

# **The Motivational Factors Influencing Training and Development of Teaching Faculty in Educational Sector**

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## **Abstract**

In the current competent world, training and development play a very vital role in every professional's life. The paper aims to examine the various factors that motivate teaching faculty of educational sector to go in for training and development. 12 different factors including salary hike, promotion, organisational commitment, enhance knowledge, boost confidence, family upliftment were considered. A survey of 150 faculty through convenience sampling method was carried out in the Delhi National Capital Region and analysis was done using SPSS tool. This paper also tries to analyse if the priorities change with gender. This paper would throw light upon the mind-set of faculty and thereby helping the management to take necessary changes in their course of action and formulate new techniques to motivate the faculty and keep them at par with the growing demand for professionals

## **Introduction**

Today's world keeps changing every day and there is always a necessity to keep one updated so as to prevail in the competitive world. Education is such a field which has high amount of responsibility of imparting quality knowledge to the students especially at college level as teachers play a vital role in moulding a student's career. Hence they require regular training so that they master the art of teaching. It becomes mandatory for the faculty to go for training and learn the latest developments and also equip themselves with the most advanced methods of teaching. There are numerous factors that influence

training and development and this paper deals with the motivating factors that influence the faculty of a college to undergo training which could become a stepping stone to their career growth and explores on the sections where a college can motivate its faculty to undergo training. It will also help in solving training problems and implementing training programmes successfully. The study also highlights the value of training and development in Organisational improvement and increase the quality of education imparted to students. So as a whole the study gives emphasis on various factors that influence training and development and how training can be made more effective, its implication and its importance on the basis of which the future research directions have been endeavoured.

### **Research Objectives**

- i. To identify the most influential factor that motivates faculty in colleges to undergo training.
- ii. To analyse if the motivating factors change with the gender of the faculty.
- iii. To examine the correlation between the motivational factors taken into consideration.
- iv. To highlight few suggestions for the management to enhance the quality of training and development.

### **Literature Review**

Human resource management is defined as a system of activities and strategies that are focussed on managing the success of employees at all levels of the organisation and also help them to achieve the organisational goals (Byars & Rue, 2006). Human resource has an important role in increasing company's effectiveness.

In service training consists of activities that maintain as well as increase the employees' ability and competencies in performing the tasks assigned to them, thereby assisting the Organisations in achieving their goals and objectives (Amerioun A, Ebadi A, Sanaienasab H, 2012). In general, it can be said that the in-service training is a set of systematic and planned educational activities designed to improve the employees' performance in the work place thereby increasing the productivity and quality of services

provided (Ahmadi A and Ahmadi A, 2010). The right Organisational training can make the whole company achieve the potential outcomes. (Tabassi & Bakar, 2008).

Individuals who have a strong thirst to learn seem to enjoy learning process. Behaviour of a person is directed towards pleasure and away from pain (Lawler, E.E, 1994). Hence it can be inferred that individuals who enjoy learning will be more motivated to attend training sessions and develop themselves. Training attitudes have been found to be positively related to pre-training motivation (Facteau et al., 1995). The research of training attitudes has shown that individuals who obtained optimistic information about the training program before participating in the training had more positive outcome expectations, greater motivation to learn, positive reactions to training and more positive host training attitudes towards using skills that were presented in the training program than those whose pre-training information included some negative information (Karl, K.A. and Ungsrithong, D, 1992).

Motivation plays a vital role in the process of improving an employee's work efficiency. Motivation is the process of inspiring people to achieve their goals and is an employee's intrinsic enthusiasm and drives the employee to accomplish the activities related to work (Chaudhary & Sharma, 2012). Motivation is one of the factors that affects the employees' participation in training programs. Motivation has been defined as a process of stimulating, strengthening, continuing, and regulating the activities (Shams M, Rashidian A, 2006).

Some studies indicate that factors such as complying with the heads and managers, acquisition of credentials, professional knowledge (O'Connor AB, 1979), raising income levels (Bordji A, Imani M, Moradi A, 2004), earning points and scores to improve job position (O'Connor AB, 1979 Ebadi A, Vanaki Z, Nahrir B, Hekmatpou D. , 2008), becoming acquainted with the experiences of other researchers (Ebadi A, Vanaki Z, Nahrir B, Hekmatpou D., 2008), improving self-esteem and self-confidence, increasing opportunities for job promotion (Murphy C, Cross Ch, McGuire D, 2006), etc. are the most important motivational factors influencing the employees' participation in the continuing and in-service training courses.

