

Motivation For Employment And Its Impact On Performance (A Study With Special Reference To Teachers Working In Arts And Science Colleges In Chennai)

Purpose: *Motivation is the drive to pursue passion. There are various motives behind choosing a career. Motives determine the level of involvement in performance. Teaching is all about imparting knowledge, nurturing talents and inspiring students for higher order goals in life. This requires thorough understanding of multiple talents and needs of the learner. Therefore, it involves academic proficiency and passion for developing the learner. Thus, the expectations from a teacher is varied and student centric. Performance of a teacher depends of technical competency, ability to communicate to teach the students in such a way that the learner develops interest to learn, specialize and contribute towards the domain area. **Methodology / Approach:** The present study attempts to find out the motivation for pursuing teaching as a career and its impact on their performance. Primary data for the study had been collected from 218 teachers working in Arts and Science colleges in Chennai. Primary data is analysed with SPSS. The correlations and influence of Motivation Factors Influencing teachers to take up teaching career and the impact on their performance is analysed and presented in this paper. **Practical Implications:** Education is viewed as a tool for Empowerment and Employment. This shows the relationship between passion and performance. The nation which is blessed with highly facilitated institutions, enriched with talented and knowledgeable academicians, definitely lead the nation in innovation and development.*

Keywords: *Teachers Motivation, Performance, Proficiency, Teaching Methods, Discipline*

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I. Introduction

Motivation is the drive to pursue passion. Motivation is based on the Age, Gender, Marital Status, Number of children, Educational Background, Nature of Employment, Number of year of service etc... There are variety of motives to choose a career. It could be Monetary Motives, Safety & Security Motives, Social needs, Esteem Motives and self actualisation, **Maslow, A.H. (1943)**. An Employer by understanding the unique needs or motives of employees to work, it is in a better position to stimulate them to perform well, **Kovach (1987)**.

Performance of an employee is measured to find out their contribution to organisational goals, and in turn enables to measure the level customer satisfaction. Having defined duties fixes the responsibility of employees. **Saraswathy (2003)**, states that pay, Stress, Work Environment and workload had significant influence on the employee performance.

Teachers in the Higher Education would have chosen their career due to various reasons. But, their performance should enable the educational institutions to reap their mission goals. Therefore it is important to measure the relationship between the reason for choosing career in teaching and the performance of teachers. This enables the educational administrators to identify the expectations of the teachers and its impact on their performance.

The key to high performing students is the effectiveness of their teachers. Reviews on the impact of teacher's performance on the students efficiency shows that, students with effective teachers learn twice as much as students with less effective teacher.

II. Review And Conceptual Framework

Motivation is sometimes viewed synonymous to achievement. Effectiveness of schools and teachers are based on the goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning.

Performance Management is tool that helps the colleges by supporting and improving the work done by the teachers as individuals and as a team. It sets a framework for teachers and administrators to agree and review priorities and objectives in the context of the college improvement plan. It focuses on the effective benefits to students, teachers and the college.

Teachers play an important role in developing the education standards of any institution. Improving their performance and setting goals for their performance play a vital role in determining the objectives of an institution. Ensuring that the teachers are highly skilled, technically competent, well resourced and motivated to perform their best, in turn helps the students to be at their best. Therefore, teacher evaluation is a process that involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognise and reward the work of teachers. Reviews on teachers performance appraisal reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009b).

N.L.Gage & David C. Berliner (1984) Motivation has been described as the intensity of behavior, the direction of behavior, and the duration of behavior. **Rasheed et al (2010)** mentions that motivation for teachers in higher education is crucial factor. His research suggest although compensation and benefits package is a key motivator for the teachers but there are some other non monetary issues that affect teachers' motivation in higher education these include: job design, work environment, career development, recognition & rewards, feedback, training, participation in decision making and empowerment.

Dr. Hurbert (2003), states the variables as some of the motives for employment, they are, Self control, Flexibility, Internality, Persistence, Preference for difficult task, Fearlessness, Confidence in success, Independence, Eagerness to learn, Goal setting, Status orientation, Competitiveness, Commitment, Dominance, Flow in the work, Compensatory effort and Pride in productivity.

Vlaicu Claudia (2014), states that discussions with the university professors, based on theories of work motivation and organizational behaviour, highlights that employee motivation is a critical element in terms of its influence on individual performance and on the capacity of organizations to attain their objectives.

