

## FACULTY'S PERCEPTION OF LEVEL OF TEACHER'S MOTIVATION

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### ABSTRACT

**Objective:** To determine the demotivating factors influencing the teacher's motivation at Army Medical College from the faculty's perspective.

To identify the possible solutions to the demotivating factors influencing the teacher's motivation from the faculty's perspective.

**Study Design:** Exploratory qualitative design.

**Place and Duration of Study:** Army Medical College on 30 Jan 2016.

**Material and Methods:** This study was conducted during the pre and post workshop sessions in order to explore the teacher's motivation through faculty's perspective at the Army Medical College. Purposive sampling was done and consisted of twenty teaching faculty members of undergraduate subjects and two qualified medical educationists.

**Results:** This study has observed alleged barriers and supports to involve in the enhancement of motivation. Teachers' perceptions identified the financial, incentive/promotional, time management, acknowledgement/appreciation, formal training, multiple jobs and intrinsic motivation with lack of empowerment as the major demotivators. The commonest remedial solutions were suggested such as financial rewards, appreciation from head of department (HOD) and Principal. Certificate (Medal) for dedicated services, good working environment and provision of assurance and support with involvement in decision making.

**Conclusion:** Perceived demotivators and solutions to engage in the improvement of teaching were identified as financial barriers, lack of time management and acknowledgement with no structured training of the faculty. Addressing these demotivators and reinforcing the solutions can lead to improvement in the faculty motivation.

**Keywords:** Improvement, Incentive, Motivators, Medical education, Teaching.

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## INTRODUCTION

Motivation is considered to be need based like desire to do well, provides long term results<sup>1,2</sup>. Maslow's hierarchy comprises of the five elementary necessities and displays the order of precedence of the needs commencement with physiological and concluding with self-actualization. It emphasizes on what grounds humans to act in a specific mode. It helps in building layers of motivation and different environmental factors related to each level of Maslow's hierarchy for motivating the learning. The demonstrating, training, and supporting that

is done in the course of instruction assist students in their learning processes. This necessitates that teachers know when and how to use suitable teaching to substitute learning environments<sup>3</sup>.

Teachers play a considerable role in managing student learning in medical education by planning encouraging learning environments and using instructional strategies that support the anticipated teaching<sup>4</sup>. Researchers in the field of psychology inspect the concept of motivation from a diversity of physiological, cognitive, and behavioral aspects. Social cognitive theory provides a distinctive perception on motivation that bridges the behavioral and cognitive psychological approaches. Social cognitive theory was selected as the framework for this study because it provides an understanding of motivation as linked to both the self and the

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environment. From a social constructivist viewpoint, learning events and environments should permit students to interrelate with the teacher and other students to construct innovative knowledge<sup>5</sup>.

To initiate level of knowledge gain the teachers should participate in learning strategies and improvement of instructional activities. However, it has been proclaimed that many teachers are not sufficiently concerned and are reluctant or even resistant to improving their coaching and engaging in inventive approaches in their teaching<sup>6</sup>.

Employing unproductive or less active teaching approaches could have harmful penalties on student learning. It could lessen motivation and increase negative approaches towards learning, both of which can result in lower accomplishment<sup>7</sup>. In spite of the indisputable importance of involving in accomplishments related to the enhancement of teaching, not all teachers are apprehensive and pursue for the prospects<sup>8</sup>. With respect to involving in teaching improvement undertakings for more effective teaching, it is vital to recognize motivational drivers to progress teaching.

The readiness and motivation to contribute in faculty development happenings are associated with a number of aspects. There is a bulk of work on obstacles that teachers experience with respect to the upgrading of teaching<sup>9</sup>.

With respect to contribution in development events for more operative teaching, it is vital to identify the motivational up lifters. Teachers' motivation depends on an array of factors such as remuneration, workload, promotion, carrier path, opportunity of further training and professional enhancement, location of institution and institutional environment, relationship with community, students behavior and service conditions. Motivation is said to result when sum total of job factors give rise to feeling of satisfaction. Improving any of these factors leads to the direction of job satisfaction<sup>10</sup>. With de-

motivators, like low salary, low status, low recognition and high student teacher ratio, teachers resort to easier methods of teaching without bothering to adopt innovations and adjust their teaching styles to suit individuals.

The present study aimed to discover these issues. More precisely, it exposed faculty's insights of demotivating factors for contributing in academic service-learning.

## **MATERIAL AND METHODS**

This study was conducted on 30 Jan 2016 during the pre and post workshop sessions in order to explore the teacher's motivation through faculty's perspective at the Army Medical College, using non-probability purposive sampling technique. Study was conducted after approval from the institutional review board and permission from the head of the institution in addition to informed consent of the participants of the study. The sample consisted of twenty teaching faculty members, with representation of professors, associate professors and assistant professors from both basic and clinical sciences faculty members. The purpose for selection of these faculty members was to get representative sample from junior to senior faculty and from both basic and clinical sides respectively.