Money is often seen as a symbol of success and also associated with comfort and security (Engelberg and Sjöberg, 2006). Many researchers have found Motivation is the main instrument to be used. There always exists a direct correlation between salary and the results obtained (Androniceanu, 2011). Some researchers suggest that the employee should be motivated through a proportional salary according to the efforts done in the job. (Murphy, 1981)

Promotion is considered to be one of the most efficient ways to motivate employees by offering them opportunities along their careers, giving them more responsibilities or even more authority. It can be done by creating an opportunity increase the salary compensation. This increase in can also cover a part of security needs by increasing the buying power of the employee. Promotions help assigning workers to jobs that better suit their abilities and is a way to move up quickly the talented workers (Gibbons 1997).

Another factor that affects transfer learning is perceived job and career utility. A study to explore the effect of several contextual factors on training motivation found that perceived job and career utility are significant predictors of training motivation. The trainees were more motivated if they knew that the new training will be related to their job and will affect their performance positively and may provide them with a wider opportunity to promotion and advancement in the future (Clark, Dobbins, and Ladd 1993).

### **Research Methodology**

The population under investigation of this study has been the faculty members of various colleges in Delhi National Capital Region (NCR). The study was conducted in January 2015. The sample was selected as follows: first four colleges were randomly selected and each of them were considered as stratum. Then the determined sample was selected in the four colleges using stratified sampling proportional to the size and simple sampling methods using random numbers table. A sample of 164 was taken out of which 14 was incompletely filled. So the usable sample size was 150, 55 males and 95 females.

The data was collected using a questionnaire through online google forms. The questions covered the factors influencing training and other relevant questions related to the relationship of the employee with

the employer. The factors included personal factors, Organisational factors and factors related to their profession. They were asked to rank the factors from 1 to 12 where one being strongly favourable.

The respondents were assured of the confidentiality of their responses. All the data were collected and analysed. The statistical analysis was done by software SPSS version 16. One Way ANOVA and Kruskal-Wallis test were used to test the significance of the preferences of mean ranks of different motivational factors. The independent samples t –test was used to test the significance of difference of mean ranks of motivational factors between male and female respondents and Pearson Correlation Coefficient and Pearson Chi Square test were used to test the association between the motivational factors. A  $p < 0.05$  was considered statistically significant.

## **Results and Discussion**

Organisational commitment, Widen job opportunities, To accomplish career goals, To have upper hand over employees, To express loyalty to the organisation, Family upliftment, enhance knowledge, promotion, to keep update with the industrial development, salary hike, job security and to boost confidence were the factors that were considered as factors that influenced the training and development of faculty.

Table 1 explains the distribution of mean  $\pm$  SD of ranks of the motivational factors that were considered.

We find that enhance knowledge has the least value of mean  $\pm$  SD from which enhance knowledge is the motivating factor that influences a faculty to undergo training. On applying One Way ANOVA it was found that there is a highly significant difference between the mean ranks of motivational factors ( $p < 0.001$ ), (Table 1, 2 and Graph 1). The significance of mean ranks was also tested by Kruskal –Wallis test which also gives the same result. (Table 3)

Table No. 1 and 2 gives a clear picture of the motivating factors that influence the faculty. The faculty seem to be seeking to enhance their knowledge from the training. Their main expectation seems to be hovering over the new opportunities they would get from the training sessions that would come in their way.

Though Promotion and Salary hike go hand in hand, promotion has been chosen over salary hike as the employees in the educational sector give more importance to their designation than their monetary benefits. Job security has been given the least preference as the training and development do not have an impact on their permanency in job. Training is seen as a way to develop their skills and knowledge so that they can keep update with the latest developments in their respective fields. They are more interested in attending Personality Development Programs and International conferences over National conferences.

Table 4 and Graph 2 show the distribution of Mean $\pm$ SD of rank of the motivational factors taken under study for male and female faculty. There were 55 male respondents and 95 female respondents. On applying t-test for two independent groups we have found there is no significant difference between the mean ranks of motivational factors between male and female faculty. From the result it is revealed that there is not much difference in the priorities of male and female employees when it comes to their professional career.

