

Work Motivation amongst University Teachers: A Comparative Study of State and Private Universities

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ABSTRACT

An individual's motives may be quite complex and often conflicting. Baldwin (1991) stated that work contents of public sector are different as compared to private sector organizations. The study determines the level of overall work motivation amongst state and private university teachers of Punjab, and the level of intrinsic work motivation (enjoyment & challenge) and extrinsic work motivation (outward & compensation) is investigated amongst them. This study comprised of 430 teachers of various universities. Work motivation is measured by using Work Preference Inventory developed by Amabile et al. (1994) to evaluate the level of motivational orientations. The results indicate that state university teachers are overall more motivated towards their work than the private university teachers. Individually, the state university teachers indicate higher level of intrinsic motivation, whereas; the private university teachers indicate greater level of extrinsic motivation.

Key Words: Motivation, University teachers, Intrinsic motivation, Extrinsic motivation

1. Introduction

Teachers are regarded as the nation builders. A teacher is a lecturer, facilitator, mediator, educator, instructor, moderator, guide and the list is unending. Thus, a motivated teacher would definitely lead to not only a higher quality of education but also enlightened future generations. Mustafa & Othman (2010) stated that the teachers need to carry high motivation along with knowledge and expertise, reason being that higher the teachers' motivation, higher is their 'work performance'. According to Gagne (1999) and Oemar Hamalik (2002), whatever the curriculum is, it would not be successful if teachers do not have seriousness towards their work. Further, the seriousness would only function if they have high motivation. "Motivation is concerned with behavior of a person and also with reasons and causes of individual's particular behavior" Kim, Dongho (2006). Causes of the individual's behavior may differ because of their different desires and needs.

"Motivation is the willingness of exerting high level of efforts for achievement of organizational goals (Robbins Stephens P. 1998, p.168). According to Atkinson (1964) "motivation is a drive which immediately influence direction, vigor (energetic activity) and persistence of action". Motivation helps to stimulate an individual to perform actions for achieving desired results. Thus, effective motivation can stimulate person and will further help towards satisfaction and commitment to their jobs. According to Luthans (1998) along with 'money' there are some other incentives which act as motivators. Ryan & Deci (2000) concluded that psychological needs i.e. competence, autonomy and relatedness are three

fundamental needs which people try to satisfy at the earliest and interaction of these needs with environment created two specific types of motivation such as 'intrinsic motivation' and 'extrinsic motivation'.

Vallerand and Bissonnette (1992) stated that "Intrinsic motivation is the activity which is carried out for enjoyment or for the satisfaction driven from that activity, while extrinsic motivation is an activity which is carried out from the sense of obligation". According to Deci & Ryan (1985) intrinsic motivation "refers to the work that carries inherently interesting or enjoyable nature" and extrinsic motivation "refers to that work that leads to a separable outcome".

2. Review of literature

Baldwin (1991) stated that Work contents of public sector are different as compared to private sector organizations. Wittmer (1991) found significant differences between the public and private sector in managers' values and rewards preferences. He found that Private managers' are more likely to be motivated by monetary rewards than public managers.

Amabile et al. (1994) developed the work preference inventory instrument to assess individual differences in intrinsic and extrinsic motivational orientation. Respondents taken for this study were college students and working adults. It was scored on two primary scales i.e. intrinsic motivation and extrinsic motivation. Each scale was subdivided into two secondary scales. Intrinsic motivation was further categorized into secondary scale i.e. 'challenge' and 'enjoyment'; on the other, hand extrinsic motivation scale was categorized into 'outwards' (oriented

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toward the recognition and dictates of others) and 'compensation'. Results revealed weak negative correlation between intrinsic motivation (especially 'enjoyment') and years of experience in their occupation. Also, modest negative correlation was found between extrinsic motivation and work experience. Therefore, results revealed that person who had spent more years in occupation, were less motivated by 'enjoyment' in their work and by the desires for 'recognition' and 'compensation'. This shows that experienced people focus less on personal enjoyment in their work setting and they have reached in their careers where they have already attained recognition, satisfactory level of compensation etc. Thus, the people with less work experience tend to seek more for recognition, compensation factors and personal enjoyment. Also, women scored significantly higher than men on intrinsic primary scale and on the intrinsic enjoyment scale. There was no significant gender differences found on other WPI scales.