Vallerand and Thill (1993) Research on motivation to become a teacher has been categorized as comprising intrinsic, extrinsic, and altruistic factors. In general, love or passion for teaching, contributing to society and helping others, and having positive experience at school are reported as important intrinsic and altruistic motivations for entering the teaching profession. Further he also states that the concept of motivation as a 'hypothetical construct that is used to describe internal and/or external forces that generate the kick-off, the direction, the intensity, and the persistence of behaviour'. **Robert c. Gardner (2008)**, **teacher motivation is related to teacher use of motivating strategies**, which in turn are related to student motivation and English Achievement. Thus, any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students. **Dr. B. Ravi Kumar (2013)**, the results of the study exposed that, incentives extends the motivation whereas the administrative policies declines the motivation of the teachers.

Kazeem (1999) found that academicians are tend to contented and satisfied when they get their Pay in time and which is enough to meet their needs and enhance their motivation.

Joyce Nyam & T. O. William-west (2014), In view of the fact that a sizeable increase in teachers earning will significantly enhance teachers' commitment and performance. It is pertinent to note that good social status of teachers considerably impact on their morale and thereby, motivate them.

Dr. Muhammad Tayyab Alam & Ms. Sabeen Farid (2011), Factors affecting motivation of teachers were investigated were Income status, Importance in the society, Self confidence, Incentives and rewards on showing good results

Ramachandran etal (2005), Teacher Motivation in India, We discovered no correlation between motivation levels and teacher qualification, training, residence, gender and pay scale. **Judson C.King (2009)** Teachers Performance is evaluated using five factors such as, content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills.

Skaalvik, Einar M.,Skaalvik, Sidsel(2007), In this study, the authors developed and factor analyzed the Norwegian Teacher Self-Efficacy Scale. They also examined relations among teacher self-efficacy, perceived collective teacher efficacy, external control (teachers' general beliefs about limitations to what can be achieved through education), strain factors, and teacher burnout. They found strong support for 6 separate but correlated dimensions of teacher self-efficacy, which were included in the following subscales: Instruction, Adapting Education to Individual Students' Needs, Motivating Students, Keeping Discipline, Cooperating with Colleagues and Parents, and Coping with Changes and Challenges. They also found support for a strong 2nd-order self-efficacy factor underlying the 6

dimensions. Teacher self-efficacy was conceptually distinguished from perceived collective teacher efficacy and external control. Teacher self-efficacy was strongly related to collective teacher efficacy and teacher burnout.

Megan and et al (1998), the theoretical and empirical underpinnings of teacher efficacy are examined to bring coherence to the construct and its measurement. The study correlates teacher efficacy using various instruments and search for patterns that suggest a better understanding of the construct.

Darling-Hammond (2010), this report discusses a promising approach to the question of how to measure teacher effectiveness. Specifically, it describes the ways in which assessments of teacher performance for licensing and certification can both reflect and predict teachers' success with children so that they can not only inform personnel decisions, but also leverage improvements in preparation, mentoring, and professional development.

Cabrera, etal (2001), suggests the conditions recommended for teacher evaluation. Teacher's efforts to be meaningful to the user, reliable and valid and index observable behaviours rather than subjective impressions.

According to Boles et al. (2004), when the employees' are physically and emotionally have the desire to work, then their performance outcomes shall be increased. Moreover, they also stated that by having a proper work environment.

Abebaw Bizuneh (2016), it is suggested that the training should be given to evaluators to improve incompetent evaluation skill. The evaluation criteria used to evaluate teachers' performance need to be prepared based on teachers' qualification and departments. The stakeholders should reward using valid and reliable performance evaluation results.