The limitation of this study is that the sample is restricted to a small geographic area in the National Capital Region (NCR) in India. Moreover the study has been done on the faculty belonging to professional courses and they could be possessing more professional attitudes than faculty of other courses. More study would be needed to effectively analyse the influencing factors. The results may even vary in different two-three tier cities

### **Correlation**

For all factors, statistically significant negative correlation exists between Organisational commitment – Widen job opportunities, accomplish career goals, have upper hand over other employees and family upliftment; Widen job opportunities – Family upliftment, enhance knowledge, job security and boost confidence; To accomplish career goals – To express loyalty to Organisation and to boost confidence; To have upper hand over other employees – express loyalty to Organisation, enhance knowledge and job security; To express loyalty to Organisation – Family upliftment, enhance knowledge and job security;

Family upliftment – Promotion and to keep updated with the industrial development; Salary hike – Job security; Job security – To boost confidence. (Table 5)

Statistically significant positive correlation exists between Organisational commitment – Express loyalty to Organisation, Promotion, to keep updated with the industrial development and salary hike; Widen job opportunities – To accomplish career goals and to have upper hand over other employees; To accomplish career goals – To have upper hand over other employees, promotion and job security; To have upper hand over other employees – Salary hike; To express loyalty to Organisation – To keep updated with the industrial development, Salary hike and to boost confidence; Family upliftment – Enhance knowledge; Enhance knowledge – Job security; Promotion – Keep updated with the industrial development, Salary hike and Job security (Table 5). From the results of this study the management of colleges should take cues to encourage its faculty to participate in various training programmes that are organised by various government and private organisations and encourage them to partake in various exchange programmes

## **Conclusion**

The study indicates the motivating factors that drive the employees of the education sector to go in for training. India has always been seen as one of the best countries to pursue higher education because of the fact that the teachers here are dedicated talented and are ready to learn there by keep updated with the latest trends and not driven to money. This study also brushes aside the myth that female faculty in India are more concerned about their family and not career. Since not much research has been done on training and development for the educational sector this paper opens new vista in the most important sector which moulds the future generation. Developing this sector will surely develop our country both intellectually and economically.

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Table 1: The distribution of Mean  $\pm$  SD of ranks of motivational factors

Factors	N	Mean $\pm$ SD	95% Confidence Interval for Mean		Minimum	Maximum
			Lower Bound	Upper Bound		
Organisational commitment	150	7.78 $\pm$ 1.514	7.54	8.02	5	10
Widen job opportunities	150	7.03 $\pm$ 2.344	6.66	7.41	2	12
To accomplish career goals	150	5.32 $\pm$ 2.505	4.92	5.72	1	11
To have upper hand over employees	150	9.82 $\pm$ 2.214	9.46	10.18	5	12
To express loyalty to the organisation	150	8.26 $\pm$ 2.806	7.81	8.71	4	12
Family upliftment	150	9.69 $\pm$ 1.497	9.45	9.93	7	12
Enhance knowledge	150	2.60 $\pm$ 1.868	2.30	2.90	1	7
Promotion	150	3.69 $\pm$ 1.357	3.47	3.91	1	6

To keep update with the industrial development	150	2.97 ± .996	2.81	3.13	2	5
Salary hike	150	3.58 ± 2.171	3.23	3.93	1	9
Job security	150	10.28 ± 2.349	9.90	10.66	4	12
To boost confidence	150	6.26 ± 1.697	5.99	6.53	2	9

Table 2: Comparison of mean ranks of motivational factors by One Way ANOVA

Factors					
	Sum of Squares	df	Mean Square	F	p value
Between Groups	12903.726	11	1173.066	290.186	≤0.001**
Within Groups	7227.913	1788	4.042		
Total	20131.639	1799			

\*p<0.05 significant, \*\*p<0.001 highly significant

Table 3: Comparison of mean ranks of motivational factors by Kruskal – Wallis test

Factors	N	Mean rank
Organisational commitment	150	1131.45
Widen job opportunities	150	1009.81
To accomplish career goals	150	732.50
To have upper hand over employees	150	1412.49
To express loyalty to the organisation	150	1179.28
Family upliftment	150	1404.16
Enhance knowledge	150	301.55
Promotion	150	463.69
To keep update with the industrial development	150	341.93
Salary hike	150	451.77
Job security	150	1478.75

To boost confidence	150	898.63
Chi square = 1.166 × 10 <sup>3</sup> d.f. 11, p < 0.001		

Table 4: Comparison of Mean and SD of the factors influencing training and development of the faculty gender-wise (by t – test for two independent groups)

Factors	Male	Female	p value
	Mean ± S.D.	Mean ± S.D	
Organisational commitment	7.84±1.316	7.75±1.624	0.730 <sup>#</sup>
Widen job opportunities	6.85±2.585	7.14±2.201	0.479 <sup>#</sup>
To accomplish career goals	5.25±2.555	5.36±2.488	0.809 <sup>#</sup>
To have upper hand over employees	9.44±2.417	10.04±2.068	0.107 <sup>#</sup>
To express loyalty to the organisation	8.09±2.662	8.36±2.895	0.576 <sup>#</sup>
Family upliftment	9.64±1.591	9.73±1.447	0.724 <sup>#</sup>
Enhance knowledge	2.65±1.983	2.57±1.808	0.787 <sup>#</sup>
Promotion	3.73±1.297	3.66±1.396	0.781 <sup>#</sup>
To keep update with the industrial development	2.87±0.904	3.03±1.046	0.348 <sup>#</sup>
Salary hike	3.49±2.193	3.63±2.169	0.704 <sup>#</sup>
Job security	10.51±2.243	10.15±2.410	0.365 <sup>#</sup>
To boost confidence	6.40±1.435	6.18±1.833	0.444 <sup>#</sup>