The questions elicited demographic information, contract type part time/full time participants' record of teaching status and faculty/department, the position held in the organization, and their basic sciences/ clinical sciences, academic qualification and length of service (years). The 20 participants were divided into four focus groups. Each group had member from senior faculty, junior faculty, clinical sciences, and basic medical sciences. In each group one of the researcher of this article acted as facilitator to facilitate and direct discussion on two pre-determined questions. They were; a) what is the level of motivation of faculty members to engage in teaching improvement activities, and b) demotivators that might prevent them from engaging in teaching improvement activities.

Finally, participants were asked to recommend strategies to sustain faculty motivation as a commitment to teaching.

### Data Analysis

Data had been analyzed by statistical software SPSS version 21. Data were presented by frequency and percentage. Chi-square test was applied for the association of gender and teaching status with level of motivation. A *p*-value less than 0.05 considered as a significant value.

Statistical analysis methods content analysis was employed to formulate in a condensed form of what the faculty meant by the meanings of their statements. Categories were identified in faculty perceptions about different demotivators and were linked together.

## RESULTS

Participants represented different disciplines and varied in rank and experience. Of these, 13 were male and 07 were female; 03 were full professors, 06 were associate professors, 04 were assistant professors, and 06 were lecturers. The average number of years of teaching/length of service (Years) was 29 years. Average academic qualification was FCPS. The association of motivation with teaching status and gender was found to be insignificant (table-1).

The network of categories of de motivators influencing motivation of teaching faculty was placed into separate chunks. The percentage of each inclusive group is presented in table-II.

### Lack of Recognition of Services and Appreciation

Participants reflected that lack of gratitude and appreciation for teaching and teaching growth from departments or management is a barriers for the development of teaching.

Lack of professional reimbursements and incentives for the job. In the current study, the lack of reimbursements and incentives for teaching were pointed as noteworthy barriers for assignation in teaching improvement. Participants believed that distinction in teaching should be tied

to promotion, tenancy, value and monetary rewards.

### Lack of Support

Participants noted that dearth of support from the institution for an effort put into refining teaching is a hurdle for engagement in teaching progression.

### Effectiveness of Development of Teaching Activities

The consequence and influence of teaching improvement activities was considered an obstacle. Participants mentioned that lack of substantiation for the effectiveness of teaching development course contributes to this sense of barrier.

### Financial

Participants believed that excellence in teaching should be tied to financial assistance.

### Time Management

Time limit and capacity have been reported to be one of the main barriers to involve in teaching growth and motivation.

### Formal Training

Teachers normally do not obtain any educational training earlier to taking on teaching responsibilities; teamwork and sounding about teaching in reliable settings could possibly be a positive experience and could progress their instructional skills.

### Intrinsic Motivation

The motivation to improve teaching, in addition to being extrinsic, had an intrinsic value and was reported as lacking among the faculty.

### Lack of Empowerment and Lack of Control Multiple Jobs / Job Description Not Specified

Participants mentioned to that lack of governance over course projects and the curriculum as demoralizing factors.

## DISCUSSION

Participants thought that distinction in teaching should be tied to financial assistance.

Researchers surveyed through very small sample of 40 secondary school teachers of Kohat, Pakistan about the factors affecting motivation in rendering prescribed teaching services<sup>10</sup>. Through measures of central tendency the authors found that financial (extrinsic or tangible factors) rewards and incentives stood primary contributors toward teachers motivation; on the other hand, the socio-status, examination-stress, and teaching as a first choice relatively less affected teachers' motivation. Raising the salaries of teachers or providing them with small financial rewards like allowances,

motivation and dissatisfaction of teachers: teachers were commonly dissatisfied with income, salary, and promotion criteria; teachers were also afraid of political involvement in their recruitments, postings and transfers; larger class size (too much students); poor accountability and administration undermined job satisfaction of teachers at secondary schools<sup>11</sup>.

Empirical studies have also affirmed the positive impact of teaching awards on enhancing the quality of teaching and recognition of teaching in higher medical education institutions<sup>12</sup>. Self-

**Table-I: Association of motivation with teaching status (n=20).**

Teaching Status (20)	Very strong	Strong	Moderate	Low	p-value
Associate Professor	1	3	0	0	0.416
Assistant Professor	1	3	4	1	
Professor	0	0	3	0	
Lecturer	1	0	3	0	
Total	3	6	10	1	

**Table-II: Showing the frequency of perceived de motivators.**

S. No	Perceived De motivators: Categories	Frequency (%)
1.	Financial	30%
2.	Incentive/ Promotional	20%
3.	Time management	15%
4.	Acknowledge/ Appreciation	20%
5.	Formal training	15%
6.	Multiple jobs/ Job description not specified	15%
7.	Intrinsic motivation	15%
8.	Lack of empowerment	10%

vacations, health, benefits, conveyance, on job trainings and free accommodation can provide incentive for faculty motivation. Involvement of the pharmaceutical companies can enhance funding on research publications. Principles to be designed for motivation include the economic rewards. There should not be any modest prizes which can disappoint peer interaction and social approval, important to operational teaching. One of study concluded that teachers of Kotli (Azad Jamu Kashmir District) were low-motivated and dissatisfied with their job. The study pointed out crucial factors causing low

esteem of the faculty members can be maintained by frequent words of appreciation and praise<sup>13</sup>.