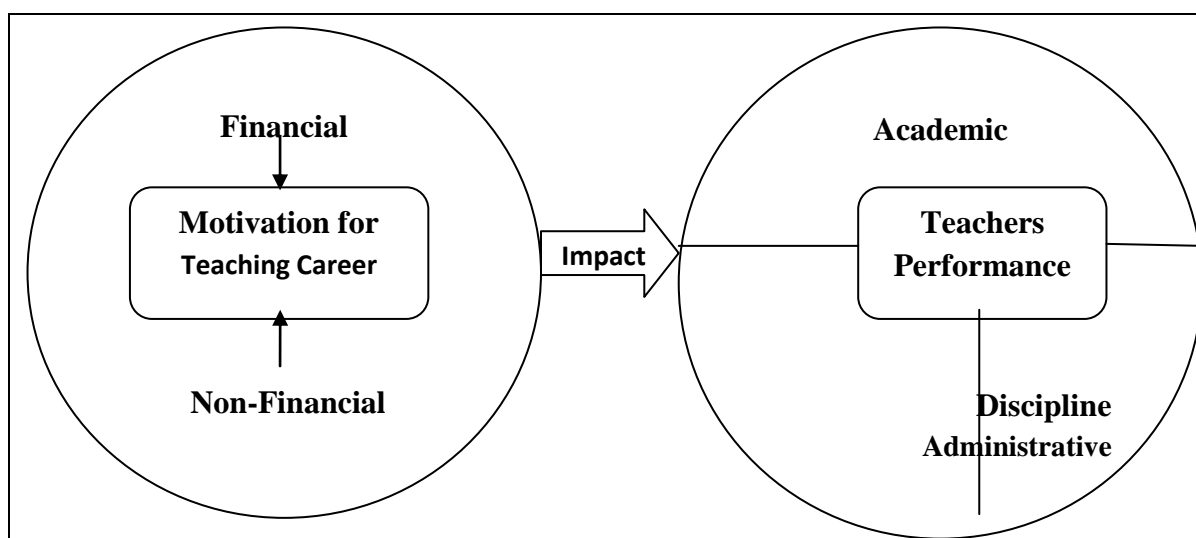
Thomas Dee , James Wyckoff(2013), analysed the impact of incentives on teachers performance and evidence that financial incentives further improved the performance of high-performing teachers (effect size = 0.24).

Nina Munira Nahharudin& Mohammad Saheidi (2013), Extending administrative support and proper handholding or guidance enhances the employee performance. Further, he also states that the work environment has a great impact on employee performance.

Khansa Naz & Dr. Akhtar Ali (2011), Poor socio-economic status of teachers affects the teacher's performance. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation but society gives more respect to female teachers as compare to male teachers. Teachers also expressed that undue political interference in academic activities also affects the teacher's performance.

Tahir Mehmood, Saba Qasim& Rabbia Azam (2013), states that Classroom management, Consider the individual differences, Sustained use of motivational tools, Use of direct teaching method, Good teaching style, Problem solving the students, Provide the sustained guideline to the students, Emotional Self Awareness, Self Confidence, Emotional Self Control, Achievement, Developing the others and Conflict management were suggested as factors measuring Teachers Performance.

Hence, it is evident that Motivation for teaching career has an influence on the performance of the teachers. Therefore the present study is based on the following **conceptual framework**.



III. Research Design And Methodology

An exploratory research has been conducted to find out whether gender equity exists in the banking sector in the career progression of women executives.

Study Area- Chennai: The study has been conducted in the Metropolitan City of Chennai, the capital of Tamilnadu State.

Sample Unit: The sampling unit is Men and Women Teachers working in Various Government, Government-Aided and Self-Financing Arts and Science Colleges in the Chennai.

Sample Size: This study was conducted on the fully completed responses received from 217 Teachers in Chennai.

Sampling Method: Convenience & Judgmental sampling techniques were adopted in the study for primary data collection for the study.

Sources of Information: The study consists of both primary and secondary data. Primary data has been collected using structured questionnaire, secondary data has been collected from various sources such as publications, Journals, Magazines, News Papers, Previous Studies, Reports, Websites etc.

Research Instrument: The study was conducted using a structured questionnaire containing close ended statements.

Structure of the Questionnaire: The Questionnaire has been divided into 3segments.

Part 1: Socio- Economic and Occupational Profile: These Questions (Except name of the Respondent) were designed in the multiple choice close ended format. The respondents had to tick the relevant option. Respondent's details pertaining

- Age
- Educational Qualification
- Marital Status
- No. of years of service
- Nature of Institution

Part 2: Motives for choosing career in the Educational Sector: This segment consists of 25 statements pertaining to motives to choose a Teaching Career. Respondents are asked to rate the reasons for choosing their career in Educational Services by using Likert's five points scale (5-Strongly Agree, 4- Agree, 3-Neither Agree nor Disagree, 2- Disagree, 1- Strongly Disagree).

