

**PRACTICES OF TEACHER MOTIVATION IN
COMMUNITY COLLEGE**

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A Mini Research Report

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DECLARATION

I, hereby, declare to the best of my knowledge that the study is original, no part of it was earlier submitted for any purpose to any institution.

January 24, 2018

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Govinda Prasad Gaihre

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Govinda Prasad Gaihre has carried out this study entitled Practices of Teacher Motivation in Community College under my guidance and supervision.

I recommend the study for acceptance.

January 29, 2018

.....
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ABSTRACT

This mini research entitled "Practices of Teacher Motivation in Community College" was conducted in Kaski district of Nepal. The main purpose of this study was to assess the aspects of teacher motivation and analyze the practices of teacher motivation in community colleges.

For this study four out of fifteen community colleges of Kaski district were selected by stratified random sampling technique. Teachers, campus chiefs and campus management committee chairpersons were taken as the respondents for the study. This study adapted focused interview design of qualitative approach. The verbal data or information generated from different respondents using semi-structured and open-ended interview questionnaires were analyzed and interpreted with reference to Herzberg's dual factor theory and Stacy Adams equity theory.

This study revealed that salary benefits, job security, the opportunity of professional development, promotions, fair and cordial relation with the administration, effective reward and punishment system, participatory management, job autonomy and additional responsibilities as the aspects of teacher motivation in community colleges. Such colleges are found adapting varied practices of teacher motivation. It also found that community colleges with better financial strength were trying to motivate their teachers with salary benefits comparable to other similar organizations whereas such colleges with poor financial back up were found focusing on participatory management as a tool to motivate their teachers.

Based on the findings of the study, it is concluded that community colleges are attempting to motivate their teachers by adapting varied practices of teacher motivation but it requires some policy and practice level interventions so that teachers working in such colleges could work with positive motivation and enthusiasm.

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CHAPTER: ONE

INTRODUCTION

1.1 Background

Motivation is an important tool to harmonize and achieve goals of individuals and organizations. It brings purposeful changes in person's behavior. It induces people for higher productivity (Agrawal, 2000). Motivation is regarded as an essence of effective human resource management. It reduces employee's turnover and absenteeism from the workplace and also encourages them to utilize resources effectively and efficiently. Situational changes or environmental adaptation of an organization is possible with its highly motivated and devoted employees.

Needs, drives, and incentives are the starting point of motivation. These things create a situation of physical, psychological or sociological tension in a person. She/he does an action to satisfy needs or motives and accomplishes goals (Agrawal, 2011). Motivation means inspiring the personnel with zeal to do work for the accomplishment of the objective of the organization. It involves the complex combination of individual needs, drives, tensions, discomforts, and expectations. Thus, motivation is an internal feeling. It is basically a psychological process that produces goal-oriented behavior (Acharya, 2012).

Physical, financial and human resources are necessary for the operationalization of an organization. Without human resources, physical and financial resources become meaningless as the means for using those resources is the human resources (Khadka, 2009). Highly motivated human resources can contribute to the growth and development of an organization. Thus, motivation is regarded as one of the most important functions of human resource management in an organization.

Studies on human resource management in education have outlined that the quality of the education that students receive will always highly dependent on the quality of instruction that teachers provide. (Strath, 2004) has persuaded that student achievement depends first and foremost on teacher's effectiveness. Teachers just like any other workers have their own individual motives based on needs, desires, and expectations which energize their behavior towards their work performances. Thus for an educational institution, teacher motivation is the central construct for human resource management and successful achievement of its teaching and learning objectives (Adiele and Abraham, 2013). Similarly, Garrett (2000) has recognized motivation and professional development as a significant factor in enhancing educational quality. He has insisted the radical improvement of teacher morale and proficiency to contribute successful outcome of the current education sector of developing countries.

In Nepal, higher education officially started in during Rana regime in 1976 B.S. with the establishment of Tri-Chandra College. Only after four decades of this initiation, in 1959 A.D. the first university i.e. Tribhuvan University was established. Various universities and their constituent and affiliated colleges have been established in different part of the country for providing higher level education. About three Hundreds of community colleges have been established in last three decades with the affiliation of Nepal's leading university i.e. Tribhuvan University UGC(2014). Community colleges have been established by the active participation and contribution of local communities and intellects. Physical resources for the operationalization of these institutions have been managed at local levels. Volunteer grants, student fees, and subsidies from the local and central government are the major sources of financial resources. Human resources are hired by these institutions as per the rule and regulations guide-lined by its affiliating institution. Teaching faculties, administration staffs, and supporting staffs are working in collaboration to uplift the quality of its service delivery and organizational well-being.

Community colleges are educational service delivery nonprofit organizations. Their existence is solely dependent on its quality of service delivery i.e. satisfaction of its stakeholder (i.e. students and parents). These colleges as organization comprise of teachers as key human resources who are responsible for implementing educational plans or policies and enhancing educational quality. Organizational effectiveness is highly influenced by the motivation to work and dedication of its faculties to the institution.

In this study, the researcher wished to analyze the practices of work motivation of teachers of community colleges. With the conceptual and theoretical concepts of two-factor theory and equity theory of motivation, this study analyzed the teachers' expectations and motivational practices in this regard.

1.2 Problem Statement

People differ by nature, not only in their ability to perform a specific task but also in their will to do so. People with less ability but stronger will are able to perform better than people with superior ability and lack of will (Acharya, 2012). This view clearly indicates that motivation is the fundamental need for better performance of an individual. Teaching profession is a specified profession that required high intellectual ability and various pedagogical skills to cope with the students of different abilities and interest. Only a highly motivated teacher will be successful in motivating students in the classroom activities and effective teaching. Teachers' motivation plays an important role in the promotion of teaching and learning excellence (Budhathoki, 2014).

Community colleges, also widely called public colleges in Nepal are being established and managed by community people and are being guided by the terms and conditions abide by their affiliating university (i.e. T.U). Student enrollments in these colleges are being increased every year. More than 33% of a total enrollment of T.U. is in community colleges (UGC, 2014). Thousands of faculties are being engaged in the teaching profession in such colleges on part-

time, contract and permanent basis. Some of the community colleges are running newly adapted courses /programs of T.U. and some even are attempting to run autonomous programs. Such colleges seem to have more students, faculties and better financial strength where are some other colleges are running traditional courses/programs with relatively less no of students and faculties inthe weaker financial backup.

