This increases the responsibilities of teachers who have a great role in the moulding of the character and minds of the new generation.

The role of teachers in the moulding of young students as responsible citizens cannot be underestimated. The 21st century teacher is expected to be a source of knowledge and to nurture the students at all times, to be an exemplary leader, to inculcate moral discipline, to be a democrat, to be a motivator, to be a facilitator of co-operative learning, to link up with parents, to be an agent of change, to provide guidance and counseling and to promote good values for a healthy living. A teacher also wears multiple hats in carrying out his/her duties, which includes that of a disciplinarian, a conveyer of information, an evaluator, a classroom manager, a counselor, a decision maker, a role model and a surrogate
parent. A teacher is expected to be committed both to the society and to the student. To meet such challenges, a motivated teacher is needed.

A motivated teacher is an asset to the educational organisation. Teachers, undeniably, are a valuable resource to nation building. On the other hand unmotivated or demotivated teachers may become liabilities. Many intrinsic and extrinsic factors contribute towards motivation. Student achievement, compensation, different resources like technology (computers, projectors, multimedia and internet etc). responsibility, autonomy, professional growth, Interpersonal Relations and Working Condition, Recognition and Scope for Advancement in their work motivate the teachers. It is highly essential for the educational institutions to identify the motivational factors and take efforts to provide motivation to the teachers as high performance can be achieved only if teachers would be willing to give their best. Motivation has its own impact on job satisfaction, job involvement and organizational commitment. The researcher found that there is ample number of studies related to job satisfaction. But not many studies have been undertaken regarding job involvement and organizational commitment. Hence the researcher has taken up, the study of the impact of motivation on job involvement and organizational commitment.

Motivation is likely to be determinant of job involvement. There seems to be significant relationship between employee motivation and job involvement. Motivation level determines the level of involvement in the job, which is
essential for achievement of organizational goals. Motivated employees become committed to the organization and committed employees are indeed a wealth to the organization. A teacher with less motivation may be less committed to the organization. Hence motivation and organizational commitment are interlinked.

Further, women teachers have dual roles at the work place and at home. They have to fulfill their career responsibilities and family responsibilities. Naturally this dual role dwindles their motivation and this results in less organizational commitment and job involvement, as all are interrelated.

As the teacher is the key person to make the educational system a success, it is necessary that she should be motivated. Without Motivation, success cannot be achieved. If there are not many factors motivating teachers, the quality education will definitely decrease. It is imperative to find out the factors affecting the motivation of the women teachers.

Women teachers with strong motivation can produce students with good qualities and higher achievement. Students seem to recognize the effectiveness of the teachers who are highly motivated and committed. This correlation exists because teachers serve as more than just educators; they are role models. Thus when a teacher is motivated, she is benefitted, her students are benefitted and also the organization is benefitted. Thus, assessing the level of motivation among the women teachers and the factors affecting motivation of these teachers has been realized to be of great importance. Keeping in view the role of the
women teachers, the researcher has attempted a survey of the prevalent Working Conditions and the motivational factors in which the women college teachers are discharging their duties.

1.3 REVIEW OF LITERATURE

The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization considers an average worker as the source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. Here are some of the reviews about the previous works for Motivation, Job involvement, and Organisational Commitment.

1.3.1 Review of Various Studies on the Teacher’s Motivation:

There are a number of studies on the teacher’s motivation and motivating factors influencing teachers’. But there are only a few studies which are directly related to the present study. Such studies alone have been reviewed here.

Kurien C.T. (1977) in his article “Motivation of Teachers” focused on the motivation of teachers and identifies that there is lack of motivation among the
majority of teachers today and reveals that students’ response is the major factor in determining the teacher motivation and effectiveness. Further an attempt was made to study the relationship between the management and the teachers and concluded that the relationship should be cordial. It was found that a sense of pride in good work and in good responsibility as well as a sense of belonging was essential for high motivation.\textsuperscript{14}

Aggarwal (1980) in his study entitled “Motivational Factors in the Choice of Teaching as a Profession and its Relationship with Other Variables” arrived at the results that, large majority of Bachelor of Education (B.Ed.) trainees belong to high socio-economic group and there is no significant difference in their attitude towards teaching of high, middle and low class groups.\textsuperscript{15}

Ellis Thomas (1984) in his article “Motivating Teachers For Excellence” made an attempt to study the factors motivating teachers towards excellence. The results concluded that teachers were primarily motivated by intrinsic Rewards such as self-respect, responsibility and a sense of accomplishment. So it is in the hands of administrators to boost the morale and motivate teachers by means of


\textsuperscript{15} Aggarwal, \textit{Motivational factors in the choice of Teaching as a profession and its relationship without variables}, Ph.D in Batch M.B (Education) Third survey of research in Education 1980, New Delhi NCERT.
participatory governance, in-service education, systematic and supportive evaluation.16