Part 3: Workplace Performance: This section of the Questionnaire consists of 23 statements to measure the career inclination of respondents. Respondents were asked to rate their level of acceptance to the statements relating to their career by using Likert's five point scale.(5-Strongly Agree, 4- Agree, 3-Neither Agree nor Disagree, 2- Disagree, 1- Strongly Disagree).

Pilot Study: A Pilot study was conducted to measure the reliability and validity of the research instrument. Primary data has been collected from 25 respondents. The initial level of Cronbach Alpha is presented in the following table.

TABLE NO.
CRONBACH ALPHA TABLE

Measure	No. of statements	Range	Cronbach alpha scores	Variance
Motives	25	1-5	0.9490	94.9
Workplace Performance	23	1-5	.8730	87.3

Source: Computed Data

The analysis shows that, all the Cronbach values are more than 0.75 and significant and enables the researcher to proceed further in the data collection.

IV. Results & Discussion

Primary Data for the study has been collected from full time teaching faculty employed in Arts and Science Colleges in Chennai. The following is the profile of the respondents.

TABLE NO.
RESPONDENTS PROFILE

Variables	Respondents Details	Number of Respondents	Percentage of Respondents
Age	23-30years	32	14.6
	31-40 years	68	31.1
	41-50 years	104	47.5

	More than 50 years	14	6.8
Education	PG	48	21.9
	M.Phil	84	38.4
	PhD	86	39.7
Marital Status	single	31	14.6
	Married	187	85.4
Experience	Less than 10 years	71	32.4
	11-20 years	109	49.8
	21- 30 years	35	16.0
	More than 30 years	3	1.8
Nature of college	Government College	12	5.5
	Govt. Aided College	16	7.7
	Self- Financing College	190	86.8

Source: Primary Data

- 47.5% of the respondents are in the age group of 41-50 years, 31.1% of them are from 31-40 years of age 14.6% and 6.8% of them are from the age group of 23-30 years and more than 50 years category.
- 39.7% of the respondents in the study are PhD holders, an equal 38.4% of them are M.Phil Degree holders and 21.9% of them are Post Graduates.
- 85.4% of the respondents are married and 14.6% of them are single.
- 49.8% of them have 11-20 years of experience, 32.4% of them have less than 10 years, 16% of them have 21-30 years of experience and 1.8% of them have more than 30 years of experience.
- Vast majority of 86.8% of them are from self- financing colleges, 7.7% and 5.5% of them are employed in Govt.-aided and Government Colleges.

V. Factor Analysis

Factor analysis a data reduction technique is applied in the study to measure the factors determining the Motivation for teachers to choose teaching profession and factors measuring the performance of teachers.

VI. Motivation For Choosing Teaching Career

In order to analyse the Motives for choosing Teaching Career, 25 statements measuring the teacher’s motives were used in the study. KMO Bartlett test IS applied to measure the sample adequacy.

TABLE NO. KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.888
Bartlett's Test of Sphericity -Approx. Chi-Square	4119.442
Df	300
Sig.	.000

Source: Computed Data

From the above table, it is found that the KMO measure of sampling adequacy along with Bartlett’s test of sphericity, with approximate chi-square value of 4119,442 are statistically significant at 5% level. Therefore, it can be concluded that the sample size of respondents is adequate and conducive for the data reduction process. This leads to the computation of total variance explained by all the 25 variables. These 25, variables are grouped into 4 factors and also possess individual variances of 23.211%, 43.022%, 55.648% and 66.745%. Therefore, it can be concluded that the variance is sufficient enough to validate the factors. The factors emerged out of the variables are presented in the following Rotated Component Matrix:

TABLE NO. ROTATED COMPONENT MATRIX

S.NO.	MOTIVES FOR TEACHING PROFESSION	E- VALUES	FACTORS
1	Need for competence	.828	Competency Factors
2	Preference for difficult tasks	.812	
3	Associate with people	.738	
4	This job offers Better Human Relations	.723	
5	Develop the next generation	.673	
6	Challenging and exciting job	.673	

7	Associate with young minds	.662	
8	Feeling of accomplishment	.625	
9	Passion for Teaching	.582	
10	Lead a Team	.561	
11	High Degree of Autonomy	.503	
12	Pension Benefits	.824	Monetary & Secured Job Factors
13	More Perks, Incentives & Privileges	.809	
14	Pay and Benefits from the employment	.778	
15	Enhance the Standard of Living	.746	
16	Quick Promotional opportunities	.708	
17	Secured Job	.707	
18	Reach Top Most Position	.641	
19	Offers Societal Status	.726	Esteem Factor
20	Secured and Safety Work Environment	.711	
21	Good Physical Working Conditions	.624	
22	Opportunities for learning & Updating	.566	
23	Flexible Timing at the present college	.865	Flexibility at work Factor
24	Flexibility to Balance Work- Life	.828	
25	Manageable Workload	.570	

Extraction: Principal Component Method

From the above table, factor analysis enabled these 25 variables to four factors measuring the motives of teachers to take up teaching as a career as competency factors, Monetary & secured job factor, esteem factor and flexibility at work factor.