Due to the lack of regular funding sources, most of the community colleges do not have the provision of permanent appointment, provident fund, paid sick leaves, study leaves etc. to their faculties. Teachers appointed on a permanent basis on such community colleges are also not assured of their facilities to the future and seem to be attracted to government services. Politicization in the formation of college management team and appointment of key administrative staffs has resulted in impartial decisions in the appointment, promotion and control mechanisms of faculties in some colleges. Such pitfalls are responsible for poor motivation of faculties in community colleges which results in low morale and job satisfaction or lack of commitment to their profession. Ultimately, it influences the quality of education students to receive and the institutional effectiveness. Thus, this study has raised the practices of teacher motivation incommunity colleges as a research problem.

The specific research questions for this study were as under:

- i) What are the aspects of motivating community college teachers for better performance?
- ii) How are community colleges motivating their faculties?

1.3 Objectives of the Study

The major objective of this study was to analyze the teacher motivation practices in community colleges. The specific objectives of this study were as follows:

- i) To assess the aspects of teacher motivation in community colleges.
- ii) To analyze the practices of teacher motivation in community colleges.

1.4 Significance of the Study

Motivation is a psychological phenomenon created by needs, wants or drives of an individual. It is highly influenced by the environmental elements. Physical satisfaction, security, social recognition, financial incentive, position or status, participation in management, reasonable remuneration and allowance, healthy working environment, career development and training opportunities, social respect, authority, and power etc. are some of the motivating elements. All people do not feel the need for each element equally to fulfill their needs or want because each individual is different from other (Khadka, 2009). Teachers as professionals have their own needs wants, and drive whose fulfillment can be the motivating element to their profession. This study is the assessment of motivational aspects of teachers of community colleges. It will also analyze the motivational practices in such institutions and give positive implications for the betterment of human resource management practices of community colleges.

This study is addressing the most unaddressed area of educational management of higher education in Nepal. The finding of this study will be of importance to faculties, college management team, administrators, and policymakers of community colleges. Ultimately, it will contribute to enhancing the quality of educational service delivery in higher education.

1.5 Limitations/ Delimitations of the Study

This study was confined within the Kaski district of Nepal. Only the college management team members, administrators and teaching faculties of sampled community colleges were taken as the respondent for this study. Therefore, finding of this study might not be generalizable to other colleges out of the sample. This study omitted faculties working in public colleges but having regular status in other institutions. To meet the objectives of the study, status of faculties, remuneration, and incentives, allowance, paid sick leaves, study leaves, promotion, provident fund and gratuity, participation in management etc. were assessed. Respondents' views were generated and

gathered with the use of open-ended and unstructured interviews questionnaires. Necessary attention was paid to avoid bias and falsification.

1.6 Organization of the Study

This study has included major five chapters. The first chapter presents an introductory portion of the study consisting of background, problem statement, significance, objectives, limitation etc. The second chapter presents review of related literature, theoretical and conceptual framework for the study. The third chapter includes the detail of methods and procedure for the study. The fourth chapter is the main chapter that presents findings and discussion of the study. The fifth chapter includes conclusion and implications followed by the list of references and appendices.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE

This chapter includes a brief review of the related literature on motivation in general and teachers' motivation in particular.

2.1 Review of Related Literature

Decenzo and Robbins (1998) have stated motivation as the willingness to do something and it is conditioned by this actions ability to satisfy some need for the individual. An unsatisfied need creates tension, which stimulates drives within the individual. These drives generate a certain behavior to find particular goals that they perceive as having value to them.

Khadka (2009) has described motivation as the task of arousing interest and spirit in employees to work actively in a disciplined, responsible and dedicated manner for effectively operating an organization for the achievement of organizational goals. Motivation also establishes the co-operative relationship among employees and encourages them to work. It is a continuous process as it arises from human needs which are innumerable when one need has been fulfilled, another need appears instantly. This is purely a human and psychological aspect as the same environmental elements do not motivate all persons equally and only the human being, not any other resources can be motivated. There are various techniques to motivate persons to work. Some persons can be motivated through positive means like reward and honor whereas some others can be motivated through negative means like threats, warning etc. Similarly, some can be motivated by increasing salary, giving promotion high allowance, participation in management etc.

According to Agrawal (2000), motivation is the result of interaction between the individual, the job, and situation. It is the key to effective work performance. It makes employees act or behave in a certain way. It is the inner state that energizes, directs and sustains behavior towards goal achievement. It

can be extrinsic which is extremely induced or intrinsic which is self-generated. Financial incentives for a job well done are extrinsic whereas a sense of satisfaction for a job well done is intrinsic motivation. Though motivation is highly situational, working willingly, greater efforts to perform tasks, giving the best at work, sense of belonging and pride in the organization, higher productivity are some indications of motivation in employees. Similarly, excessive employee turnover, absenteeism, indiscipline, frustration and unrest at the workplace, increasing rate of accidents, low productivity and a high waste of raw materials are some indicators of demotivation in employees.

Acharya (2012) has mentioned that motivation is a basic psychological process, which energizes human behavior, directs or channels these behaviors. It inspires the personal with zeal to do work for the accomplishment of objectives of the organization. It involves a complex combination of individual needs, drives, tensions, discomforts, and expectations. A manager who can recognize individual differences, use goals and feedback, allow employees to participate in decision making that affects them, link rewards to performance and check the system for equality will be successful in motivating employees for the achievement of goals of an organization.

Ololube (2004) in his study on teacher's job satisfaction and motivation for school effectiveness has explored that increased motivation of teacher leads to an increase in productivity that gives a boost to the educational systems. He further claims that teachers are dissatisfied with the educational policies and administration, pay and benefits, material rewards and advancement etc. This has a great impact on teachers work performance and school effectiveness.

Raseed et.al (2010) put their opinion that high salary or compensation benefits are encouraging factors for the teachers. Their study on motivational issues for teachers in the higher education of Pakistan further reveals that the higher workload combined with other administrative activities like examination, admissions, internships, and disciplines has caused to the decreased motivation of teachers.

Nyankundi (2012) has included both physical and psychological factors in teacher motivation process. Her study indicated job satisfaction, reward and compensation, professional training and work situation factors as key motivating factors in teacher's motivation.

Gatsinzi et al (2014) also revealed that motivation of teachers is due to work supervision, responsibility assignment and how teacher effort is acknowledged and respected by examining work and school-related variables in teacher motivation. The study further indicated that in teacher motivation school facilities related variables such as aesthetic and cleanliness also significantly co-related with teacher motivation.