Research, teaching and facility inhabit the stretch of professors. The mutual capacity of work in these zones lessens the chance of engaging in extra activities to recover teaching. Faculty expects universities to guard their time; by either lessening teaching burden or by aggregating the figure of teaching faculty. Introduction of structured training program of modules and dissemination of information to all concerned will be great effect on time management. Reduced teaching load and service compulsions were stated as probable

motivations because they could free up more time which could then be devoted to the enhancement of teaching.

Teachers can check with authorities in planning one or two reliable teaching sessions and planning parallel learning accomplishments. They can also obtain feedback from professionals who discern their teaching sessions. This element can be incorporated into teaching improvement activities and acknowledgement that are offered in the university. All efforts should be made to make the program pertinent to the specialties of faculty members as application is an important motivation factor. Improving program by implementing workshops, seminars and small group discussions should be organized for faculty development<sup>14</sup>.

Intrinsic motivation is superior for achieving both short term as well as long term goals and is long lasting. Researchers have found that giving choice and opportunity to take responsibility for personal learning increases internal motivation and generates intrinsic interest. This indeed, underscores the role of self-determination and personal choice in personal/ faculty professional development programs. Teachers are most likely to worth basic rewards such as self-respect, responsibility, and an understanding of attainment. All efforts should be made to give them a sense of belonging or owning the program. Students who perceive teachers as involved agents in their learning are more likely to be more engaged in their schoolwork, while a sense of belonging is related to autonomous motivation, teachers' perception of effort, expectancy and value. It can be done by inclusion and consultation. Their input to a program's objectives and structure should be sought, valued, and acted on. They should be given important roles and their voice should be heard and attended. Gratitude and feedback have been reported as vital stimuli for teachers, so it would seem that evaluation is an obvious way for using these encouragements to direct the teachers on the route towards professional growth and improvement<sup>14,15</sup>.

Faculty development programs must include strategies to shift faculty members' inherent focus from externally motivating/de-motivating factors of salary and promotions to a mode favoring internalization leading to intrinsic motivation.

Following strategic actions can be included in a faculty development program to persuade the faculty members to take personal responsibility for their learning focusing on their intrinsic motivation. Interviewing the faculty taking time to explain the importance of their learning activity i.e. learner's oriented activity. Showing concern and appropriate hearing of the reasons put forward for non-participation in learning activities. Allow the faculty members to choose the learning activities as per their personal choice. Teacher efficacy is connected to teacher effectiveness, commitment and enthusiasm to teaching, teachers' motivation and persistence, teachers' instructional behavior, attitude and organizational skills, enthusiasm and more innovation in the classroom as well as to students' efficacy, achievement and interest in school work<sup>15</sup>. Develop a learning center displaying menu of different learning activities developed based on personal preferences of faculty members and allow them to select activities as per their choices. Facilitate faculty members to carry out selected activities in pairs or groups of alike minded. This will let the faculty members feel empowered of their learning milieu through reinforcement of their right of self-determination and personal choice<sup>16,17</sup>.

Empowerment is the insight that if employees are given possessions and chance while being held accountable for this job accomplishment, they will be more fruitful and have high job satisfaction. Empowerment is not necessarily defined as autonomy from intrusion in the teaching environment, the majority of teachers view it as freedom to grow uncompetitive associations to commence responsibilities. This can be articulated through facing stimulating and inspiring work, creating teaching improvement

plans, and leading curriculum development groups.

Faculty could be guided to follow specific strategies like outlining and summarizing in order to focus on the tasks and to set short term and long term goals. Administration of the college should provide positive support, via adult and peer models.

Faculty has also pointed helpless orientation individuals who focus on their personal inadequacies and often trait their difficulty to a lack of aptitude, and exhibits negative affect. This direction also destabilizes motivation<sup>19,20</sup>.

Lack of motivation may cause teachers to be less successful in teaching. Challenging pressures of managers, demoralizing team spirit, with drawing rewards, monetary hitches are the issues related to demotivation<sup>21-22</sup>. Furthermore, students' positive selfperceptions, academic and classroom engagement, effort invested and academic expectancies are promoted through teacher-student relationships that are caring and supportive as well as through teacher instruction that supports student autonomy and proper classroom structure; teachers have the ability to encourage student engagement and motivation by enhancing relatedness to school, student-perceived competence, intrinsic motivation, and autonomy orientation<sup>23</sup>. It should not be abridged that every teacher is not motivated individually by the same pressures and necessities.

## CONCLUSION

This study concludes on perceived de motivators and resolutions to involve in the enhancement of instruction. Addressing these de motivators and emphasizing the solutions can lead to development in the faculty motivation.

## CONFLICT OF INTEREST

This study has no conflict of interest to declare by any author.

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