Judy I. Thomas (1984) in her study “Job Motivation Factors as Perceived by Teachers and Nurses” attempted to discover whether nurses and teachers perceived either motivation or hygiene factors to be greater motivators, or those job factors which were present in their jobs, or if there was a difference between the job factors desired by nurses and the factors desired by teachers, or there was a difference in the degree to which nursing and education provide the needed job factors. And the study concluded that neither teachers nor nurses perceived a greater need for either motivator or for hygiene factors. Neither group felt that one set of job factors was present in their jobs to a greater degree than the other set. Nurses felt, however, that their jobs provided motivation and hygiene factors to a greater degree than teachers felt their jobs provided them. Both groups felt that they needed motivation and hygiene factors to a greater degree than those factors which were present in their jobs.17

Wright (1985) in his study “Relationship Among Esteem, Autonomy, Job Satisfaction And The Intention To Quit Teaching Of Downstate Illinois Industrial Education Teachers” asserts that satisfaction of teachers is closely

16 Ellis, Thomas I, Motivating Teachers for Excellence, ERIC identifier ED 259449, ERIC clearing house on educational management, 1984.

17 Judy I. Thomas, Job Motivation Factors as perceived by Teachers and Nurses, Doctoral Dissertation(Education), Drake University, 1984.
related to recognition. He further explains that teachers get motivation from the Recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws. This open feedback and appreciation not only compel teachers to perform better but also allows the organization to grow in a collective manner.\textsuperscript{18}

Adams et al (1989) in their study “School Is For Teachers: Enhancing The School Environment” focuses on relationship between motivation and student achievement. They concluded that student achievement can be a factor of motivation for fine teachers, that is, if students are hardworking, talented and high achievers, teachers will be more motivated as a strong relationship between teacher satisfaction and student achievement not only will raise teachers’ job satisfaction but also will prompt them to put their best.\textsuperscript{19}

Huberman (1989) in his study “On Teachers Career; Once Over Lightly With A Broad Brush” has found that during the midcareer stage, which ranges from six to fifteen years, teachers often diversify their teaching and explore different approaches. In addition, studies have found that teachers in the mid career phase in 32-45 years age group appear to fear stagnation and may review


their decision to continue as teacher. Promotion is often expected during this stage and some teachers can feel a failure if this does not happen.\textsuperscript{20}

Clarke et al (1995) in their article “A Fresh Look At Teacher Job Satisfaction” focused on student teacher relationship and have asserted that students can be the more satisfying aspect for teachers than an administrative support.\textsuperscript{21}

Mufflin (1995) in his study “Management and Organization” has examined the effectiveness of feedback and concluded that the lack of feedback leads to increased frustration in teachers and this disturbance impacts negatively on their performance.\textsuperscript{22}

Zimpher (1998) in his article “A Design For Professional Development For Teacher Leaders” has found that most teachers are self motivated, responsible professionals and are concerned about their continued professional learning and ability effectively.\textsuperscript{23}

Spear, M.Gould, K and Lee.B (2000) have focused on factors motivating and demotivating teachers in their study “Who should be a Teacher? A Review

\begin{itemize}
\item \textsuperscript{22} Mufflin., \textit{Management and Organization}, New York, USA: South Western Publishing Company, 1995.
\end{itemize}
of Factors, that Motivating and Demotivating Prospective and Practicing Teachers”. They have identified recognition, responsibility and self respect are the main motivators.24

Garudzo-Kusereka, Louis (2003) in his study “Factors Influencing The Motivation Of Zimbabwean Secondary School Teachers: An Education Management Perspective” has made an attempt to determine the motivation levels of Zimbabwean rural secondary school teachers, and to identify the factors that influence their motivation so that management interventions can be designed to enhance teachers’ motivation. A quantitative research design, involving the descriptive sample survey method to collect data by means of self-administered structured questionnaire was adopted. The sample consisted of 175 rural secondary school teachers in Bikita district. Results indicated that teachers were not highly motivated and satisfied with their jobs, and that their motivation was affected by several aspects of their work. Working Conditions emerged as the primary demotivator while Interpersonal Relations was a principal motivator. The data also showed that certain biographical variables affected teacher motivation significantly.25


Michalinos Zembylas and Nicosia (2004) in their study entitled “Job Satisfaction among School Teachers in Cyprus” have investigated the relationship between teacher satisfaction and motivation in Cyprus. The results revealed that there exist relationship between job satisfaction and motivation.26