Budhathoki (2014) in his study on teacher's motivation has found that salary, the role of school administration, supervision and monitoring as extrinsic elements and career development, social recognition and student's success as the intrinsic elements for teacher motivation.

2.2 Implication of the Reviews for the Study

The literature brief reviewed and discussed in the previous section of the study has helped researchers to picture out the clear concept regarding motivation, its various aspects, and practices that can be adopted in motivating personnel in an organization. Previous studies reviewed here are found to be useful references in exploring aspects of motivation and to analyze practices for motivation adapted in community colleges under study.

2.3 Theoretical/Conceptual Framework

Several theories have been propounded to explain the motivation of employees in the organizations. Acharya (2012) has categorized various motivation theories into two. The first category is content theories of motivation. It includes Maslow's need hierarchy theory, Herzberg's two-factor theory. McClelland's achievement theory, Alderfer's ERG theory etc. These theories explain the dynamic of human needs, such as why people have different needs at the different time. By understanding an employee's need, the

conditions that motivate them can be discovered. The second category is process theories of motivation. It includes vroom's expectancy theory, Stacy Adam's equity theory, Porter and Lawler's performance satisfaction theory. These theories do not directly explain how needs emerge. Instead, they describe the process through which needs are translated into behavior. Process theories help to explain why people behave the way they do and also help to understand, predict and influence employee performance.

In this study, to analyze the data and information collected from the various respondents and draw a conclusion, Herzberg's two-factor theory and Stacy Adam's equity theory has been taken into consideration.

Frederick Herzberg of the Western Research University of America has contributed to the world by developing an important theory to motivate employees to work in 1950. This is two-factor theory consisting of hygiene and motivational factor also called the dual factor theory of motivation or hygiene theory of motivation. The hygiene factors include company policy and administration, quality supervision, interpersonal relations with superiors, peers, and subordinates, work conditions, salary, personal life, status, job security etc. The absence of these factors causes dissatisfaction leading to grievances, absenteeism and job quit in the employees. Though hygiene factors do not motivate employees but take out dissatisfaction from employees. Motivational factors are also called satisfiers or motivators include achievement, recognition, growth, responsibility, development and advancement, challenging work etc. These factors satisfy the employees and cause a high level of motivation and job satisfaction when present (Agrawal, 2011).

Equity theory is an important process theory developed by J.Stacy Adams in 1963 A.D. This theory assumes that individuals are motivated by their desires to be equitably treated in their work relationships. In an organization, employees work according to qualifications, ability, and skill. Besides these things, their works are also affected by a psychological factor.

Such psychological factor is the expectation of the employees that the organization should consider him/her comparatively good and should not be prejudicial towards him. The person compares with other persons within the organization or persons of the equivalent post outside the organization. While comparing if they find impartiality towards them, they get motivated towards work. At the same time, if they experience inequity they do not exert much effort to work or change their inputs, change their outputs lowering the quality of performance, distort perceptions of self or others and also may quit the job (Khadka, 2009).

Above presented both the theories can be equally applicable for understanding the aspects of teachers' motivation in community colleges and analyzing the motivational practices in those institutions. On the basis of these theoretical approaches, the conceptual framework for this study has been developed as under.

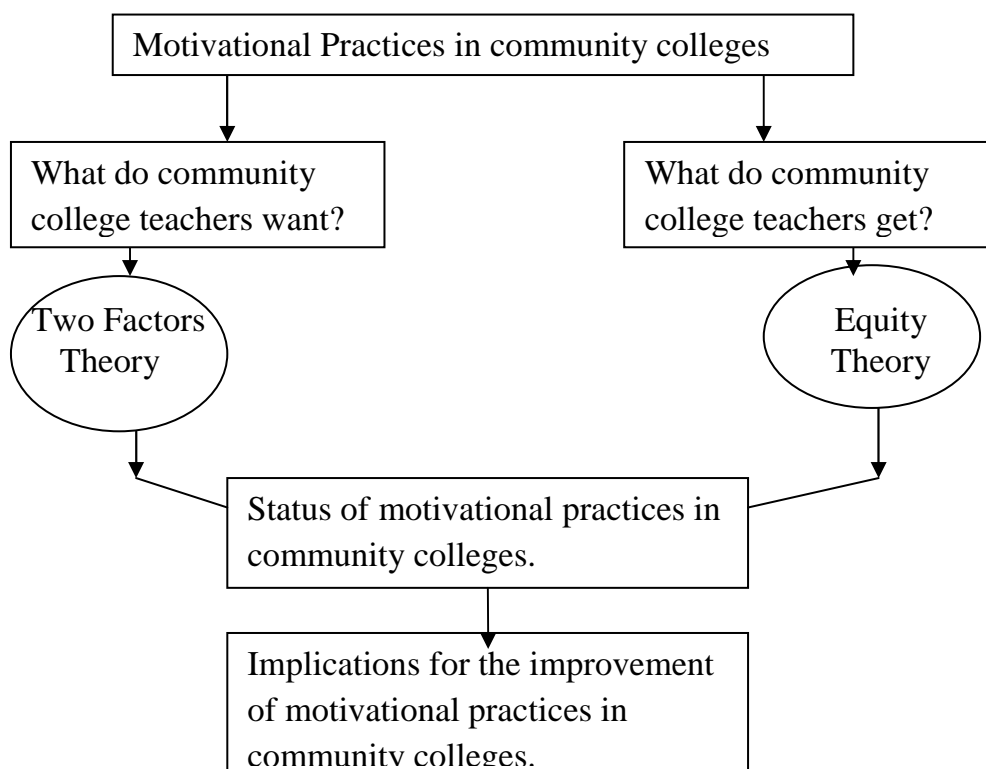


Fig: Conceptual Framework of the study.

CHAPTER:THREE

METHODOLOGY OF THE STUDY

This section includes the methods and procedures for this study.

3.1 Research Design

Motivation as a psychological phenomenon depends on an individuals' perception of certain environmental elements of an organization. There may have variable elements for motivating teachers in community colleges. To assess those aspects and analyzing motivational practices adapted in such colleges focused interviews design of qualitative research approach was implemented. In focused interviews design, the researcher asks questions designed to draw out participants responses on a topic of interest. Respondents are free to answer in their own words rather than having to choose from pre-determined options as in the survey. The unstructured, open-ended format permits greater flexibility and responsiveness to emerge issues for the participants (Ary, Jacobs and Razavich, 2002). Verbal information generated from the respondents in the course of the focused interview were analyzed and interpreted with the reference of the theoretical and conceptual framework of this study.

