



THE ROLE OF MOTIVATION ON TEACHERS' PERFORMANCE

(A Case Study on Higher Education Institutes of BTAD, Assam)

Kajen Basumatary¹ & Asha Basumatary²



¹Assistant Professor, Department of Commerce, Cachar College, Silchar, Assam, India.

²Assistant Professor, Department of History, Cachar College, Silchar, Assam, India.

ABSTRACT

The research article attempts to study the role of motivation on the performance of the teachers in their academic activities of BTAD region, Assam. As we know, motivation is an emotional occurrence that caused within the teachers in their behaviours. When a teacher wants a certain needs then he feels working more to satisfy himself. This particular behaviour may be the result of incentives that emerge to have satisfied the certain requirements. However, the needs satisfying ego may motivate a teacher to do better than generally he does in the institution, and at the same time, their performance improves for overall development of this region.

KEYWORDS: Motivation, Teachers, Performance, Communication, Transportation, Environment

INTRODUCTION

Bodoland Territorial Area District is located in the extreme north on the northern bank of the river Brahmaputra comprising of the four districts namely, Kokrajhar, Chirang, Baksa, and Udalguri within the state of Assam. This autonomous Administrative district council is formed under the Sixth Schedule of the Constitution of India. Its area is of 8,795 km². According to Census report 2001, the total population of the BTAD region is 29.2 Lakhs. Of them, approximately 52% is Schedule tribes, and out of the total population, only 3% urban inhabitants. The

Council of 12 members as per the BTAD accord is formed provisionally, and its administration came into effect on the 7th December 2003. The main objective of the accord is to achieve the overall development in the field of economic, education, socio-cultural, preservation of land rights, infrastructural development and ethnic identity of Bodos in their region.

In present scenario, the higher education of BTAD region in Assam has become an essential part for over all socio-economic development. The



Higher education would bring about the socio-economic changes in order to make the whole progress of the Bodo community. It must help to exploit their untapped reservoirs of potentials for productive role in the society. The authorities of all the higher institutions attempt to coordinate the various factors in order to get the maximum contribution in achieving institutional goals. In fact, the performance of non-human factor like money, material, machine, etc. will depend upon the level of expertise and the skill of those who practically used them. It enhances the competence of the teachers to increase their overall performance in the institution. But the performance of teachers mainly rests on two factors namely, ability to perform the work and the motivation. The efficiency of teachers is also increased by combining these two factors. It may be said that if a teacher is incapable or unable to perform his work then he cannot augment the efficiency. If a teacher has the ability but not well motivated then the outcome of the teachers' performance becomes less.

SIGNIFICANCE OF THE STUDY

The Bodos are one of the most important indigenous tribes of Assam in the north-eastern region of India. They are self-sufficient agrarians and are originally descended from Mongoloid ethnic group. At present, they are also engulfed with variety of severe socio-economic crisis such as, lack of communication and transportation, insufficient healthcare facilities and lack of infrastructure facilities in higher educational institutes. It becomes an essential task for the Bodo community to overcome all such epidemic to keep pace with the changing socio-economic environment of the world. Needless to say, in this sphere, the role of teachers is very important in making the higher education system effective for overall development of the particular region. In the context of present scenario, the issues are basically related to the different type of challenge and the prospects of teachers. Hence, an attempt in this paper is made to highlight the prevailing issues of the teachers' performance and the impact of motivation on their performance in higher education institute of BTAD.

DATA ANALYSIS AND INTERPRETATION

In the context of socio-economic development of the Bodo community in Assam, it is imperative to study the issues and challenges of higher education as well as their responsibility in uplifting the community. The analysis and interpretation of data is mainly based on information collected through the questionnaire in the higher education institutes of Bodoland Territorial Area Districts (BTAD), Assam. The simple random sampling method is applied to collect the data, and some relevant materials consisting of books, journals, articles etc. are also consulted. During the field study, some 64 respondents were interviewed to draw the information related to the role of motivation on teacher's performance, who shared their thoughts and views in detailed based on their perceptions. The collected informations are analyzed and interpreted as follows.