Ofoeqbu (2004) has conducted a study “Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement” and established that a teacher needs different resources like technology (computers, projectors, multimedia, internet and the like) and facilities (peons, financial aids and the like) for effective classroom management and institution’s improvement. Institution’s support in providing class aids and academic resources can prove to be effectual motivators for teachers in order to have their extreme efforts.27

Evan Davidson (2005) in his study “Understanding And Improving Quality In Tanzanian Primary Schooling” has examined motivational factors for teachers and identified five motivation factors namely salary, teacher’s housing arrangements, benefits, status and work load.28

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28 Davidson, E., _Understanding and Improving Quality in Tanzanian Primary Schooling_, Ph.D., dissertation, University of East Anglia, Norwich Englan, 2005.
Surendran Jose (2005) in his study “Motivation Scheme For Teachers In Higher Technical Education” has analysed the level of motivation of teachers and found that the level of motivation of teachers has direct impact on the academic discussion and projects led by them.²⁹

Nwachukwu Prince Olulube (2005) has conducted a study “Benchmarking The Motivational Competencies Of Academically Qualified Teachers And Professionally Qualified Teachers In Nigerian Secondary Schools” to examine job satisfaction and motivation and found that there existed relationship between job satisfaction and motivation. The results of the study also shows satisfaction and motivation to work are essential as they form the fundamental reason for working in life.³⁰

Sebnum Suslu (2006) in the article “Motivation of Susly Teachers expressed that lack of motivation might cause teachers to be less successful. Unreasonable demands of administrators, discouraging team spirit, neglecting Rewards, financial problems are the factors related to demotivation. Intrinsic motivation is necessary for success. If motivation factors were absent, teachers’ productivity would tend to decrease. She emphasized intrinsic Rewards outweigh extrinsic ones.³¹

²⁹  Surrendran Jose, Motivation Scheme for Teachers in Higher Technical Education, University News, 45 (31), July 30, August 05, 2005, pp 8-15.


Davidson (2007) made an attempt to examine the pivotal role of teacher motivation in Nigerian secondary schools and concluded in his research that high workload, large number of students in classes and burden of non teaching activities were the problems in creating a good job design for teachers in higher education institutions. He further observed majority of teachers were unhappy with their salaries, housing arrangements, benefits, workload and status within their communities. They concluded, that this eroded many teachers’ motivation to carry out their teaching and non teaching ruler.32

Paul Bennel and Kwane Akyeampong (2007) have identified the key determinants of teachers’ motivation in developing countries. They are (i) Accountability, (ii) Conflict and security, (iii) The Policy environment, (iv) Pay, (v) Vocational commitment and occupational status (vi) Teacher competence (vii) Working and living conditions and (viii) Teachers’ management.33

Seglam, Aycan Cicek (2007) made an attempt to find out the effect of hygiene and motivation factors in motivating the staff. They concluded both hygiene and motivation factors were valuable for motivation in developing countries. They emphasized that importance must be given to basic conditions


such as physical work conditions, salary and other incomes, work assurance, and good Interpersonal Relations.\textsuperscript{34}

Muhammad Naseer Uddin (2008) has revealed that the principals do not consult their fellow teachers in academic matter which cause distrust and frustration. If regular meetings are held for discussion on academic matters, motivation level of teachers can be increased. The results of the study showed that motivation techniques were constructive criticism, maintaining discipline, encouragement of creativity, innovation, expression of expectation of principals, guidance, appreciation, sympathetic behaviour of the principal, appropriate relief time, regular evaluation of teachers, regular payment of salary and other remuneration and financial incentives in the form of cash, bonus. While apprehends for teachers’ transfer, forceful expression of principal’s opinions, stiff dealing of heads, chide the teachers on their mistakes and discrimination in assigning duties were the techniques that negatively affected the performance of the teachers.\textsuperscript{35}

Adrienn Menyhart (2008), has found extrinsic factors motivated the lecturers whereas intrinsic factors motivated the teachers. The study has revealed that intrinsic motivation is the major factor for teachers’ motivation. Results show that majority of teachers’ intrinsic motivation in no way can be diminished


\textsuperscript{35} Muhammad Naseer Uddin, Ph.D Research, A Study of Motivation Techniques used by Heads of Institutions, Arid Agriculture University, Rawalpindi, Pakistan – 2008.
by external factors. He has observed that stress including low salary and job insecurity, a set of curricula- and inadequate teaching facilities affect teaching performance. Further he identified five major categories having positive impact on lecturers motivation to teach and they are (i) Teaching as vocation, (ii) Teaching as an interesting and valued field, (iii) Intellectual development, (iv) Planning lessons and (v) Responsibility. He described these categories as intrinsic motives.\textsuperscript{36}

Kiziltope, Zeynep (2008) in his study identified that the motivating factors of teachers have been compressed and categorized under four main units as students, career, social status and ideals. Demotivating factors have been compressed and categorized under five different headings: as students, economics, structural and physical characteristics and Research and Working Condition.\textsuperscript{37}

Neelofar Javaid (2009) in his study, “Teacher Motivation – An Area of Neglect” has examined the motivation of teachers and concluded that the teachers are the largest workforce in the country after the army, forming a critical mass of people, if motivated could alter the education scenario significantly.\textsuperscript{38}

\textsuperscript{36} Adrienne Menyhart., Teachers or Lecturers? The Motivational Profile of University Teachers of English, WO Pa LP, Volume 2, 2008.