3.2 Population of the Study

This study has attempted to assess and analyze the practices of teacher motivation in community colleges. There are about five hundred community colleges throughout the country. All the teachers, college administrators and college management team members of such colleges were taken as the population of this study.

3.3 Sampling Procedure

Following sampling procedure was adapted to select samples for the study.

3.3.1 Selection of Study Area

Kaski district from province no 4 was taken as the study area for this study for the convenience to the researcher.

3.3.2 Selection of College

Out of fifteen community colleges in Kaski district, four colleges (two running both bachelor and master program and two with only bachelor programs) were selected as the sample by stratified random sampling technique.

3.3.3 Selection of Teacher

Teachers teaching in community colleges were the key respondent for this study. Eight teachers; two from each sampled college were selected as the sample for the study by purposive sampling technique.

3.3.4 Selection of Administrator

College administration head i.e. campus chief from each sampled college was selected as the respondent for the study by purposive sampling technique.

3.3.5 Selection of College Management Team Representative

Chairperson of college management committee or one representative of CMC from each sampled college was selected by purposive sampling technique.

3.4 Tools and Techniques for Data / Information Collection

As this study is based on qualitative research design, detailed information regarding motivational aspects, practices of motivation and ways for the betterment of those practices were generated through semi-structured and open-ended interview questionnaires. Separate sets of interviews questionnaire for teachers, administrators, and college management

representatives were constructed based on the pre-determined research questions of the study.

3.5 Nature and Sources of Data

Verbal data or information from different respondents are collected by the use of semi-structured and open-ended interview questionnaires prepared with reference to the objectives of the study. This study has used both primary sources of data such as responses from different interviewees and secondary sources of the data referred to from the report of previous studies, journals, books etc.

3.6 Data/Information Collection Procedure

The detailed information required to fulfill the objectives of the study were collected by the field visit of sampled colleges. A face to face interview was conducted with each respondent in consensus. The data/ information obtained from each respondent was recorded in the audio recorder and also noted down in diary by the researcher as far as possible.

3.7 Data Analysis and Interpretation Procedure

The verbal data/information collected from the various respondents was presented in the form of narratives and direct quotes. The names of the respondents were replaced by pseudonyms. Finding and conclusions of the study were derived by triangulating and assessing the information obtained from different sources with the use of the theoretical and conceptual framework of this study.

CHAPTER: FOUR

FINDINGS AND DISCUSSIONS

This chapter includes major findings and discussions generated from the analysis and interpretation of data and information collected as per the objectives.

4.1 Aspects of Teacher Motivation

The first objective of this study was to assess the aspects of teacher motivation in community colleges. Teachers, CMC chairs and administrative heads of sampled colleges were taken as respondents for this study. Necessary data and information's were collected with the help of semi-structured and open-ended interview questionnaires based on focused interview design.

Each of the respondents was asked to point out major factors that motivate teachers to work efficiently in community colleges. Respondent teachers agreed that salary benefits, job security, the opportunity to professional development, promotion to higher positions, fair and cordial relation with the administration, effective reward and punishment system, participation in management, job autonomy and additional responsibility are the major factors motivating teachers. Beside these factors, one respondent teacher added that:

"I feel salary benefits, faculty development, job security, good governance, institutional image are essential factors for teacher motivation but an individual teacher's personal attitude or intuition is the most important one."

Another teacher from a sampled college told: *"I belong to this local community. To have this sort of college in our community is a matter of pride to us. Though I am being paid extremely low in comparison to other institutions where I used to work, I am not frustrated. I am working here enthusiastically with the feeling of cooperation to my own community."*

In one of the respondent teacher's word:

I have been working in this college for last 14 years. In previous years, students used to be regular, punctual and attentive in classroom activities and they used to get better results too. But, these days majority of students do not see sincere in their studies. Some of the students join college only to get recommendation letters to abroad studies. Those who are not applying for abroad studies also do not show a keen interest in studies. This kind of negative attitude among the majority of students makes me frustrated.

Another teacher told that:

I am working in this college in the morning shift. In the daytime, I work in a missionary school where I get for better salary than that of here. Still, I used to introduce myself as a teacher of this college to the society. I feel teaching in a community college is a much more prestigious job than that of working in a private institution.

In a view of one campus chief from the sampled college: "Salary benefit, promotion, paid leave, provident fund and gratuity are essential for teacher motivation but not sufficient. Participatory management is a better tool for teacher motivation". He further added: "I used to share major problems with teachers and try to get a solution in consensus. Major decisions are made after enough discussions with teachers or their representatives. This practice has developed a feeling of belongingness and ownership among teachers."

One of the respondent campus chief viewed in against to common views of teachers. He denied salary benefits as a motivational factor to the teacher. He further explained:

I have been in administration position for last seven years. Previously we were unable to pay teachers salary on monthly basis. The salary structure was also below the salary structure of T. U. These days we have managed salary structure as per T. U. structure and also managed

to pay it on monthly basis. Still, I do not find significant changes in teachers working pattern and their attitudes. Additional responsibility and job recognition have somehow worked as a motivator in my institution. Performance-based reward and punishment system can be a tool to motivate teachers.

All the respondent CMC members also agreed to the motivational factors stated by teachers. In addition, one of the CMC chairs told that: "*It is essential that internal environment of the college should be cooperative and a good human relation should be maintained among the teaching staffs. Another CMC chair focused on professional ethics and honesty.*" He added: "*I feel inner conscience of individual guides him/her to perform in a particular manner thus it is difficult to motivate a teacher by external means.*" His views align with Acharya (2012) who noted that motivation is basically a psychological process.

From these views or information collected from different respondents regarding aspects of teacher motivation, it can be summarized that; teachers are expecting satisfier or hygiene factors such as salary benefits, job security, interpersonal relations with superiors etc. along with motivational factors such as recognition, responsibility, development and advancement, job autonomy and participation in decision making as stated by Federick Herzberg in his dual factor theory.

4.2 Practice of Teacher motivation

It is obvious that effectiveness and wellbeing of a college are highly influenced by the motivation to work and dedication of its faculties to the institution. Acharya (2012) has viewed that people with less ability but stronger will are able to perform better than people with superior ability and lack of will. In this study, to analyze the practice of teacher motivation in community colleges necessary data and information from concerned teachers, CMC chair, and administrative heads have been collected through focused interview

based on semi-structured interview questionnaires. Findings of the study in this regard are presented and discussed under following subheadings.

