



## A STUDY ON MOTIVATION PROFILE OF COLLEGE TEACHERS IN KANYAKUMARI DISTRICT

Dr. C. Subathra<sup>1</sup> and Mrs. Leenet A.Varghese<sup>2</sup>

<sup>1</sup>Assistant Professor of Commerce & Research Supervisor , Pioneer Kumaraswamy College, Nagercoil .  
Affiliated to Manonmaniam Sundaranar University, Abishekapatti,  
Tirunelveli, Tamil Nadu, India.

<sup>2</sup>Assistant Professor, Dept of Commerce (SF) St.Aloysius College, Edathua.

### ABSTRACT

*This article is to study about Motivation Profile of College Teachers in Kanyakumari District. The main objectives of the study are to analyse the demographic variables related with the selected respondents, to examine the motivation profile of the college teachers in Kanyakumari District, to analyse the relationship between the demographic variables and motivational factors and offer valuable suggestions regarding this study. 150 college teachers from five different colleges in and around Kanyakumari District were selected as sample respondents. Questionnaire was used to collect data. The tools used for analysis are frequency tables with percentage, descriptive statistics such as mean, ANOVA, t-test and Pearson Product Moment Correlation. The findings of the study reveal that there is no significance relationship between the Motivation profile of college teacher with their demographic variable in most cases.*



**KEYWORDS:** Motivation profile, Achievement, Affiliation, Motivation, Power.

### INTRODUCTION

Education is the mirror of the society, showing its strength and weakness, hopes, biases and key values of its culture. Education has a definite role to play in the development of people and countries. This may be one of the reasons why United Nations Educational Scientific and Cultural Organizations declare education, a vehicle for and indicator of development. Education and Training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth. Modern education aims at imparting knowledge, skills & attitude required by the youngsters to become functional in their respective societies. Colleges are therefore indented to serve as agents for developing individual citizens within a country. In essence, Colleges are institutions where students are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute to the advancement of their society.

Research on managers (formal leaders) in different settings suggests that Leadership, Decision Making and Motivation are the three important factors for managerial effectiveness (Bass, 1990). The motivator in the field of higher educational institution is "The teacher". This thesis investigates the three important dimensions of Teachers' behaviour: Motivation profile describes the need for the Motivation: Achievement Motivation, Affiliation Motivation, and Power Motivation.

## ROLE AND IMPORTANCE OF COLLEGE TEACHERS

The teacher is the key person in the academic hierarchy of the College. According to University Grant Commission, the teacher is responsible for ensuring quality of education, scheduling classes, determining the work load, students development, students discipline.

The Teachers' tasks are divided into two major types instructional and the Motivation roles. The instructional role focuses on the training and education of students by creating motivating and challenging activities that aid students grow to become productive citizens. The Motivation role complements the functional role. The former aims at successful implementation of the latter. Considering the importance of the Teachers' tasks, his/her Motivation is one of the major factors determining the College climate in his/her College. The creation of any College climate starts with the teacher, and it is reflected in the relationship between students, among the student.

## MOTIVATION

Motivation is defined as an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction". In addition, it is "an internal state or condition that activates behavior and gives it direction; desire or want that energizes and directs goal-oriented behavior influence of needs and desires on the intensity and direction of behavior"

## MOTIVATION THEORIES

There are a few hypotheses of inspiration:

Maslow recommended that representatives have five levels of requirements (Maslow, 1943): physiological, security, social, sense of self, and self-completing. Maslow contended that lower level needs must be fulfilled before the following more elevated amount need would propel workers.

Herzberg's work arranged inspiration into two elements: sparks and cleanliness (Herzberg, Mausner, and Snyderman, 1959). Frederick has attempted to adjust Maslow's need Hierarchy hypothesis. His hypothesis is otherwise called Two-Factor Theory or Hygiene Theory. He expressed that there are sure satisfiers and disappoints for representatives at work.