- **Competency Factor:** Conceptual Competence, Need for Accomplishment, associate with people, Passion for educating & empowering others, more autonomy at work for designing the course content, pedagogy and evaluation methods helps the teacher to go beyond routine activities. It enhances the need for preference for difficult tasks and innovation at work. Therefore, the motive for choosing teaching career with these variables emphasis the need for proficiency and competence in handling the course, hence, this factor is named as Competency Factor in the study.
- **Monetary & Secured job Factors:** Monetary Needs and secured job, Pension benefits, quick promotions are offered in the profession in the perception of teachers... Pay had become the second most important factor to choose the teaching career this is a service that offers equitable monetary benefits. Therefore, these variables are grouped as Monetary and Secured Job Factors as Motives for teaching career.
- **Esteem Factor:** studies shows that teachers gained a sense of positive status when they feel trusted. Good Work environment also enabled them to gain respect from others, **Linda etal (2007)**. Therefore, variables such as , Offers social Status, secured and safety work environment, Good Physical work conditions, and opportunities for learning and updating in their field of study inspires teachers to choose teaching as a profession. Hence these variables are grouped and named as Esteem Factors in the study.
- **Flexibility at work Factor:** variables such as Flexible college timing, opportunity to manage the personal and work-life and Manageable workload, inspire teachers to pursue the teaching profession. In order to meet the varied needs of flexible timing for teachers, multiple teaching patterns are available. Part Time Teachers, Guest Lectures, Skill Trainers, online teaching, offering lectures in Skype, e-learning etc....Therefore, the flexibility offered by the profession also inspires many passionate teaches to choose the teaching career.

VII. Analysing The Perfomance Of Teachers

In order to analyse the Performance of Teachers, 23 statements measuring the teacher's motives were used in the study. KMO Bartlett test had been applied to measure the sample adequacy.

TABLE NO.
KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.876
Bartlett's Test of Sphericity - Approx. Chi-Square	3134.855
Df	253
Sig.	.000

Source: Computed Data

From the above table, it is found that the KMO measure of sampling adequacy along with Bartlett’s test of sphericity, with approximate chi-square value of 3134.855, are statistically significant at 5% level. Therefore, it can be concluded that the sample size of respondents is adequate and conducive for the data reduction process. This leads to the computation of total variance explained by all the 23 variables. These 23, variables are grouped into 5 factors and also possess individual variances of 21.734%, 39.432%, 52.069%, 60.447% and 68.175%. Therefore, it can be concluded that the variance is sufficient enough to validate the factors. The factors emerged out of the variables are presented in the following Rotated Component Matrix:

**TABLE NO.
ROTATED COMPONENT MATRIX**

S. NO	VARIABLES MEASURING TEACHERS PERFORMANCE	E- VALUES	FACTORS
1	Encourage students to raise questions and participate in the classroom discussion	.789	Content Proficiency
2	Inform the students on the competencies to be acquired	.788	
3	Provide scientific information that offers deeper and better understanding of the subject	.776	
4	Sound Knowledge of concepts	.732	
5	Promote Team work	.722	
6	Ability to Course management	.720	
7	Proficiency in deliver the content in a logical manner	.668	
8	Allow student design content and deliver in the class through class seminars	.538	
9	Have good control over the class	.788	Maintaining Discipline in the Classroom
10	Good command over the class	.774	
11	I take efforts to maintain cordial relationship with my team/ peers and Management	.707	
12	Approachable & Available for students	.650	
13	Facilitate student- Student, Student- Teacher Interaction	.600	
14	Student Discipline is my priority	.546	
15	participate in the college extension activities like NSS/NCC/ Red Cross/ Youth Parliament/ Sports/ Placement Activities/ Skill Training etc.822	Participation in Extension Activities
16	inspire my students to contribute towards the community service activities	.749	
17	give importance to maintain relationship with fellow teachers from other colleges	.634	
18	I have developed excellent Event management Skills	.544	
19	I have published books	.847	Contribution towards Knowledge Management
20	I periodically publish articles in journals	.694	
21	Incorporate ICT into the classroom	.829	Adopting Innovative Teaching Methods
22	Use variety of Teaching Methodology	.778	

Method: Principal Component Analysis.