\textsuperscript{37} Kiziltope, Zeynep, Motivation and Demotivation of University Teachers, Teachers and Teaching Theory and Practice, Vol.14, No.5-6, PP515-520, Oct 2008.

\textsuperscript{38} Neelofar Javaid, Teacher Motivation – An Area of Neglect, Research Paper, 2009.
Luc G. Pelletier and Elizabeth C. Sharp (2009) indicated that the teachers are affected by lack of students’ motivation and their low performance. Moreover the motivation level of teachers depends on the autonomy.\textsuperscript{39}

Lucie Kremerkova (2009) showed that unsatisfied teachers who are not enough motivated, who work under pressure, can affect their mind and their body and cannot be useful for the educational system.\textsuperscript{40}

Riggs and Gholar (2009) in their study entitled, “Strategies That Promote Student Engagement: Unleashing The Desire To Learn” focused on the importance of extrinsic motivation. The study revealed that the intrinsic motivation is a neutral reaction without the presence of extrinsic motivation and the extrinsic Rewards and can have negative influence on intrinsic motivation.\textsuperscript{41}

Muhammad Imran Rasheed (2010) in his study “Motivational Issues for Teachers in Higher Education: A Critical Case of IUB” explored various issues of motivation for the teachers in higher education institutions using an exploratory research. The survey was conducted in a well known public sector university using questionnaire and in depth face to face interviews. It is found that although compensation and benefits are important factors in competitive


\textsuperscript{40} Mgr. Lucie Kremerkova, \textit{Job Satisfaction of Teachers}, A doctoral thesis submitted to Palacky University, Olomouc; 25\textsuperscript{th} February 2009.

\textsuperscript{41} Riggs, E.G., and Gholar C.R., \textit{Strategies that promote student engagement: unleashing the desire to learn} 2009, Thousands Oaks, Calif: Corwin Press.
environment, some intangible motivators like job design, work environment, feedback, Recognition and empowerment or decision making participation are also the potential factors for motivating teachers in higher education.\textsuperscript{42}

\textbf{1.3.2 Review Relating to Job Involvement:}

Knoop, Robert (1980) in their study entitled “Job Involvement of Teachers” investigated the relationship between job involvement and three sets of variables: nine Personal (age, sex, marital status, education, overall experience, non teaching experience, present school experience, income and locus of control), three structural (size of school, location of school and hierarchical position), and eight job factors (overall job satisfaction, satisfaction with supervision, satisfaction with co-workers, participation in decision-making, job motivation, closeness of supervision, consideration and initiating structures). Data were obtained from 838 elementary and 975 secondary teachers in Ontario. The study concludes that involvement is mainly related to three variables: job motivation, job satisfaction and marital status.\textsuperscript{43}

Huszczo, Gregory E, (1981) in their study entitled “Job Involvement, Satisfaction and Motivation: A Comparison of Predictors” examined the relationship between job involvement, satisfaction and motivation, with an


\textsuperscript{43} Knoop, Robert., \textit{Job Involvement of Teachers}, Paper presented at the Meeting of the Mid-Western Educational Research Association, Toledo, OH, October 1980.
indication of considerable overlap between the three concepts as well as the possibility that job involvement may be more aligned with motivation than with satisfaction. A job attitude survey was administered and was concluded that motivation appeared to be a more important predictor of job involvement than satisfactory measures.\footnote{Huszczo, Gregory, E., \textit{Job Involvement, Satisfaction and Motivation: A Comparison of Predictors}, Paper presented at the Annual Meeting of the Midwestern Psychological Association, 53\textsuperscript{rd}, Detroit, Michigan, April 30-May 2, 1981.}

Blau and Boal (1989) portray four different groups to classify employees by: (a) high job involvement - high organizational commitment; (b) high job involvement – low organizational commitment; (c) low job involvement – high organizational commitment; and (d) low job involvement – low organizational commitment. Employees in the first group are labeled “institutionalized stars”, in the second group “lone wolves”, in the third group “corporate citizens” and in the fourth group “apathetic employees”.\footnote{Blau, G., & Boal, K.B., Using \textit{Job involvement and organizational commitment interactively to predict turnover}, \textit{Journal of Management}, 15 (1),1989, pp 115-127.}

Srivastava (2003) conducted a study to investigate the relationship between job involvements among high and low achieving person. The sample consisted of 150 workers from Bharat Heavy Electrical Limited (BHEL). Haridwar division text of achievement motivation scale by Mishra and Srivastava and job involvement scale by Singh were administered on each worker. The
result indicates that there is significant relationship between job involvement and need for achievement motivation and a high achieving person feels more involvement with his job as compared to that of a low achieving person.  