4.2.1 Salary and Benefits

In the course of the interview, respondent teachers indicated salary and benefits as a most influential aspect of teacher motivation. Except for two out of eight respondent teachers from four sampled colleges, all were found to be underpaid in comparison to T. U. or P. U. affiliated colleges. Only the teachers appointed on a permanent basis in such colleges were getting provident fund but some of the newly established colleges did not have the provision of appointing teachers on a permanent basis. Some colleges had the facility of paid sick leave and yearly grades to their teachers but some of the colleges did not have this facility too. About the salary benefits of teachers, one of the respondent CMC chairs told that: "*We are not able to manage salary benefits as per T. U. or P. U. due to the lack of financial backup. We are planning to run some additional programs in day and evening shifts. If it succeeds as per plan, certainly our teacher staffs will be highly benefited.*"

A teacher during interview session revealed that he was being paid extremely low in comparison to a similar job in other college and was waiting for a better opportunity. These views clearly showed that majority of community college teachers were not getting salary benefits as per their expectations. This has created some sort of dissatisfaction among those teachers. Herzberg's dual factor theory has considered salary benefit as one of the major hygiene factor (satisfier). His theory states that though salary benefits do not motivate employees but take out dissatisfaction from them.

4.2.2 Extra Responsibility

Respondent teachers and college administrative heads from each sampled college showed a strong connection between extra responsibility assigned to a teacher and their level of motivation. It is found that community colleges had been trying to motivate their faculties by assigning various

additional responsibilities besides teaching. Out of eight respondent teachers, four were found crowned with titles like faculty head, research head, member of SSR team, member of exam coordination committee etc. Herzberg's dual factor theory also states responsibility as a motivator and when present it causes a high level of motivation and job satisfaction. In this regard, one of the respondent teachers mentioned that:

I have been working here for last six years. I am very much passionate about research work along with regular teaching. I rarely take leaves from my job. Two years back college has assigned me an additional responsibility of research head. It makes me feel proud and being honored for my dedication to my job.

One campus chief added that: "*Majority of teachers in my college are found more dedicated to their job after assigning additional responsibilities besides teaching. What I have noticed is it gives a sense of reward and honor to them.*"

Thus, findings of this study showed that there is a positive connection between additional responsibility and teacher motivation as indicated by dual factor theory of Herzberg and community colleges were found practicing it.

4.2.3 Growth and Development

Opportunity to professional growth and development is another important aspect of teacher motivation. All the respondents showed their positive response regarding the relation of teachers' professional development to their job motivation. During focused interviews, respondent teachers expressed their keen interest to participate in subject-related training, workshops, and seminars. As one of the teachers viewed that:

Our college rarely organizes professional development programs. I had participated in course dissimulation or orientation program organized by Dean Office two years back. This sort of program organized by the university is insufficient for teachers' growth and development. The

college itself should organize professional development programs utilizing internal as well as an external resource person on regular basis. Tribhuwan University and University Grant Commission should have the policy of supporting and coordination colleges in organizing such programs. So that, we faculties at a community college could get opportunities to have interaction with subject experts and academicians of national or international levels too.

In researchers query with respondent campus chiefs and CMC chairs about the provision of paid study leaves to teachers for M. Phil. and Ph. D. except from one sampled college, all others answered not having such provision at present but planning for future. In this regard, one of the respondent campus chiefs said that:

It is very essential provision for the faculty development and institutional advancement but due to lack of sufficient fund, we are unable to send our teachers for further study on paid leaves. However, interested teachers are provided with unpaid leaves for two or three years. As there is no regular income source beside student fees, nominal grants from UGC and volunteer donations, we need to still wait for coming few years to manage this provision.

In a sampled college, where this provision of paid study leave had been found implemented, respondent teachers, college management committee chair and campus chief all were found excited. Campus chief of the same college mentioned that:

Though we do not have enough fund, we have Somehow managed to provide the opportunity for further study (M.Phil. or Ph. D) for one or two teachers every year. It has been helpful in increasing teachers' morale and uplifting institutional image. The college itself is getting better quality human resources. It has been a plus point to the college as we need to show such human resources for QAA accreditation and other programs of UGC.

One of the respondent teacher from the same college who had enjoyed this opportunity added that: *"It is a better practice of this college. This provision has given positive impact to rest of faculties who are seeking opportunities to career development and also for the whole institution itself."*

Analyzing the views from various respondents under study, it was clear that teachers of community colleges were seeking the opportunity for their growth and development. Very few teachers from these colleges were privileged and found highly motivated but the majority of the colleges were not able to manage such opportunities. Poor financial backup and lack of strategic planning could be the major reason behind their inefficiencies. Affiliating institution T.U., UGC and local government also should work in collaboration to ensure the opportunity of growth and development to the faculties of community colleges.

4.2.4 Participation in Management

Participation in decision making increases teachers' job satisfaction and motivation as it develops a sense of belongingness and ownership to the institution. All the respondent campus chiefs and CMC chairs claimed of having a practice of involving teachers or their representatives in making vital decisions regarding academic, institutional planning and human resource management.

In this regard, one of the respondent campus chiefs shared that:

We have been running this college with very low financial backup. None of the teaching staffs are getting salary benefits as per the government or T. U. salary structure. We have made our income and expenditure very much transparent to all of our staffs. We used to have a discussion about almost all the issues of college with teacher staffs on regular basis. Though CMC is the authorized body to define salary benefits for all the college staffs, it makes decisions in consensus with teacher staffs.

Therefore, I do not see any sort of dissatisfaction among teachers in terms of salary benefits.

Respondent teachers from all the sampled colleges were also asked about their participation in decision making. Teachers from the colleges with comparatively poor financial back up accepted their direct or indirect involvement in the decision-making process of the college. While teachers from high profile colleges showed their ignorance in the major decision-making process. One of the respondent teachers explained that:

We used to have very few staff meetings most probably once or twice a year. Teachers used to share their views on the agendas floored by college administration during the meeting. But the final decisions are made by full body meeting of CMC. So the staff meeting seems to be organized only for the formality.

In the view of campus chief of the same college:

There used to have meetings at various levels. Faculty heads conduct meetings with department members and campus chief along with assistant campus chiefs conducts periodic meetings with faculty heads and program co-coordinators. Major issues raised either in general staff meeting or faculty head meetings are taken to CMC meeting. This committee makes the final decisions by including teachers opinions as there is a provision of a committee member from teachers representative i.e. president of Public Campus PradhyapakSangh.