The above table shows that out of the 23 variables used in the study to measure the teacher’s performance, 22 variables have Eigen value more than 0.5 and forms five factors. These five factors are named as Content Proficiency, Maintaining Discipline in the Classroom, Participation in the Extension Activities, contribution towards Knowledge Management and Adopting Innovative and interesting Teaching Methods.

- **Content Proficiency:** A teacher is expected to be highly proficient in the domain subject. Ability to course management and inspiring and involving students for teamwork, effective participation are all grouped as content proficiency factor. In order to measure the performance of a teacher, the foremost important factor is the subject knowledge. Hence, these variables are grouped and named as Content Proficiency.
- **Maintaining Discipline in the Classroom:** Having good control over the class, command over the class, initiating better relationship with peers and ensuring the Discipline as a priority job are essential part of the duty of a teacher. Command over the class is the outcome of confidence and it is in turn gained through the proficiency in the subject matter. Therefore, effective class management and maintaining discipline are considered as vital performance variable in the teaching profession.

- **Participation in the Extension Activities:** It is the responsibility of the teachers to inbuilt the community consciousness and motivate them to participate in the extension activities. Therefore, participation in the NSS, NCC, Red Cross, Youth Parliament, sports, placement activities, skill training and inspiring them to maintain cordial relationship with fellow beings and contribute towards the community service activities are considered as an important variable measuring the performance of a teacher.
- **Contribution towards Knowledge Management:** it is the responsibility of the teacher to contribute towards the knowledge management. This can be done by updating their knowledge through participation in the seminars, conferences, workshops thus enabling them to publish in journals and books. Therefore, these variables are considered as important factor measuring the performance of a teacher.
- **Adopting Innovative Teaching Methods:** Chalk and talk is considered as a traditional teaching method. In order to capture the learning interest of different categories of students, the present day teacher had to adopt variety of teaching methods to make the learning activity based, fun based and entertainment based also. Therefore, a teacher had to come out with variety of teaching and evaluation techniques thus incorporating ICT into the classroom. Therefore adopting innovative teaching methods has become an important variable measuring the performance of a teacher.

TABLE NO.
CORRELATION BETWEEN TEACHERS MOTIVATION AND PERFORMANCE

The study measures the correlation between motivation for teaching profession and its impact on their performance. The following table summarizes the relationship between the factors.

Correlation Analysis	Competency Factors		Monetary & Secured Job Factors		Esteem Factor		Flexibility at work Factor	
	R	Sig	r	sig	r	sig	r	sig
Content Proficiency	.475	.000	-.009	.890	.359	.000	.139	.040
Marinating Discipline in the Classroom	.329	.000	-.160	.018	.142	.036	-.052	.447
Participation in Extension Activities	.227	.001	.124	.067	.092	.176	-.041	.550
Contribution towards Knowledge Management	.151	.026	.053	.434	.074	.276	.180	.008
Adopting Innovative Teaching Methods	.227	.001	.184	.007	-.248	.000	.179	.008

Source: Computed Data

- The above table shows that Competency Motive for teaching profession has correlation between content proficiency with($r=0.475$, $p=.000$), Maintaining Discipline in the Classroom ($r=0.329$, $r=.000$), Participation in Extension Activities($r=0.227$, $p=0.026$), Contribution towards knowledge management($r=0.152$, $p=.001$) and adopting innovative teaching methods ($r=0.227$, $p=.001$) factors measuring the performance of teachers.
- Monetary & Secured Job Factors inspiring the teachers for teaching profession correlates with adopting innovative teaching methods ($r=0.184$, $p=0.007$) in measuring teachers performance.
- The Esteem Factors inspiring teachers to take up teaching profession has correlation with ($r=.359$, $p=.000$), Maintaining Discipline in the classroom($r=.142$, $r=0.036$) and adopting innovative teaching methods($r= - 0.248$, $p=.000$).
- Flexibility at work factor motivating teachers to choose teaching profession correlates with Content Proficiency($r=.139$, $p=.040$), contribution towards knowledge management($r=.190$, $r=.008$) and adopting innovative teaching methods($r=.179$, $p=.008$),

VIII. Linear Regression

Linear Regression is applied in the study to measure the influence of Motivation Factors for choosing a teaching profession on the factors measuring performance of teachers.