Zhou Zhaotou (2008) in his article entitled “University teachers on achievement motivation and job performance-An Empirical Study” has made an attempt to study the relationship between the job involvement and motivation. 227 valid questions were used to collect the data from the University teachers. His study found that higher achievement motivation of teachers resulted in higher degree of job involvement, on the contrary, lower achievement motivation of teachers resulted in the lower degree of job involvement.

Govender. S and Parumasur SB (2010) in their study “The relationship between employee motivation and job involvement” assessed the current level of and relationship between employee motivation and job involvement among permanent and temporary employees in various departments in a financial institution. This cross- sectional study was undertaken on 145 employees who were drawn by using a simple random sampling technique. Data were collected using the Employee Motivation Questionnaire and the Job Involvement Questionnaire and, were analysed using descriptive and inferential statistics. The

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results indicated that there is a significant relationship between employee motivation and job involvement.\textsuperscript{48}

1.3.3 Review relating to Organisational Commitment:

Richard James Perhla, (1986) in his research "The Relationship Between Teachers’ Motivation, Commitment And Performance Among Parochial School Teachers (satisfaction, Catholic)" attempted to investigate the relationship between teachers’ motivation expressed in the perceived achievement of individual professional needs, organizational commitment and assessed performance among parochial school teachers. A sample of 181 secondary parochial school teachers, both the lay and religious, in the Archdiocese of Miami was taken. Three instruments were used: The Peer Employee Needs Questionnaire was used to measure teacher motivation expressed in the perceived achievement of individual professional needs, the Organizational Commitment Questionnaire was used to measure organizational commitment and a Teacher Evaluation Report was utilized to measure assessed performance. Statistical analyses included frequency data, Pearson product-moment correlation coefficients, multiple regression, and independent "t-tests". The major finding was that there existed positive relationship between motivation in the perceived achievement of individual professional needs and organizational commitment.\textsuperscript{49}


Meyer and Allen (1991) have argued that age might be correlated with commitment by postulating that it serves as proxy for seniority that is associated with opportunity to better one's position in the work. In an exploratory and confirmatory analysis of factors that significantly predict job satisfaction and organizational commitment among blue collar workers have reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic Rewards, are related to commitment.\footnote{Meyer, J.P., & Allen, N.J., \textit{A three component conceptualization of organizational commitment}, Human Resource Management Review 1, 1991, pp 61-89.}

Bloom N. and Van Reenen, J. (2006) in their article “Management practices, work-life balance, and productivity: A review of some recent evidence” investigated a number of individual and organizational constructs related to motivation, including work satisfaction, organizational climate and professional or organizational commitment. They have pointed that organizational commitment is strongly related to motivation.\footnote{Bloom, N. and Van Reenen, J., \textit{Management practices, work-life balance, and productivity: A review of some recent evidence}, Oxford Review of Economic Policy, 22(4), 2006, pp 457 – 482.}

Jesalina A. Tabuso, (2008) in her article entitled “Organizational commitment of the faculty of the Divine Word College of Vigan (DWCV)” focused on the level of organizational commitment of the seventy nine faculties in the elementary, high school and tertiary departments of DWCV. The assessment indicators of organizational commitment were delimited to affective, continuance and normative commitment. The study also determined whether
there were significant differences in the level of commitment of the faculty in the three levels or not. The respondents were limited to the full time faculty of the college, high school and elementary departments of the Divine Word College of Vigan. The study was conducted from September 2006 to January 2007. The researcher employed descriptive research design. The study identified that the faculty in the three departments had an emotional attachment to DWCV (affective commitment), felt a sense of identification with the school and care about its fate although at varying degrees with the elementary faculty having the least degree of attachment. It was also found that the entire faculty remained in DWCV because they find in the school a sense of economic security (continuance commitment) and all the faculty felt that they ought to remain in DWCV (normative commitment). The study was concluded with a suggestion that school administrators should motivate Bachelor’s Degree holders in the institution, particularly the faculty in the college department to pursue their master’s degree in order to meet the necessary qualifications to teach in the territory level.\footnote{Jesalina A. Tabuso, Organizational commitment of the faculty of the Divine Word College of Vigan, www.eisrijc.com/journals/journal_I/dwcv-08-09-6.pdf}