From above responses, it was cleared that community colleges with poor financial back up were in front line in practicing participatory management than that of college with better strength. This practice was found to be a better tool to minimize teachers' grievances regarding their payments and benefits rather than developing a sense of ownership to the institution among faculties.

4.2.5 Reward and Punishment

It is true that some people can be motivated through positive means such as rewards and honors whereas some others can be engaged in their duties through negative means like threats, warnings etc. All the respondents for this study accepted reward and punishment as a prominent factor in teacher motivation. All the sampled colleges were found to have established best teacher award / excellent result award for the effective utilization of human resources. But the criterion for the selection of teachers for reward was found to some extent controversial. In this regard, one of the respondent teachers said that:

Yes, we have a reward system in our college but it does not seem effective. There are different subjects with a different level of difficulties. Some subjects can be passed by most of the students easily whereas it is hard to pass some subjects even though the teacher and students have put enough effort to it. On the other hand seniority, nepotism and political influence also play some role in selecting teachers for reward.

Though all the respondents accepted punishment as a factor of teacher motivation number of cases of punishment to the teacher having poor performance was found to be negligible. In this regard, one of the respondent campus chiefs said that:

I have faced many complaints about a teacher's performance from studentside. Many times, I have talked to him and requested him to improve his performance. I did not see any improvement in his performance and finally, I took the case to CMC for the recommendation to punishment. Unfortunately, some of the CMC members gave political color to this issue and the particular teacher had been backed by them. Now, he does not listen to students' complaints and even my suggestions too.

Similar cases were shared even by other CMC chairs and campus chiefs too. This showed that punishment system was not effective in such institutions. Though reward and punishment system has been widely accepted as a factor to motivate teachers in their job, all most all the sampled colleges under this study were found unable to implement this system effectively. Unexpected political influence and lack of scientific bases for teachers' performance appraisal were seen as the major obstacle in establishing proper reward and punishment system in community colleges.

4.2.6 Equitable payment

Similar payment to the similar job is a common principle of modern human resources management. In this study, some sort of contradictory practices has been observed among the colleges in their payment system. Some colleges had been practicing monthly salary system considering three periods as a full load to their teachers. They had been paying only monthly salary to their part time and regular teachers whereas permanent teachers had been enjoying provident fund, paid study leaves, Dashain allowance etc. Though teachers of both categories were holding similar job assignments, there was the difference in their payment system. In this regard, one of the respondent teachers said that:

We have some differences in the payment system for permanent and regular teachers. It has been helpful in maintaining job satisfaction among permanent teachers who are fully dependent on this college but the regular and part-time teachers are growing some grievances in this regard. Sometimes it becomes difficult for the college administration to conduct various college activities such as the celebration of college day, extra activities during college anniversary, conduction of internal and external board exams etc. As the majority of regular and part-time teachers prefer to escape from taking additional duties during such activities.

One campus chief added:

We have two types faculties in our college, one set of faculties are working here on contract or part-time basis as they have some sort of affiliation with constituent colleges of T.U. or P.U. or in any other formal institutions. They do not get additional benefits except regular monthly salary. Another set of teachers are fully dependent on this college. They are appointed on permanent position and get additional benefits other than regular salary. This difference sometimes creates a problem in job assignment to teachers and control mechanism too.

Another teacher working on permanent position said that:

Though I have got permanent status from the college, I feel frustrated when I compare my salary and benefits with other similar institutions as it is far below the perceived standard. On the other side, college itself is running with minimal financial sources mostly collected in terms of student fees and it may not be sustainable too.

From above various views, this study revealed that community colleges were practicing various systems in the payment to their faculties. Majority of teachers were found underpaid in comparison to teachers of T.U. or P.U. In some colleges payment to teachers holding similar responsibility was found different in the name of the part-time, regular and permanent teacher. This practice was found contradictory with Stacy Adams equity theory of motivation. Due to this, some teachers were found growing grievances for partiality in payments and had shown an adverse effect on job assignment to teachers and their motivation too.

4.2.7 Job Security

Herzberg's dual factor theory has considered job security as a hygiene factor as it can reduce employee's anxiety and instability towards job or affiliation with the institution. In this study, all the respondents believed job

security as a factor to motivate teachers. Respondent teachers had found feeling some sort of insecurity in their job. One of the said that:

I have been working in this college for last 8 years. I have seen various ups and downs of this college. Though the present condition of this college is satisfactory, I personally donot feel hundred percent secure in my job. Community colleges do not have regular funding sources besides student fees and nominal grants from UGC. If a college fails to enroll enough students in each academic session, the college goes to the deficit. There are various factors such as political power play, competition with private and government colleges, changing pattern of students flow towards some certain subjects, frequent change of management team and administrators etc. forces me to feel insecure in this job.

Another teacher added that: *"In general, I do not feel insecure in my job but political interference scares me sometimes".* Similarly, another teacher also stated that: *"Sole dependence of college fund to local income and inefficient implementation of college rule and regulations i.e. dominance of personal interests over institutional interests has been creating an environment of insecurity to the faculties."*

Teachers in this study showed a strong bond between job security and teacher motivation. Majority of teachers in community colleges were found feeling insecure in their job. Lack of regular fund, changing pattern of student enrollment, political interference to college management were the major threatening factors to them.

4.2.8 Teachers' promotion

All the respondent teachers had agreed on promotion to higher positions as a factor to motivate them. In this study, it had been found that, out of four sampled colleges, only one of them had the practice of promoting its teacher staffs to higher positions. Campus chief of the same college stated that: *"We*

have formulated a guideline to promote our teacher staffs to the higher positions. As per the need of college and individual employees' performance, eligible teachers and staffs have been promoted to higher positions and we will continue this practice even in future too." Respondent teachers from the same college also agreed to campus chef's version.

The CMC heads and campus chiefs of other sampled colleges showed their positive response towards teachers' promotion to higher positions and informed of having planned for future. But the respondent teachers of those colleges were found less optimistic about their promotion to the higher positions. Poor payment system and lack of regular funding to their institution might be the reason behind their frustrating response.