TABLE NO.
INFLUENCE OF MOTIVATION FOR TEACHING CAREER ON PERFORMANCE

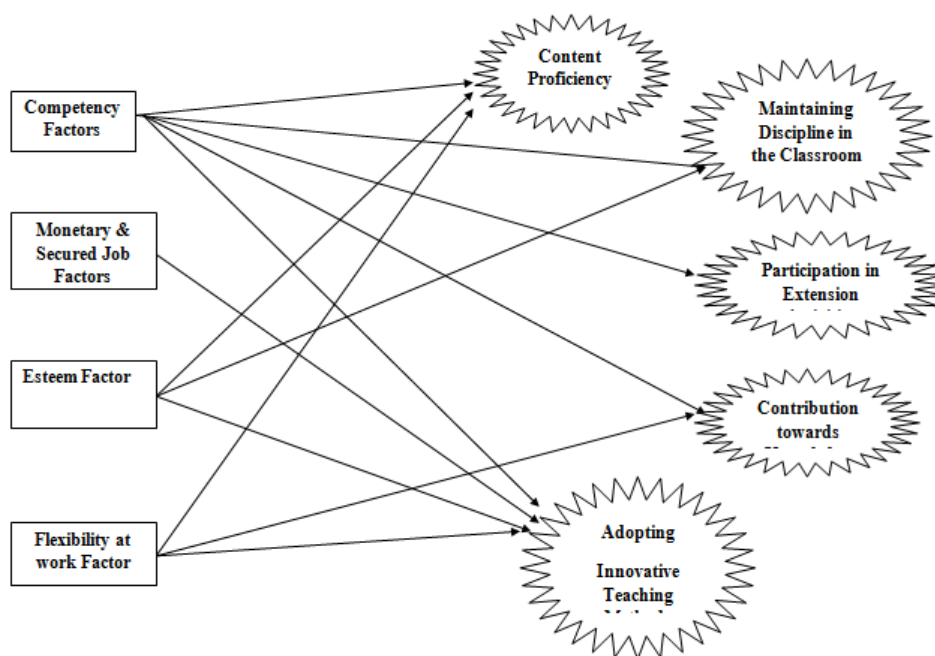
REGRESSION	COMPETENCY FACTORS						
	R	R ²	Adjusted R ²	F	Sig.	t	Sig.
Content Proficiency	.678	460	.447	36.054	.000	9.414	.000
Marinating Discipline in the Classroom						6.512	.000
Participation in Extension Activities						4.497	.000
Contribution towards Knowledge Management						2.981	.003

Adopting Innovative Teaching Methods						4.488	.000
MONETARY & SECURED JOB FACTORS							
Content Proficiency						-.142	.887
Maintaining Discipline in the Classroom						-2.431	.016
Participation in Extension Activities						1.882	.061
Contribution towards Knowledge Management	.279	.078	.056	3.573	.004	.807	.420
Adopting Innovative Teaching Methods						2.782	.006
ESTEEM FACTOR							
Content Proficiency						5.927	.000
Maintaining Discipline in the Classroom						2.350	.020
Participation in Extension Activities						1.519	.130
Contribution towards Knowledge Management	.474	.224	.206	12.255	.000	1.225	.222
Adopting Innovative Teaching Methods						-4.100	.000
FLEXIBILITY AT WORK FACTOR							
Content Proficiency						2.120	.035
Maintaining Discipline in the Classroom						-.789	.431
Participation in Extension Activities						-.621	.535
Contribution towards Knowledge Management	.296	.088	.066	4.081	.001	2.737	.007
Adopting Innovative Teaching Methods						2.723	.007

Source: Computed Data

Further, the study also measured the influence of Motivations for choosing a teaching career and its impact on their performance. It is proved that competency factor has an influence on all the factors measuring performance of teachers. Monetary and Secure job as a Motive for choosing a teaching profession has an influence on Adopting innovative Teaching Methods, Esteem Factors motivating teachers has an influence on being proficient in Content and in adopting innovative teaching methods. Flexibility at work as a motivation for teaching profession influence the content proficiency, contribution towards knowledge management and in adopting innovative teaching methods.