Cai-feng Wang (2010) found that organizational commitment of college teachers is related to their work motivation and has an impact on their job performance.\footnote{Cai-feng Wang, An Empirical Study of the Performance of University Teachers Based on Organizational Commitment and Achievement Motivation, Canadian Social Science, 6(4), 2010.pp127-140.
Louis George and Thara Sabapathy (2011) in their study “Work Motivation of Teachers: Relationship with Organizational Commitment” found the importance of organizational commitment in motivating the teachers. Data were collected from 450 degree college teachers of Bangalore city. The results show a positive relationship between work motivation and organizational commitment of degree college teachers.\(^{54}\)

Based on the literature review it was found that there was paucity of research in the area of motivation using Herzberg’s Two Factor theory. The survey of literature points out to a glaring gap in the research work. Many studies made are related to motivation of “school teachers”. The present study is an attempt to fill this void. Hence the researcher concentrated the attention on Herzberg Two Factor theory in predicting motivation levels and identifying motivational factors of “Women College Teachers in Madurai District” as Herzberg had contributed substantially in the fields of work life, business as well as towards the education side. Further the researcher was keen on studying the impact of motivation on organisational commitment and job involvement.

### 1.4 SCOPE OF THE STUDY

The study belongs to organizational behaviour area which is a sub section of the Human Resource Management discipline in the Management studies. The

main objective of the present study is to study the factors motivating the women teachers working in colleges and their level of motivation. It does not cover the non-teaching staff members working in colleges.

The study area is Madurai district in Tamilnadu, which is one of the districts in Tamilnadu that has considerable number of colleges that employ women teachers. The study covers Arts and Science colleges and Professional Colleges in Madurai District.

1.5 OBJECTIVES OF THE STUDY

The objectives of this study are

1. To study the profile and identify the factors motivating the women college teachers.
2. To assess the level of motivation among the women college teachers as perceived by them.
3. To study the impact of motivation on job involvement.
4. To find out the effect of motivation towards organisational commitment of women college teachers.
5. To suggest the ways and means of motivating the women college teachers in view of the results.

1.6 METHODOLOGY
1.6.1 Research Design

The present study will be of “descriptive design”. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, when and how. This research is the most commonly
used and the basic reason for carrying out descriptive research is to identify the cause of something that is happening.

1.6.2 Data Collection Procedure:

The study is based on both primary and secondary data. For the collection of primary data, the study was based on the field survey conducted with the help of a well-structured questionnaire and interview schedules issued to the respondents. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis of the responses. Before undertaking the survey, a pre-test was conducted and based on the pre-test the interview schedule was modified and restructured.

The questionnaire consists of five sections. The first section relates to the socio-economic, demographic and career profile of the respondents. The second section relates to the motivation questions based on McNeil Questionnaire (1987)\(^{55}\). A high positive correlation reliability coefficient of +.784 is established for the questionnaire. The third section deals with the ranking of the motivators derived by Nelson (2003)\(^6\) and Linder (1998)\(^{57}\). A high correlation reliability


\(^{56}\) Nelson, B., *The top ten ways to motivate your employees*, ABA Bank Marketing 35(10) (Online), 2003.

coefficient of +0.721 is established for this set. The fourth section relates to job involvement statements based on Lodhal and Kejner\textsuperscript{58} Questionnaire. The reliability established is +0.704 and the fifth section relates to Organisational Commitment questionnaire developed by Porter, Steers, Mowday and Boulian\textsuperscript{59}. Established coefficient alpha for this set is +0.745.

The total number of questionnaires distributed was 600, out of which 450 responses was received. The response rate is 0.75.

The secondary data were collected from books, magazines and from related websites.

1.6.3 Period of the Study:

The primary data were collected during the months of April to July 2010. The reference period of the survey was 2009-2010.

1.6.4 Sampling Design:

Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference. The researcher has used stratified random sampling in her research.


\textsuperscript{59} Porter, L.W., Steers, R.M. Mowday, R.J., and Boulian, P.V. \textit{Organisational Commitment and Managerial Turnover: A longitudinal Study}, Organisational Behaviour and Human Performance, 15, 1974, pp.87-98.
It was found that there are 37 Arts and Science Colleges, 1 Law College, 9 Engineering Colleges and 3 Medical Colleges. And there are 2254 Women teachers working in these institutions, out of them 450 were chosen by stratified random sampling method to form the sample.