Vroom's hypothesis depends on the conviction that worker exertion will prompt execution and execution will prompt prizes (Vroom, 1964). Prizes might be either positive or negative. The more positive the reward, the more probable the representative will be profoundly energetic. On the other hand, the more negative the reward, the more outlandish the representative will be roused. David McClelland's most well known theories is that human motivation is dominated by three needs. McClelland's theory, sometimes referred to as the three need theory or as the learned needs theory, categorizes the needs as follows;

- The need for power ( N-Pow)
- The need for affiliation ( N-Affil)
- The need for achievement ( N-Ach)

The importance of each of these needs will vary from one person to another. If you can determine the importance of each of these needs to an individual, it will help you decide how to influence that individual.

McClelland asserted that a person's needs are influenced by their cultural background and life experiences. He also asserted that the majority of these needs can be classified as the needs for affiliation, achievement or power. A person's motivation and effectiveness can be increased through an environment, which provides them with their ideal mix of each of the three needs (N-Ach, N-P vow and/or N-Affil).

## NEED FOR POWER

Essentially individuals for high requirement for control are slanted towards impact and control. They get a kick out of the chance to be at the inside and are great speakers. They are requesting in nature, commanding in conduct and eager throughout everyday life. They can be roused to perform in the event that they are given key positions or power positions.

### NEED FOR AFFILIATION

In the second classification are the general population who are social in nature. They attempt to member themselves with people and gatherings. They are driven by affection and confidence. They jump at the chance to manufacture a well disposed condition around themselves. Social acknowledgment and alliance with others gives them inspiration.

### NEED FOR ACHIEVEMENT

People in the third area are driven by the challenge of success. A person with this type of need will set goals that are challenging but realistic. The goals have to be challenging so that the person can feel a sense of achievement. However the goals also have to be realistic as the person believes that when a goal is unrealistic, its achievement is dependent on chance rather than personal skill or contribution. This type of person prefers to work alone or with other high achievers. They do not need praise or recognition, achievement of the task is their reward. A person with a “need for achievement” (N-Ach) needs regular job-related feedback so that they can review their progress and achievement. Feedback includes advancement in the person’s position in the organization. Salary scale will also be viewed as measure of progress. The amount of salary is not about increasing wealth for a person with a high need for achievement. Instead this type of person is focusing on how their level of salary symbolizes their progress and achievement.

McClelland believed that people with a strong need for achievement (N-Ach), make the best leaders for a variety of reasons including setting goals, reviewing progress and continuously looking at how things can be done better. However they may “expect too much” from their team as they believe that others have the same “need for achievement” which is often not the case.

### OBJECTIVES OF THE STUDY

1. To analyse the demographic variables of College Teachers in Kanyakumari District.
2. To examine the Motivation profile of the College Teachers in Kanyakumari District.
3. To analyse the relationship between Motivation profile of the College Teachers in Kanyakumari District and their demographics.
4. To provide suggestions based on the findings of the study.

### HYPOTHESIS

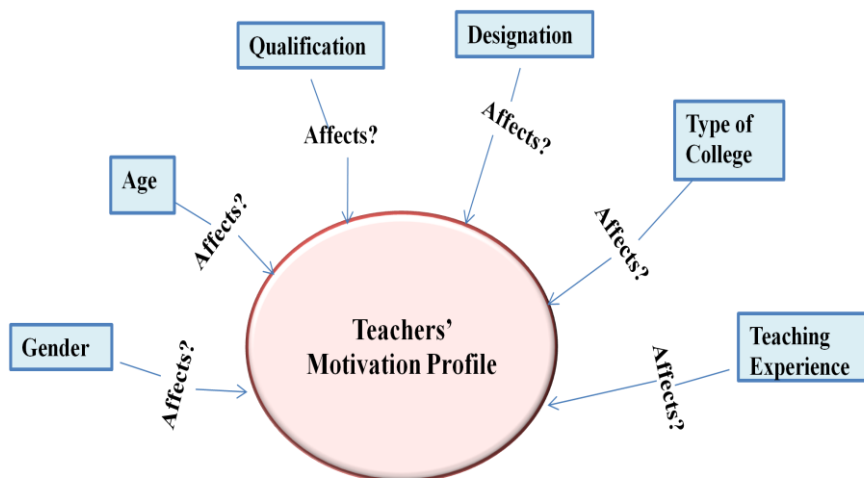
A hypothesis is described as a suggested answer to a problem (Townsend, 1953:345). On the basis of predefined objectives of the present study and literature reviewed the following null hypotheses were formulated:

Ho There is no relationship between the Motivation Profile of College Teachers in Kanyakumari District and their Gender, Age, Qualification, Designation, Type of College, and Teaching Experience.