Fig: Correlation between factors measuring Motivation for Teaching Career and Teachers Performance Factors



IX. Anova

The study applied Analysis of Variance to measure the influence of personal variables of respondents on the factors motivating teachers to choose teaching career and factors measuring teacher’s performance.

TABLE NO.
Influence Of Respondents Personal Variables On The Factors Measuring Motivation For Teaching Profession And Factors Measuring Teachers Performance

Factors Measuring Teachers Motivation and Performance	Age		Education		Marital Status		Experience		Nature of College	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Competency Factors	0.49	0.69	0.27	0.76	12.25	9.15	5.78	0.00	0.09	0.92
Monetary & Secured Job Factors	10.79	0.00	4.21	0.02	4.10	0.02	4.84	0.00	1.78	0.17
Esteem Factor	0.70	0.56	4.40	0.01	9.38	0.00	3.71	0.01	1.65	0.19
Flexibility at work Factor	3.02	0.03	2.23	0.11	1.18	0.31	1.99	0.12	1.59	0.21
Content Proficiency	2.58	0.05	0.13	0.88	27.13	3.10	4.83	0.00	2.19	0.11
Maintaining Discipline in the Classroom	4.58	0.00	2.20	0.11	16.78	1.70	3.50	0.02	0.65	0.53
Participation in Extension Activities	1.38	0.25	0.72	0.49	1.78	0.17	1.14	0.33	1.18	0.31
Contribution towards Knowledge Management	2.66	0.05	0.33	0.72	3.44	0.03	0.82	0.48	0.18	0.83
Adopting Innovative Teaching Methods	5.82	0.00	17.57	0.00	4.05	0.02	0.27	0.85	1.23	0.29

Source: Computed Data

From the above table, the following inferences are made in the study.

- Competency Factors measuring the teachers motivation for choosing a teaching career has an influence on Experience of the respondents.
- Monetary and Secured Job as a Factor measuring the Motivation for teaching career shows that it has an influence on the Age, Marital Status, Educational Qualifications and Experience of the teachers.
- Esteem Factor has an influence on Educational Qualification, Marital Status and Experience of the teachers.
- Flexibility at work Factor has an influence on the Age of the teachers
- Content Proficiency and Maintaining Discipline in the Classroom has an influence on Age and Experience of the teachers
- Participation in Extension Activities does not influence any personal profile variable of the teachers.
- Contribution towards Knowledge Management has an influence on Age and Marital Status of the teachers.
- Adopting Innovative Teaching Methods has an influence on Age, Educational Qualification and the Marital Status of the teachers.

X. Conclusion

Motivation is the reason for performance. The level of importance varies from the expectations of the individual. Age of an individual does not influence the competency, Esteem needs and participation in the extension activities of an individual. A teacher should have passion for being proficient, shall possess esteem need and participate in the community initiatives out interest and not out of compulsion. Equipping themselves with additional educational qualification influences the monetary needs, esteem needs and adopting innovative teaching methods. The more equipped a teacher shall innovate student centric activities and offer interesting teaching methodologies to keep in the students engaged. Marital status has influence on money, esteem, knowledge management and adopting innovative teaching methods. This signifies the need for stability and responsibility in the career. Experience of an individual does not influence the participation in extension activities, knowledge management and in pedagogy. Nature of the employment of teachers does not influence any of these factors. **This emphasis that passionate teachers, high performing teachers shall perform in type of organisation.**

The study applied both correlation and regression to measure the correlation between the variables as well as the level of influence Dependent variables on the Independent variables.

It is interesting found that competency factors has an influence on all the factors measuring the performance of a Teacher. Monetary Need has an influence on adopting new teaching technique. This signifies that, those with monetary aspirations will try out new things to be successful and to get high incentives. Esteem needs has an influence on being proficient, maintaining high levels of discipline and decorum in the classroom and also in adopting new teaching methods to maintain their self- esteem. Flexibility factor has an influence on Competency, Money and innovation. Teachers who opt for flexible working hours are busy teachers; they have their own agenda

or priorities. In order to satisfy their passion for teaching they associate with institutions, publish articles, write books, blogs, available for e-learning and will be trying creative teaching methods and evaluation techniques. They may not be showing interest for Clerical works educational administration and student Discipline related activities.

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