1.6.5 OPERATIONAL DEFINITION:
1.6.5.1 Motivational Factors:

Motivational factors are the aspects of a job situation that can motivate when presented and fulfill employees’ needs for psychological growth. They tend to be intrinsic to the work associated with the job; they pertain to the content of the job. These factors are:

i) Achievement: successful completion of a job; solution of problems, seeing the results of one’s work.

ii) Recognition: notice in the form of praise or blame from any other person (a superior, a peer, a professional colleague), Personal acknowledgement by management, Reward or punishment that is directly related to task accomplishment that was assigned.

iii) Work itself: the nature of the tasks to be accomplished on the job. The tasks themselves might be routine or varied, creative, interesting or boring, difficult or easy.

iv) Responsibility: presence or absence of autonomy in carrying out job assignments, increase or decrease in authority over others, accountability for task accomplishment.
v) Advancement: actual in status within the organisation as a result of performance, promotion, lack of expected promotion related to performance.

vi) Possibility of Growth: Changes in the work situation such that advancement is more or less likely and opportunities to learn are increased or decreased.

1.6.5.2 HYGIENE FACTORS:

Hygiene factors are the aspects of a job situation that can, when present and adequate, fulfill employees’ pain-avoidance needs. They tend to be extrinsic to the Work Itself and they pertain to the context in which the work is performed. When proper hygiene conditions are not provided in the work place, it creates a dissatisfied feeling in the employees. The eight hygienic factors are:

i) College Policy and Administration: Adequacy or inadequacy of college management, such elements as clarity of communication and adequacy of resources for task accomplishment, overall harmful or beneficial personnel policies, such as salary increment policies, promotion policies and fringe benefits.

ii) Supervision: Competence or incompetence fairness or unfairness and efficiency or inefficiency of super ordinates.

iii) Salary: Compensation features, such as pay increase expectations unfulfilled or exceeded and adequate or inadequate pay.

iv) Interpersonal Relations: Pleasant or unpleasant interactions with persons in the college.
v) Working Conditions: The physical conditions of work such as the amount of work or the facilities in the work place.

vi) Status: Position within the college, position in the society and so on.

vii) Job Security: Objective signs of the presence or absence of job security, such as tenure, institution stability and assurances of or threats to continue employment.

viii) Personal Life: It involves effect on personal life. Aspects of the job that have impact on personal life, such as, travel requirements and geographic location.

1.6.5.3. Organisation:

Organisation is a human grouping in which work is done for the accomplishment of some specific goals or missions. Hence educational institutions fall under the category of organization.

1.6.5.4. Personal Loyalty to Employees:

Motivating teachers through loyalty can be done by sharing information and celebrating successes, which give the teachers a sense of ownership. Celebration can help to bring teachers closer and the management attempt to keep the teachers performance at acceptable levels by using discipline.

1.6.5.5. Sympathetic help with personal problems:

By showing interest in teachers and Management get their needs is an essential step in establishing positive relationships their work done through
teachers. If they do not know what teachers need they may also not know what motivates them.

1.6.5.6. Promotions and growth:

Training and development help growth in college. Both the teachers and the college benefit, not just in the present but also in the future.

1.6.5.7. Feeling of being in on things:

This can be done through empowerment encouraging decision-making among teachers.

1.6.6 Description of the Survey:

The motivation of the women college teachers is ascertained from their agreement to 49 statements pertaining to motivation using Likert five point scale.

The job involvement and organisational commitment of the women college teachers are ascertained using the Likert Five Point Scale and based on their response to 20 and 15 statements in the questionnaires pertaining to job involvement and organisational commitment respectively.

For finding out the scores of motivation, job involvement and organisational commitment, Likert’s scale was used and the following points were given. For positive statements, 5 points for ‘strongly agree’, 4 points for ‘agree’, 3 points for ‘neutral’, 2 points for ‘disagree’ and 1 point was given to ‘strongly disagree’ responses. Likewise, for negative statements, ‘strongly
agree’ response was given a weightage of 1, for ‘strongly agree’, for ‘agree’ 2; for ‘neutral’ 3; for ‘disagree’ response a weightage of 4, and for ‘strongly disagree’ response a weightage of 5, respectively.

**1.6.7 Tools for Analysis:**

**Factor Analysis:**

Mathematically, Factor Analysis is somewhat similar to Multiple Regression Analysis. Each variable is expressed as a linear combination of underlying factors. The amount of variance, variable shares with all other variables included in the analysis, is referred to as communality. The co-variation among the variables is described in terms of a small number of common factors plus a unique factor for each variable. These factors are not over observed.