The maximum numbers of teachers are between the age group of 31- 40 years and there are four female teachers and no male teacher is found below 30 year of age. Further, in accordance with data there are six male and two female teachers whose age are above 51 years. Apart from that, the respondents were asked to rate the statement of their effective performance appraisal system in their institutions. The statement is classified into five parts namely:

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

The collected data reveals that the equal number of teachers is strongly agree and strongly disagree with the statement and the male teachers are less than the female teachers in the strongly agree with the statement. On the other hand, the male teachers are more than the female teachers in the strongly disagree with the statement. The maximum numbers of teachers are agreeing with the statement where male teachers are more than the female teachers. The male teachers are twice than the female teachers in the category of neutral

with the statement. Again, the figure says that equal numbers of male and female teachers are disagreeing with the statement. Thus, it may be noted from the above data interpretation that there

is effective performance appraisal system in their institutions. So, it may be generalized that maximum number of teachers are agree with the statement which is the result of teacher's motivation. It can be seen in the table no: - 01.

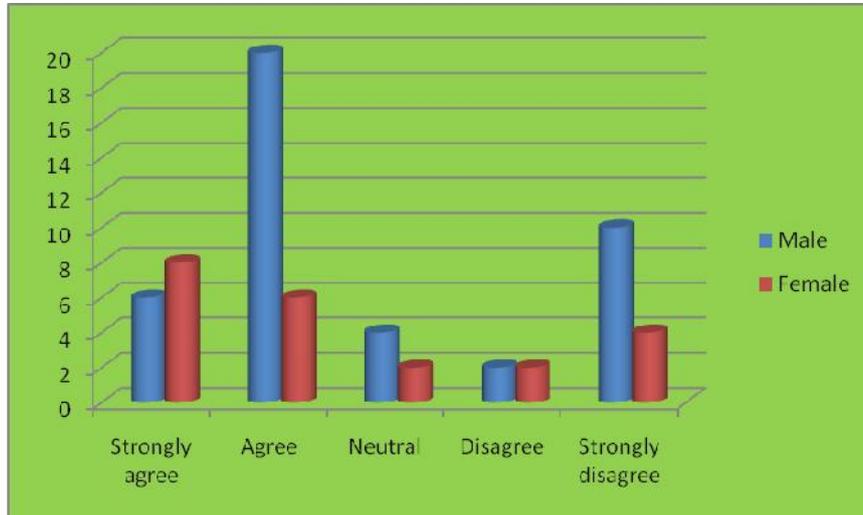


Table no: - 01

Further, the respondents were asked to rate the statement that the performance appraisal activities' are helpful to get motivated. The statement is classified into five parts namely:

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

The data shows that equal numbers of male and female teachers are strongly agree with the statement and the highest number of teachers are agree with the statement where male teachers are

more than the female teachers. Some male teachers are neutral with the statement and found no female teacher is neutral with the statement. Again, few teachers are disagree with the statement but no female teacher is found disagree with the statement. It is also found that no male teacher is strongly disagree but few female teachers are found strongly disagree with the statement. Hence, the data interpretation may help to generalized that most of the teachers agree with the statement that the performance appraisal activities' are helpful to get motivated and increases teacher's performance. It has been shown in the table no: - 02

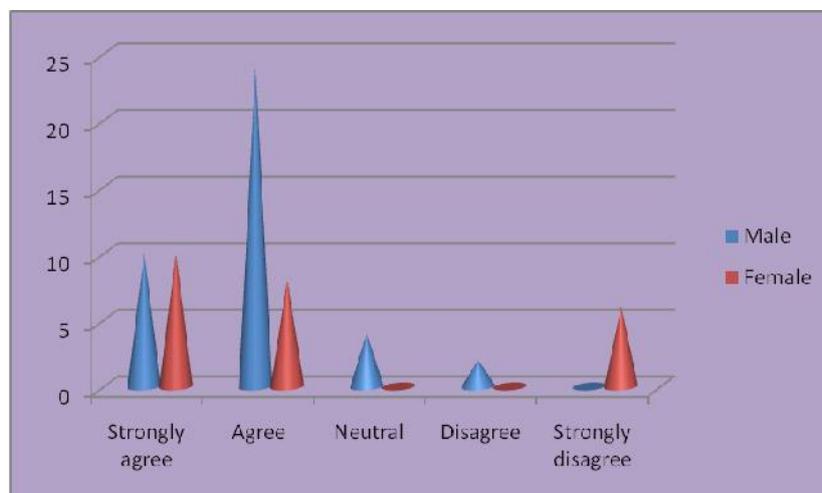


Table no: -02

Again, the respondents were asked to rate the statement that the incentive and other benefits will influence the performance. The statement is classified into three parts namely:

- (a) Influence
- (b) Does not influence
- (c) No opinion

The figures of the study that represent the maximum numbers of teachers are influence with the statement where numbers of male teachers

dominate the female teachers. However, a few teachers does not influence with the statement where male teacher are less than female teacher. Furthermore, it is also observed that equal number of male and female teacher has no opinion with the statement. Again, the interpretation may help to draw an inference that the most of the teachers are agreed with the statement that the incentive and other benefits may influence the performance of teachers. It can be clearly understood from table no: - 03

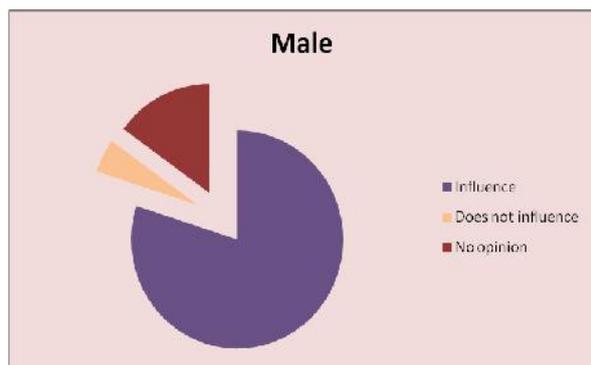


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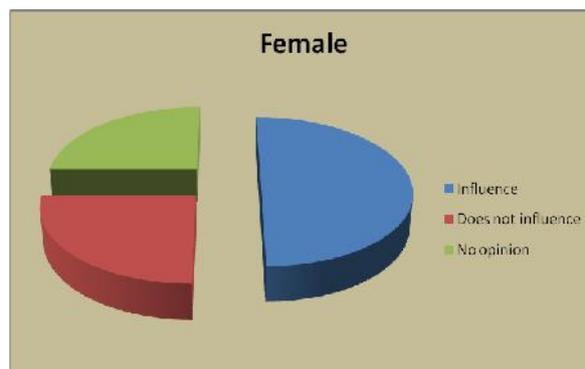


Table no: -04

FINDINGS OF THE STUDY

The outcome of the study may be analyzed as follows:

- ✦ The monetary and non-monetary facilities offered by the institutions to their employees in higher education institutions have a better image among the teachers. Such institutions however, are unbeaten to attract the qualified, experienced and new talented personnel. The employees are also drawn to join in such institutes for their greater scope in their career advancement, growth and development programme. Hence, the higher institutional image leads to the effective and efficient teachers' performance in their institutes.
- ✦ The systematic motivation can generate job satisfaction among the teachers. The various types of incentives and better service conditions may also be provided to teachers. There would be friendly dealings among the members of the institution to create a healthy atmosphere in the institutions. In fact, a well-motivated

teacher can guide to better institutional relationship that helps to enhance their better performance.

- ✦ The changing social and institutional situations can bring about the change in the working culture of the institutions. Usually, there may be an urgent need to apply new and better methods of work which may be changed and modified from time to time. But the teachers may oppose the changes because of fear of their unpleasant conditions on employment. So to say, they are easily adapted to new situations as and when they are given various opportunities for their development. In such a view point, they may be reflected with optimistic about a new change and cooperated with the authority. Thus, motivation may ensure the acceptability of new change by the teachers.
- ✦ If a substantial amount of responsibility is afforded to the teachers, it would represent a very strong motivating factor. Besides, the teachers feel the authority's trust on

themselves but this method also proves to be ineffective for those teachers who are lack of confidence.

CONCLUSION

From the above interpretation, it may be summed up that a motivated teacher can put maximum efforts for accomplishment of goals in the educational institutes of BTAD, Assam. In actual fact, motivation acts as a force to improve the teachers' performance in their academic activities. The better performance of teachers results on higher productivity. The teachers therefore, need to be offered better incentives to enhance their performance. The better working life essentially depends on favorable or unfavorable job condition. It covers up the teachers' feelings concerning all aspect of their work e.g., changing the entire climate of institution by humanizing the work, changing the structure and managerial system in higher education institutes. Further, their socio-

psychological needs may be taken into considerations in order to create the commitment of work culture in their institutions which may result on ensuring the higher productivity and their greater job satisfaction.

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