<sup>#</sup>Not significant p > 0.05

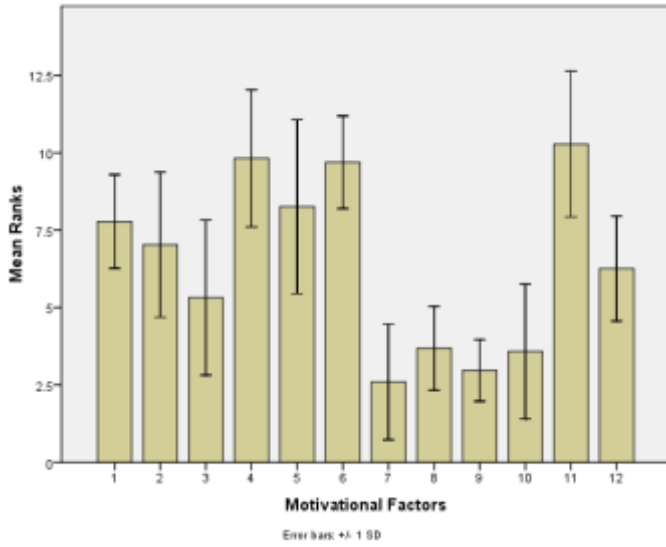
Table 5: Correlation between the motivating factors

		Organisational Commitment	Widen job opportunities	To accomplish the career goals	To have upper hand over other employees	To express loyalty to the Organisation	Family Upliftment	Enhance Knowledge	Promotion	To Keep Updated With The Industrial Development	Salary Hike	Job Security	To boost confidence
Organisational commitment	r	1											
	P value												
	N	150											
Widen Job Opportunities	r	-.185	1										
	P value	.023											
	N	150	150										

To accomplish Career Goals	r	-.187*	.236*	1									
	P value	.022	.004										
	N	150	150	150									
To have upper hand over other employees	r	-.262*	.469*	.325*	1								
	P value	.001	.000	.000									
	N	150	150	150	150								
To express loyalty to the organisation	r	.521*	.038	-.612*	-.192*	1							
	P value	.000	.640	.000	.018								
	N	150	150	150	150	150							
Family Upliftment	r	-.424*	-.303*	-.013	-.069	-.452*	1						
	P value	.000	.000	.874	.399	.000							
	N	150	150	150	150	150	150						
Enhance Knowledge	r	.111	-.437*	.102	-.290*	-.240*	.493*	1					
	P value	.176	.000	.214	.000	.003	.000						
	N	150	150	150	150	150	150	150					
Promotion	r	.515*	.130	.188*	.086	.131	-.246*	.046	1				
	P value	.000	.113	.021	.295	.110	.002	.580					
	N	150	150	150	150	150	150	150	150				
To Keep updated with the industrial Development	r	.347*	.133	-.034	-.087	.336*	-.528*	-.045	.540*	1			
	P value	.000	.106	.678	.288	.000	.000	.581	.000				
	N	150	150	150	150	150	150	150	150	150			
Salary Hike	r	.637*	-.140	-.089	.210*	.375*	-.127	.053	.365*	.144	1		
	P value	.000	.088	.281	.010	.000	.123	.523	.000	.079			
	N	150	150	150	150	150	150	150	150	150	150		
Job Security	r	.089	-.392*	.269*	-.393*	-.377*	.135	.417*	.190*	.043	-.190	1	
	P value	.278	.000	.001	.000	.000	.099	.000	.020	.598	.020		
	N	150	150	150	150	150	150	150	150	150	150	150	
To Boost Confidence	r	.069	-.238*	-.487*	-.048	.279*	.090	-.098	.001	.099	.117	-.333*	1
	P value	.399	.003	.000	.558	.001	.275	.232	.994	.226	.153	.000	
	N	150	150	150	150	150	150	150	150	150	150	150	150

\*. Correlation is significant at the 0.05 level (2-tailed).

Graph 1: The distribution of Mean  $\pm$  SD of ranks of motivational factors



Graph 2: Distribution of Mean and SD of the factors influencing training and development of the faculty gender-wise