Jurkiewicz et al. (1998) found that public sector people look towards for stable and secure future as a priority; whereas the private sector employee put high salary on the top of the rank order in terms of motivational factors.

Burgess and Ratto (2003) revealed that money is not the only motivating factor for public sector employees because civil servants were motivated by other benefits and incentives as compared to private sector employees.

Lyons et al. (2006) stated that public sector employees value challenging work more than private sector employees. This is also supported in a study conducted on public sector employees of Italy (Borzaga & Tortia, 2006).

Brown and Hughes (2008) conducted a comparison of two perspectives with regard to teacher's and administrative perceptions regarding intrinsic and extrinsic motivation of teachers. Teachers were asked about things that motivates them. Also, opinions of administrators were taken about what motivates their teachers. Two independent t-tests were applied to compare teacher's and administrator's responses to both intrinsic and extrinsic scales. Study revealed significant difference in the opinions of teachers and administrators for both intrinsic and extrinsic scales for teachers. Teachers rated themselves significantly higher on intrinsic items and lower on extrinsic items but on the other side administrators believed that their teachers were more motivated by extrinsic items rather than intrinsic items. Therefore, it was concluded that perceptions of teachers and administrators were different from each other. According to the teachers they were motivated by intrinsic factors but according to administrator's views, their teachers were motivated by extrinsic factors. Thus, disparity was found in both the perceptions. Secondly, the study reveals that females were more intrinsically motivated than males. Also, no affect of years of experience was found on

both intrinsic and extrinsic motivation.

Al-Salameh (2014) investigated the level of work motivation of the primary teachers in relation to age, type of school, educational qualifications, and gender. Sample size of study comprised of 312 teachers (156 male & 156 female). Findings revealed that primary teachers in Jordan carries relatively good level of work motivation and no significant difference of work motivation was found among teachers working in government and private schools. Also, no difference was found among teachers with regard to 'age'. Results also showed no effect of 'type of schools' on work motivation of primary stage teachers, but gender-wise significant differences have been found on work motivation. Findings revealed that female teachers were more motivated towards their work than male teachers. Also, results show significant differences in work motivation of teachers who have bachelor degree and having diploma qualifications. It means teachers having bachelor degrees were more motivated towards their work than the teachers having diploma according to this study. Hence, it may be concluded that highly qualified teachers were more motivated as compared to those who were less qualified.

3. Need and Objectives of Study

The concept of motivation involves lot of complexity and therefore from time to time there is a need to review it. Higher education sector is predominant in the services sector in India. Also, according to Wright (2001) "the work motivation among public sector employees and managers is very different from that of their private sector counterparts". Therefore, it is important to determine whether the level of work motivation also differ at university level.

Following are the objectives of the study

- 1) To determine the level of overall work motivation amongst the state and the private university teachers of Punjab.
- 2) To investigate the level of intrinsic work motivation (enjoyment & challenge) and extrinsic work motivation (outward & compensation) between the state and the Private University teachers.

4. Research Methodology

This Study comprised of 430 teachers of Indian universities (teachers from state universities and private universities). Study covers the State universities such as: Guru Nanak Dev University, Amritsar; Punjabi University, Patiala; Panjab University, Chandigarh; Punjab Agricultural University, Ludhiana; Rajiv Gandhi National University of Law, Patiala. The Private universities concerned in this study are Lovely Professional University, Jalandhar; RayatBahra University, Kharar; Chandigarh University,

Gharaun; DAV University, Jalandhar; Chitkara University, Rajpura. Questionnaires were distributed to 500 university teachers (250 state & 250 private university) but the number of effective sample turned out to be 430 (221 state & 209 private university). The time period of the study is from Jun 2016 to Dec 2016. Data was analyzed by mean scores, standard deviation and independent t-test. Work motivation was measured by using an instrument called the Work Preference Inventory developed by Amabile, T. et al. (1994). Scale consists of total 30 statements; 15 for intrinsic motivation and 15 for extrinsic motivation. Two intrinsic sub factors were categorized into enjoyment (10 Items) and challenge (5 items), whereas; extrinsic sub factors were categorized into outward (oriented towards recognition & dictates of others, 10 items) and compensation (5 Items).