### METHODOLOGY

The main aim of this study was to investigate the Motivation profile of 100 college teachers in Kanyakumari District. The researcher had taken 100 samples in 5 different colleges in Kanyakumari District. viz., Pioneer Kumaraswamy College (n=20), Infant Jesus College (n=20), VTM College (n=20), Muslim arts College (n=20) and Scott Christian College (n=20) as the target group for the purpose of this study. It is a simple random sampling. Selected 20 Teachers randomly from each college. To explore the Motivation profile of College Teachers in Kanyakumari District and to determine the relationship between Motivation profile and Demographic, applied Pearson Product Moment Correlation (PPMC), Chi-Square, ANOVA and t-test using SPSS. Figure 1. Shows the conceptual framework of this study.

Figure.1 Conceptual framework of the study



**RESULTS AND DISCUSSIONS**

The frequency and percentage analysis of the college Teachers demographic profile viz., Gender, Age, Qualification, Designation and Experience reveals that the majority 81% of the Teachers were female, compared with 19% male Teachers. The participants were divided into four age groups viz., Below 30 years, Between 31-40 years, Between 41-50 years, 50& Above. The age group wise frequency and percentage of the respondent, in that most respondents were in the age range of below 30 years, followed by the age range of 31-40 years. The participant’s qualifications were divided into two categories as qualified and unqualified.

Table 1. Demographic Profile of College Teachers (Frequency and Percentage)

Variables		Frequency	%
Gender	Male	19	19
	Female	81	81
Age	Below 30	47	47
	31 to 40	42	42
	41 to 50	8	8
	Above 50	3	3
Qualification	Qualified	27	27
	Unqualified	73	73
Designation	Assistant Professor	93	93
	Associate Professor	7	7
Experience	0-5 Years	68	68
	6-10 Years	21	21
	11-20 Years	10	10
	Above 20 Years	1	1

Source: Primary Data

Most of the college teachers are not qualified according to the UGC norms. The participants were divided into two categories namely Assistant Professors and Associate professors. Most of the college teachers selected for this study is belong to the category of Assistant Professors. 68% of the respondents

were having teaching experience between 0-5 years followed by 21 per cent of respondent who has teaching experience between 6-10 years. Shown in Table. 1.

**MOTIVATION PROFILE OF THE RESPONDENT**

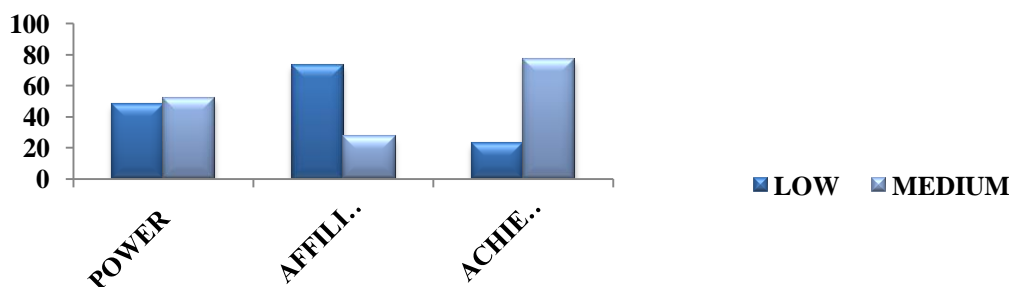
Frequency and percentage of the respondents Motivation style is shown in Table.2 and Figure 2. It shows that the majority of the respondents (n= 77) has medium level of intensity for the Achievement motivation followed (n= 52) for the Power motivation.