If the variables are standardized, the factor model may be represented as:

\[ X_i = A_{i1}F_1 + A_{i2}F_2 + A_{i3}F_3 + \ldots + A_{im}F_m + V_iU_i \]

Where,

- \( X_i \) = \( i^{th} \) standardized variable
- \( A_{ij} \) = Standardised multiple Regression Co-efficient of variable on common factor j
- \( F \) = Common Factor
- \( V_i \) = Standardised Regression Co-efficient of variable on I Unique factor i
- \( U_i \) = The unique factor for variable i
- \( M \) = Number of common Factors
The unique common factors are uncorrelated with each other and with the common factors. The common factors themselves can be expressed as linear combinations of the observed variables.

\[ F_i = W_{i1}X_1 + W_{i2}X_2 + W_{i3}X_3 + \ldots + W_{ik}X_k \]

Where,

- \( F_i \) = Estimate of \( i^{th} \) factor
- \( W_i \) = Weight of the score co-efficient
- \( K \) = Number of variables

It is possible to select weights or factor score co-efficients so that the first factor explains the largest portion of the total variance. Then a second set of weight can be selected, so that is the second factor, which accounts for most of the residual variance subject to being uncorrelated with the first factor. This same principle could be applied in selecting additional weights for the additional factors. Thus, the factors can be estimated so that their factor score, unlike the value of the original variables, are not correlated. Furthermore, the first factor accounts for the highest variance in the data, the second factor for the second highest and so on.

Factor Analysis has been used to identify the factors motivating women college teachers.

**Kruskal –Wallis One way Anova Test – or H Test**

The researcher divided the sample into various subgroups using individual, family, career and organizational variables. Hence all the sample units
were classified based on individual, family, career and organizational variables. This test is used to test the null hypothesis that the various sub-groups (k groups) of respondents possess at the same level of motivation.

All the data obtained from the respondents were summed up to measure the motivation level and the scores were ranked. Then the ranks were assigned to each group and the sum of the ranks was found. The H-statistic was calculated from the formula:

\[
H = \frac{12}{N(N+1)} \left( \frac{R_1^2}{n_1} + \frac{R_2^2}{n_2} + \ldots + \frac{R_k^2}{n_k} \right) - 3(N+1)
\]

where:
- \(N\) = total number of respondents
- \(n_i\) = number of respondents in each sub-group
- \(R_i\) = sum of the ranks for each group

Mann–Whitney U test

This test helped the researcher to find out whether the Hygiene factors and Motivators vary with marital status, type of family, nature of salary, and status of the college, location of the college and nature of college. The researcher formed the null hypothesis that hygiene factors and motivators were the same irrespective of difference in the marital status, type of family, nature of salary, and status of the college, location of the college and nature of college. The null hypothesis was tested with the help of Mann Whitney U test. The scores for each respondent were pooled and ranked first. Then the ranks were separated for the two groups and the sum of the ranks were found that \(R_1, R_2\) were represented the sum of the ranks for group 1 and group 2 respectively.
\[ U = n_1n_2 + (n_1(n_1+1)/2) - R_1 \]
\[ Z = (U-n_1n_2/2) \sqrt{n_1n_2(n_1 + n_2)/12} \]

\( N_1 = \) number of respondents belonging to group 1  
\( N_2 = \) number of respondents belonging to group 2

The calculated ‘z’ value was compared with the table value and if the probability of calculated value was more, then the null hypothesis rejected would stand.

**Garrett’s Ranking Test**

The various factors contributing to motivation are analysed by using Garrett’s ranking technique. The respondents were asked to rank on the basis of their preference.

Garret’s formula is applied to rank both motivational and hygiene factors.

**Garret’s formula:**

\[
\text{Per cent position} = \frac{100(R_{ij} - 0.5)}{N_j}
\]

Where \( R_{ij} \) – Rank given for the \( i^{th} \) variable by the \( j^{th} \) respondent

\( N = \) Number of Variables ranked by the \( j^{th} \) respondent.

**Multiple Regression**

Multiple regression model helped the researcher to examine the impact of motivation on job involvement and organizational commitment.

\[ y = b_1x_1 + b_2x_2 + b_3x_3 \ldots + b_nx_n + c \]

\( y \) = Dependent variable  
\( b_1, b_2, b_3 \ldots b_n \) are co-efficient  
\( x_1, x_2, x_3 \ldots x_n \) are independent variable  
\( c \) = constant
1.6.8 CHAPTER SCHEME

The first chapter discusses the need for studying motivation level among women teachers. It comprises the statement of the problem, review of past literature, objectives of the study, hypotheses of the study, methodology, tools for analysis of data and chapter scheme.

The theoretical background of the study and the concepts of motivation are presented in the second chapter.

The factors motivating the women college teachers is discussed in the third chapter.

The fourth chapter provides a detailed account of the levels satisfaction and motivation with regard to hygiene factors and motivators based on Herzberg Two Factor Theory. It also highlights the personal, familial, professional and organizational factors determining the perception of hygiene factors and motivators among the respondents.

The fifth chapter analyses the impact of motivation on job involvement and organisational commitment.

The major findings of the study and the suggestions for promoting the motivational level of their jobs among women college teachers are presented in the last chapter.