5. Data Analysis

All the Cronbach's alpha values in Table 1 came to be

greater than 0.60, which is acceptable. This verifies the reliability of data. The table I indicate that the significant difference in overall work motivation and in extrinsic motivation. The state university teachers are overall highly motivated towards their work (mean value is 2.962) than the private university teachers (mean value is 2.849). As far as, the Intrinsic Motivation is concerned the mean value of the state university respondents is 3.21 and the mean value of the private university teachers is 3.165. These finding of the intrinsic motivation indicate that the private university teachers are less intrinsically motivated than the state university teachers although no significant difference is found. In case of the extrinsic motivation significant difference is found. Mean value of the state university teachers is 2.515 and mean value of the private university teachers is 2.732. This indicates that the private university teachers are more concerned towards extrinsically motivated factors as compared to the state university teachers.

Table 1: Reliability & Mean Scores of overall Work Motivation, Intrinsic Motivation & Extrinsic Motivation

Variable (Work Motivation)	Type of organization	Cronbach's alpha	Mean Scores	Total value
(overall Work Motivation)	State university teachers(221)	.670	2.962	-2.996*
	Private university teachers (209)	.629	2.849	
(Intrinsic Motivation) Concerning (<i>enjoyment & challenge</i>)	State university teachers(221)	.769	3.210	1.320
	Private university teachers (209)	.632	3.165	
(Extrinsic Motivation) Concerning (<i>outward & compensation</i>)	State university teachers(221)	.726	2.515	-4.703*
	Private university teachers (209)	.600	2.732	

Table 2: Analysis of State and private university teacher's responses to intrinsic motivation (enjoyment & challenge factor)

Statements	type of organization	N	Mean	Std. Deviation	t-value
S3. The more difficult the problem, the more I enjoy trying to solve it.	State	221	3.10	.772	.502
	Private	209	3.09	.858	
S5. I want my work to provide me with opportunities for increasing my knowledge and skills.	State	221	3.74	.526	.888
	Private	209	3.69	.608	
S7. I prefer to figure things out for myself.	State	221	3.28	.794	1.423
	Private	209	3.17	.784	

S8. No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.	State	221	3.44	.702	3.751*
	Private	209	3.14	.905	
S9. I enjoy relatively simple, straightforward tasks. (R)	State	221	2.36	1.016	-.117
	Private	209	2.37	.978	
S11. Curiosity is the driving force behind much of what I do.	State	221	3.28	.794	2.672*
	Private	209	3.07	.863	
S13. I enjoy tackling problems that are completely new to me.	State	221	3.27	.755	2.665*
	Private	209	3.06	.838	
S14. I prefer work I know I can do well over work that stretches my abilities. (R)	State	221	2.10	.998	1.090
	Private	209	2.00	.901	
S17. I'm more comfortable when I can set my own goals.	State	221	3.43	.752	2.660*
	Private	209	3.23	.807	
S20. It is important for me to be able to do what I most enjoy.	State	221	3.48	.754	3.514*
	Private	209	3.22	.748	
S23. I enjoy doing work that is so absorbing that I forget about everything else.	State	221	3.14	.831	3.131*
	Private	209	2.87	.919	
S26. I enjoy trying to solve complex problems.	State	221	3.24	.732	2.417*
	Private	209	3.06	.795	
S27. It is important for me to have an outlet for self-expression.	State	221	3.35	.769	3.919*
	Private	209	3.06	.770	
S28. I want to find out how good I really can be at my work.	State	221	3.42	.756	2.357*
	Private	209	3.25	.757	
S30. What matters most to me is enjoying what I do.	State	221	3.54	.691	2.579*
	Private	209	3.36	.715	