**Table 2 Motivation Profile of the respondent**

MOTIVATION PROFILE	LOW	MEDIUM	TOTAL
POWER	48	52	100
AFFILIATION	73	27	100
ACHIEVEMENT	23	77	100

Source: Primary data

**Figure 2 .Motivation Profile of the respondent.**



**TESTING OF HYPOTHESIS**

Is there a relationship between the Motivation profiles of College Teachers in Kanyakumari District and their Gender, Age, Qualification, Designation, Type of College, and Teaching Experience.

The hypothesis was tested using SPSS (Software package for Statistical Analysis). Applied Pearson Product Moment Correlation (PPMC) to determine and report the relationships between the Motivation profile and Teachers’Age,Qualification,Teaching Experience. Hypothesis based on the objective of the study had been tested using Pearson correlation, Independent t-test, Chi-Square and ANOVA in SPSS (Software Package for Statistical Analysis) and interpreted. The test result reveals that there is no significance relationship between the Motivation profile of college teacher with their demographic variable in most cases.

**Table 3. Hypothesis Findings**

VARIABLES	LEVEL OF SIGNIFICANCE
GENDER	SIGNIFICANT
AGE	INSIGNIFICANT
QUALIFICATION	INSIGNIFICANT
DESIGNATION	INSIGNIFICANT

TYPE OF COLLEGE	INSIGNIFICANT
TEACHING EXPERIENCE	INSIGNIFICANT

Source: Primary data

**SUMMARY OF FINDINGS**

- Most of the Teachers in the Colleges were below 30 years of Age.
- The majority of College Teachers in Kanyakumari District were female.
- Most of the college teachers are not qualified.
- The majority of the College Teachers in Kanyakumari District had a designation of Assistant professors.
- Most of the College Teachers in Kanyakumari District had more than 25 years of Teaching Experience.
- The predominant Motivation profile of the College Teachers in Kanyakumari District was Achievement Motivation Profile.
- There is a relationship between Motivation Profile of college teachers in Kanyakumari District and their Gender.
- Age has no effect over Achievement Motivation.
- There is no relationship between the Motivation Profile of College Teachers in Kanyakumari District and their Qualification.
- There is no relationship between the Motivation Profile of College Teachers in Kanyakumari District and their Designation.
- There is no relationship between the Motivation Profile of College Teachers in Kanyakumari District and Type of College.
- There is no relationship between the Motivation Profile of College Teachers in Kanyakumari District and their Experience.

**CONCLUSION**

From the study it is clear that the College Teachers in Kanyakumari District are not alike in the adoption of their Motivation Profile. Each Teacher has his or her own style. Some of them have more than one dominant style; some have more than one back-up style, while others use some of the styles rarely. Sternberg (2001), states that according to Webster's Dictionary (1967), "A style is a distinctive or characteristic manner, or method of acting or performing." It means that the Teachers use different methods for leading, Motivating and make decisions. In addition each style has its strength and weaknesses, so knowing more about each Motivation profile, will lead the College Teacher to be more able to use the strengths of other modes and to balance against the weaknesses of their own approaches and therefore enhance their ultimate effectiveness.

**SUGGESTIONS FROM THE FINDINGS**

Based on the findings and conclusion of the study the researcher suggests that college teachers must be aware of different Motivation behavior, so that they switch in to the particular style in order to overcome the situation. Mech (1993) stated that when the managers are aware of their decision styles and motivation, they are more able to balance between the strength and weaknesses of their own and others’ decision modes. While there are preferred styles and a predominant orientation among Teachers, some may not be the most effective in all situations or environments; therefore it is suggested that Teachers to find ways to take advantage of the benefits provided by the other styles. And most importantly there is no relationship between demographic variables and the way they motivate the students. Thus from this study it can be concluded that motivation is not depend upon any independent variables viz., Gender, Age, Qualification, Designation, Type of College, and Teaching Experience.

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