4.2.9 Satisfaction to Job

Job satisfaction is considered as an output of teacher motivation. In this study, all the respondent teachers claimed that they are satisfied in their profession. One of the respondent teachers mentioned that: "*I choose this profession because I feel proud to be introduced myself as a university teacher.*"

Another teacher told: "*How much I am earning from this college spending 3-4 hours a day is not lower than the earning that can be made from any other job. One more thing that keeps me attached to this profession is job autonomy and flexibility.*"

Another respondent teacher who has been engaged in a managerial position to other private institution on contract basis shared that:

Though I am not getting satisfactory salary benefits from this college in comparison to my working hours outside this institution, I am still enjoying this profession as it has provided me an opportunity to be involved myself in the community of intellectuals and to utilize and refresh my knowledge bases.

These opinions from various respondent teachers indicate that teaching profession was their preferred job and were still satisfied with their career.

2.3 Major findings of the study

Based on above discussion, this study reveals that:

- Salary benefits, job security, the opportunity to professional growth and development, promotions to a higher position, fair and cordial relation with the administration, effective reward and punishment system, participation in management, job autonomy and additional responsibility are the major aspects of teacher motivation in community colleges.
- Some respondents even pointed out a sense of ownership and co-operation to the community, personal attitude or intuition, social prestige, professional ethics and honesty as the aspects of teacher motivation.
- Some colleges were found offering salary and benefits as offered by its affiliating institution T.U. to their permanent teachers while some other colleges were found paying far below the expectations of teachers.
- Almost all the colleges were found using the assignment of additional responsibility to their teachers as a better tool to motivate them.
- Some colleges were found providing opportunities for professional growth and development to their teachers and majority of college showed their inefficiencies due to the lack of regular funding source to manage such opportunities to their teachers. Community colleges with poor financial backup were found in a front line in practicing participatory

management as a tool for teachers' motivation than that of college with better strength.

- Thought all the respondents claimed of having reward and punishment system as a practice for teacher motivation, this practice was found more or less ineffective in such college due to lack of implementation of scientific performance appraisal system to assess individual teachers performance.
- Community colleges were found practicing a varied system of payment to their faculties. Though teachers appointed on part-time, contract or permanent position were holding similar job assignments, the difference in their payments and benefits had left a ground to grow grievances among the teachers.
- Majority of community college teachers were found feelings insecure about their career. Lack of regular funding sources and political influence in college management were the major threatening factors to factors to them.
- Very few community colleges were found having the provision of teacher promotion to higher positions but the majority of these colleges responded of being in the planning phase for this provision.

CHAPTER:FIVE

SUMMARY, CONCLUSION,AND IMPLICATIONS

This chapter has presented summary, conclusion,and implications of this study based on the findings and discussions presented in the previous chapter.

5.1 Summary

The main purpose of this mini research was to analyze the practices of teacher motivation in community colleges. This study was confined within Kaski district taking community colleges and their concerned CMC chairs, campus chiefs and teachers as the population. Out of fifteen community colleges in Kaski district, two colleges running both bachelor and master program and two running only bachelors program was taken as the samples for the study. Two teachers, CMC chair,and campus chief from each sampled college were taken as a respondent in this study.

To assess the aspects of teacher motivation and analyze motivation practices adapted in community colleges focused interview design of qualitative research approach was implemented. The verbal data or information generated from different respondents using semi-structured and open-ended interview questionnaires were analyzed and interpreted with reference to Herzberg's dual factor theory, Stacy Adam's equity theory and conceptual framework prepared in the course of this study and is presented in the form of narratives.

In this study, the respondent teacher agreed at salary benefits,job security, the opportunity to professional growth and development, promotions to a higher position, fair and cordial relation with the administration, effective reward and punishment system, participation in management, job autonomy and additional responsibility as the major aspects of teacher motivation in community colleges. Some respondents even pointed out a sense of ownership

and co-operation to the community, personal attitude or intuition, social prestige, professional ethics and honesty as the aspects of teacher motivation.

About the practice of teacher motivation in community colleges, this study revealed various practices adopted in such colleges. Some colleges were found offering salary and benefits as offered by its affiliating institution T.U. to their permanent teachers while some other colleges were found paying far below the expectations of teachers. Almost all the colleges were found using the assignment of additional responsibility to their teachers as a better tool to motivate them. Some colleges were found providing opportunities for professional growth and development to their teachers and majority of college showed their inefficiencies due to the lack of regular funding source to manage such opportunities to their teachers.

Community colleges with poor financial backup were found in a front line in practicing participatory management as a tool for teachers' motivation than that of college with better strength. Though all the respondents claimed of having reward and punishment system as a practice for teacher motivation, this practice was found more or less ineffective in such college due to lack of implementation of scientific performance appraisal system to assess individual teachers performance.

Community colleges were found practicing a varied system of payment to their faculties. Though teachers appointed on part-time, contract or permanent position were holding similar job assignments, the difference in their payments and benefits had left a ground to grow grievances among the teachers. Majority of community college teachers were found feelings insecure about their career. Lack of regular funding sources and political influence in college management were the major threatening factors to factors to them. Very few community colleges were found having the provision of teacher promotion to higher positions but the majority of these colleges responded of being in the planning phase for this provision.

5.2 Conclusion

From the assessment of motivational aspects and analysis of present practice of teacher motivation in sampled colleges it can be concluded that as stated by Herzberg's dual factor theory, community college teachers are expecting both satisfiers such as salary benefits, job security, fair and cordial relation with superiors, efficient reward and punishment policy and motivators such as job recognition and additional responsibility, job autonomy, participation in management, growth, and development etc.

Regarding the practice of teacher motivation, community colleges having relatively sound economic status are able to manage salary benefits as per other similar organizations but the majority of colleges are not able to pay their teacher as per their expectations. Feeling of job security among community college teachers seems very poor. Lack of regular funding sources and external influence in community college management is threatening their career. Very few community college teachers are getting professional development opportunities from their college. All the colleges are trying to motivate their teachers by assigning additional responsibility but the reward and punishment system is not effective due to the lack of implementation of scientific performance appraisal system.

Most of the community colleges are involving teachers or their representatives in the decision-making process of the college. This has developed a sense of belongingness and ownership among them but other facilities such as paid sick leaves, study leaves, promotion to a higher position, pension or retirement fund etc. are not managed as per other organizations with similar nature and has affected the level of teacher motivation in community colleges. Thus, from this study, it can be concluded that community colleges are trying to motivate their teacher staffs adapting various practices but still there are enough spaces for the improvement of their practices. That requires some practice and policy level interventions so that, community college teachers could feel secure in their career and work with better motivation.