Significance level *at 1 % level, **at 10% level, R stands for reverse coding

Table 2 consists of 15 statements regarding intrinsic motivation, out of which 10 statements are related to 'enjoyment' and 5 statements are related to 'challenge' factor.

a) **Enjoyment factor:** There are total 10 statements regarding enjoyment factor in intrinsic motivation i.e. S5, S7, S8, S11, S17, S20, S23, S27, S28 and S30. Significant differences have been found among 8 statements out of 10 statements. Higher level of agreement has been shown by the state university teachers as compared to the private university teachers with high mean scores as follows: S8 (No matter what the outcome of a project, I am satisfied if I feel I gained a new experience, $M=3.44$, $SD=.702$), S11 (Curiosity is the driving force behind much of what I do, $M=3.28$, $SD=.794$), S17 (I'm more comfortable when I can set my own goals, $M=3.43$, $SD=.752$), S20 (It is important for me to be able to do what I most enjoy, $M=3.48$, $SD=.754$), S23 (I enjoy doing work

that is so absorbing that I forget about everything else., $M=3.14$, $SD=.831$), S27 (It is important for me to have an outlet for self-expression, $M=3.35$, $SD=.769$), S28 (I want to find out how good I really can be at my work, $M=3.42$, $SD=.756$) and S30 (What matters most to me is enjoying what I do, $M=3.54$, $SD=.691$). This indicates that the state university teachers perform their work with enjoyment as compared to the private university teachers.

b) **Challenge factor:** There are total 5 statements regarding Challenge factor in intrinsic motivation i.e. S3, S9, S13, S14 and S26. Significant differences have been found among 2 out of 5 statements i.e. S13 and S26. Higher level of agreement has been shown

by the state university teachers as compared to the private university teachers with high mean scores as follows: S13 (I enjoy tackling problems that are completely new to me, $M=3.27$, $SD=.755$) and S26

(I enjoy trying to solve complex problems, $M=3.24$, $SD=.732$). This shows that the state university teachers are more challenge accepting individuals at work than the private university teachers.

Table 3: Analysis of State and Private University Teacher's responses to Extrinsic Motivation (outward & compensation factor)

Statements	type of organization	N	Mean	Std. Deviation	t-value
S1. I am not that concerned about what other people think of my work. (R)	State	221	2.44	.945	-1.674**
	Private	209	2.59	.967	
S2. I prefer having someone set clear goals for me in my work.	State	221	2.34	1.228	.250
	Private	209	2.31	1.124	
S4. I am keenly aware of the income goals I have for myself.	State	221	2.66	1.052	-4.389*
	Private	209	3.06	.838	
S5. I want my work to provide me with opportunities for increasing my knowledge and skills.	State	221	3.74	.526	.888
	Private	209	3.69	.608	
S6. To me, success means doing better than other people.	State	221	2.77	1.117	2.840*
	Private	209	2.46	1.144	
S10. I am keenly aware of the promotion goals I have for myself.	State	221	2.93	.943	-.620
	Private	209	2.99	.863	
S12. I'm less concerned with what work I do than what I get for it.	State	221	2.24	1.044	-.439
	Private	209	2.28	.945	
S15. I'm concerned about how other people are going to react to my ideas.	State	221	2.38	.973	.023
	Private	209	2.38	.938	
S16. I seldom think about salary and promotions. ®	State	221	2.54	.979	-.577
	Private	209	2.60	1.001	
S18. I believe that there is no point in doing a good job if nobody else knows about it.	State	221	2.04	1.063	-2.234*
	Private	209	2.27	1.045	
S19. I am strongly motivated by the money I can earn.	State	221	2.04	.931	-7.038*
	Private	209	2.68	.949	
S21. I prefer working on projects with clearly specified procedures.	State	221	3.10	.855	1.078
	Private	209	3.00	.880	
S22. As long as I can do what I enjoy, I'm not that concerned about exactly what I'm paid. ®	State	221	2.04	.914	-3.839*
	Private	209	2.37	.879	
S24. I am strongly motivated by the recognition I can earn from other people.	State	221	2.90	.917	-.366
	Private	209	2.94	.941	
S25. I have to feel that I'm earning something for what I do.	State	221	2.71	.967	-2.556*
	Private	209	2.92	.793	