5.3 Action Implications

This study is an independent and self-initiated study facilitated by JRCC. It may have some implications to human resource management of community colleges and ultimately in uplifting the quality of educational service delivery by such institutions. Some of the implications are presented under:

- ❖ Government of Nepal, Ministry of Education, University Grant Commission and Tribhuvan University should review the policies of affiliating community colleges, appointment of teachers in such colleges, their salary benefits, career development opportunities and promotion criteria to ensure equitable terms and conditions with organizations with similar nature so that teachers working in such institutions could work with high motivation and moral.
- ❖ As community colleges are contributing in developing quality human resources to the society, local government should have some kind of association with community colleges and should form a policy of supporting such colleges in infrastructure development, human resource development and quality enhancement of their products.
- ❖ Community colleges should adopt scientific performance management system and its result should be utilized in teachers' promotion, reward and punishment, performance development and compensation management. Salary benefits and other facilities to teacher staffs should be made equitable with other similar organizations.
- ❖ The practice of maintaining fair and cordial relation maintained among teacher staffs and administration should be encouraged and external influences in college management should be avoided to ensure smooth functioning of such institutions.
- ❖ This mini research conducted within the community colleges of Kaski district does not reflect the true status of practices of teacher motivation throughout the country. So, this can be helpful for the research on teachers' motivational practices in private and government colleges of Nepal.

- ❖ Further research can be conducted on effects of aging and gender on teachers' motivation. A comparative study can be carried out on motivation among the teachers of community college and private or government colleges too.

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APPENDIX - I
PRACTICES OF TEACHER MOTIVATION IN COMMUNITY COLLEGE
Interview Questionnaires for Teacher

Name of Teacher:

Phone No:

Name of College: Email:

Work Experience in this College:

Prior Work Experience:

1. When did you start your job in this college?
2. Is teaching your preferred profession? If not, why did you choose this profession?
3. Are salary benefits of this college satisfactory? If not, why?
4. Do you get extra benefits/ incentives from a college other than regular salary? If yes, please mention it.
5. Are you assigned for extra responsibilities other than teaching? If yes, please mention it.
6. Is there a provision of promoting teachers to the higher position in your colleges? If yes, what are the criteria for it?
7. Is there an opportunity for professional development for teachers? If yes, Please explain them.
8. Do you have any role in the decision-making process of college? If yes, please mention the nature of decisions.
9. Are there provisions of reward and punishment system in your college? If yes, please mention.
10. Is there a difference in facilities for permanent (regular) and part-time teachers? If yes, Please mention the major differences.
11. How do you find your benefits from this college in comparisons to other constituent colleges of T.U. or P.U.?
12. Are your working hours and other physical facilities satisfactory? If not, please mention.

13. Being a teacher at a community college, do you feel any sort of insecurities in your career?
14. Are you satisfied with your job? If yes or no, please mention the reasons.
15. In your opinion, what are the major factors motivating teachers in community college?
16. What should be done by college administration and CMC for the further motivation of teachers?
17. Do you wish to express additional views regarding teacher motivation in community colleges?

APPENDIX - II**PRACTICES OF TEACHER MOTIVATION IN COMMUNITY COLLEGE****Interview Questionnaires for Administrative Head (Campus Chief)**

Name of Campus chief:

Name of College:

Phone no:

Interview Questionnaires for Administrative Head (campus chief)

1. How long have you been in this position?
2. How many teachers are there in this college? Please mention the no. of regular/ permanent and part-time teachers.
3. Is there any problem of teacher absenteeism in your college? If yes/ no, what can be the reason?
4. Do teachers complete their assigned courses on time? If no, please mention the reasons.
5. Do students complain about teacher's performance with you? If yes, how do you deal with teachers?
6. Is there any conflict among teachers within a department or whole college? If yes, what might be the main reason?
7. Do you find all the teachers dedicated to their job? If not, what can be the reason behind it?
8. How is teacher turnover rate of this college? If it is high, what can be the reason behind it?
9. How are the salary structure and other benefits to teaching staff in comparison to other constituent colleges of T.U. or P.U.?
10. Do teachers get additional benefits from a college other than regular salary? If yes, please mention them.
11. Is there any provision of promotion of teachers to higher positions? If yes, please mention the criteria for it.

12. Do you involve teachers in the decision-making process of college? If yes, Please mention the nature of agenda.
13. Is there any provision of study leaves to the teacher for higher study? If yes, what are the criteria for selecting teachers?
14. How is the impact of this provision on teachers and college itself?
15. Is there any reward or punishment system for teachers? If yes, please mention.
16. How often do you call staff meeting? What sorts of issues teachers used to rise during such meetings?
17. Are teachers in this college feeling secure in their job? If yes/no, Please mention the reasons.
18. In your opinion, what can be the major factors to motivate teachers in community college?
19. What are the major practices adopted by the colleges to motivate teachers in their job?
20. What are future plans and policies of college to motivate teachers?
21. Do you wish to express additional views regarding teacher motivation in community college?

APPENDIX - III

PRACTICES OF TEACHER MOTIVATION IN COMMUNITY COLLEGE

Interview Questionnaires for CMC Chairman/ Representative

Name of CMC Chairman/ Representative:

Name of College:

Phone no:

1. How long have you been in this position?
2. How many teaching and non-teaching staffs are there in this college?
3. How are the salary structure and other benefits to teaching staff in comparison to other constituent colleges of T.U. or P.U.?
4. Do teachers get additional benefits from a college other than regular salary? If yes, please mention them.
5. Is there a provision of promotion of teachers to higher positions? If yes, please mention the criteria for it.
6. Do you involve teachers in the decision-making process of college? If yes, please mention the nature of agenda.
7. How is teacher turnover rate of this college? If it is high, what can be the reason behind it?
8. Is there a provision of study leaves to the teacher for higher study? If yes, what are the criteria for selecting teachers?
9. How is the impact of this provision on teachers and college itself?
10. Is there any reward or punishment system for teachers? If yes, please explain.
11. Do you have regular interaction with teachers? If yes, what sorts of issues are raised by teachers?
12. Are teachers in this college feeling secure in their job? If yes/no, Please mention the reasons.
13. In your opinion, what are the major factors to motivate community college teachers?

14. What are the major practices adopted by the college to motivate teachers in their job?
15. What other innovative practices the college is planning to do to motivate the teachers?
16. Do you wish to express additional views regarding teacher motivation in community college?