S29. I want other people to find out how good I really can be at my work.	State	221	2.54	1.024	-1.992*
	Private	209	2.74	.992	

Significance level *at 1 % level, **at 10% level

R stands for reverse coding

Table 3 consists of 15 statements regarding extrinsic motivation, out of which 10 statements are related to 'outward' and 5 statements are related to 'compensation' factor.

a) Outward' factor: There are total 10 statements regarding outward factor in extrinsic motivation i.e.S1, S2, S6, S12, S15, S18, S21, S24, S25 and S29. Significant differences have been found among 5 statements out of 10 statements. Higher level of agreement has been shown by the private university teachers in 4 statements with high mean scores i.e. S1 (I am not that concerned about what other people think of my work, $M=2.59$, $SD=.967$), S18 (I believe that there is no point in doing a good job if nobody else knows about it, $M=2.27$, $SD= 1.045$), S25(I have to feel that I'm earning something for what I do, $M= 2.92$, $SD= .793$), and S29 (I want other people to find out how good I really can be at my work, $M=2.74$, $SD= .992$). There is statement 1 statement i.e. S6 (To me, success means doing better than other people.), where higher level of agreement has been shown by the state university teachers with high mean scores as compare to the private university teachers ($M=2.77$, $SD=1.117$).'

b) Compensation' factor: There are 5 statements regarding compensation factor i.e. S4, S10, S16, S19 and S22. Significant differences have been found among 3 out of 5 statements i.e. S4, S19 and S22. Higher level of agreement has been shown by the private university teachers in all 3 statements such as, S4 (I am keenly aware of the income goals I have for myself, $M=3.06$, $SD=.838$), S19 (I am strongly motivated by the money I can earn, $M=2.68$, $SD= .949$) and S22 (As long as I can do what I enjoy, I'm not that concerned about exactly what I'm paid, $M=2.37$, $SD=.879$). This indicates that private university teachers are more leaned towards money matters.

6. Conclusion and Implications

It is concluded that the state university teachers are concerned towards the intrinsically motivated factors; whereas the private university teachers are more motivated by the extrinsic factors. The findings also reveal higher level of overall work motivation amongst the state university teachers than the private university teachers. Findings are supported by the study of Jurkiewicz et al. (1998), which stated that the private sector employees put salary on the top of the rank order in terms of the motivational factors.

Results of the present study have shown that the private university teachers are more leaned towards salaries, money, income goals, payments, simple and straightforward tasks etc. On the other hand, the state university teachers have shown their interest more in self expressions, gaining new experience from work and enjoying of complex tasks etc. This shows that state university teachers enjoy more challenging tasks from where they could get new experience instead of simple tasks set by others; in comparison of the private university teachers. The results reveal that the state university teachers are more intrinsically motivated than the private university teachers; the reason may be attributed to the fact that the state university teachers already have attained the extrinsic factors from their jobs. Supporting this, the Maslow's theory (1954) states that once the lower order needs are fulfilled (the extrinsic in this case), the individual starts striving for the higher order needs (the intrinsic in this case). The private university teachers have to strive hard for achieving the extrinsic factors; hence, these factors remain important for them.

7. Limitations

- The present study is confined to the cities of Punjab state; the results may not be truly generalized.
- Sample of the study is confined to the university teachers only, therefore results might differ for other industry employees.
- Busy schedule of university teachers affected the response rate.

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