
Practices of Teachers' Motivation in Community College

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ABSTRACT

This paper entitled, "Practices of Teachers' Motivation in Community College" was conducted in Chitwan district of Nepal. Exploring what practices are enacting while motivating the teachers in community colleges from an unexplored context provides important and critical information for scholars. In this context, this study explored the motivational practices for teacher's motivation in community colleges in Nepal. Three out of twelve community colleges of Chitwan district were selected for this study. Teachers 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. Finding of the study, revealed that community college in Nepal are attempting to motivate their teachers to adopt widely used good practices as in other organizations of similar nature. However, they are unable to implement those practices as per the expectations of their teachers due to insufficient resources and lack of systematized procedures. Those college are seeking more support from their affiliating universities, University Grand Commission and also from the state, province and local government.

Key words: Motivation, Community College, Teachers, Responsibilities and Benefits.

Introduction

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. Highly motivated human resources can contribute to the growth and development of an organization. Thus, motivation is regarded as one of the most important function of human resource management in an organization.

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.

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.

Motivation among community college teachers is the driving force to direct and control the instructional

activities in and out of classroom situations. Community colleges in developed countries have been immensely studied to uncover and identify the enacted practices and faced challenges. Little is known about the practices in motivating the teachers in community colleges in developing countries. Exploring what practices are enacting are faced while motivating the teachers in community colleges from an unexplored context provides important and critical information for scholars. In this context, this study explored the motivational practices for teacher's motivation in community colleges in Nepal 'with the conceptual and theoretical concepts of two-factor theory and equity theory of motivation, this study analyze motivational practices in this regard.

Statement of Problem

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.

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 in the 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 in community colleges as a research problem.

Objective of the Study

The major objective of this study was:

- To analyze the practices of community college to motivate teachers'.

Research Question for This Study:

- What practices does community college do to motivate teachers to perform better?

Rationale of the Study

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 and give positive implications for the betterment of human resource management practices of community colleges.

Literature Review

Various researchers have made different studies on the Teachers motivation practices of community college in Nepal. Reviewing literature is divided into three parts: review of related studies, theoretical framework, and conceptual framework.

Review of Related Literature

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 (Decenzo & Robbins 1998). 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.

Teaching is at the heart of the community college enterprise and its faculty efforts (Murray, 1999, 2004; Wallin, 2003). On that basis, considerable research has been done on what exemplifies effective *teaching*, but very little on faculty motivation, even motivation for teaching, and still less on motivation for other faculty work activities, such as professional development (Wallin, 2003).

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, disciplines has caused to decrease the 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 (2013) 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.

Faculty motivation is a critical element in community college educational reform efforts (Perin, 2001). These outcomes are critical issues in higher education nationally (Sanderson, Phua, & Herda, 2000; Teodorescu, 2000). Yet, research is inadequate to fully inform policy and decision-making regarding faculty work in the community college (Cooper & Pagotto, 2003). Community college faculty members often find themselves divided between what they want to do and what they can do. Knowing what motivates faculty to engage in professional development and scholarly productive activities provides critical information for administrators. These findings provide implications to help college administrators make policy decisions to support the faculty and align with institutional mission and goals.

The influences of intrinsic and extrinsic factors are not simple. However, it is clear from this literature that: (a) faculty members' motivations of both types bear important implications for the work that faculty members do; (b) faculty motivation is influenced by policy of the institution, and in turn, it becomes a lens through which faculty members interpret that policy; and (c) much more investigation is needed into these relationships in the community college context. Research is necessary across a broader range of characteristics that influence the dynamic; such research should be grounded in relevant models and theories of motivation (Middaugh, 2001).

There is a crisis in hiring and retention of community college faculty nationally (Sanderson et al., 2000). Initial recruitment and job fit is a key to hiring and retention of faculty, and these are linked to personal values and motivations (Tierney & Rhoads, 1994). Instead of professional development workshops, it is institutional climate, supervisor support, well-matched and aligned rewards structures, and values that drive investments with potential for powerful and lasting change (Murray, 1999). Many community college faculty take the job incidentally or by default rather than intentionally and purposefully wanting to teach in the community college (Murray, 2004). Yet, the reputation of the community college hinges not only on effective classroom practice, but also on its faculty members' training and development, their expertise and professionalism, and the excellence with which they prepare students for both workplace and academic success (Perin, 2001; Wallin, 2003).

Theoretical Framework

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 has contributed to the world by developing an important theory to motivate employees to work in 1950. Herzberg et al. (1959) propose two sets of factors: motivator factors and hygiene factors. Motivator factors determine the job satisfaction that allows individuals to reach their psychological potential, and are usually intrinsic, related to job content. Motivational factors are also called satisfiers or motivators include achievement, recognition, growth, responsibility, development and advancement, challenging work etc. By contrast, hygiene factors determine job dissatisfaction and tend to be extrinsic ones, related to the environment or context, including pay, supervision, and company policy. and administration, quality, 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. These factors satisfy the employees and cause a high level of motivation and job satisfaction when present (Agrawal, 2011).

Two- factor theory in real-world grounding has helped organizations to classify factors that lead to satisfaction or dissatisfaction amongst workers. Sachau (2007) suggests that it is best to view motivation-hygiene theory as a framework that facilitates the understanding of the duality of many factors such as "satisfaction/dissatisfaction, happiness/ unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/psychological pain avoidance. In educational research, it is widely accepted and the most commonly used theory of motivation and job satisfaction (Hill, 1994; De Nobile and McCormick, 2008).

Equity theory (Adams, 1963) is a social comparison theory, concerned with the feelings of individuals about their treatment by managers in comparison with their colleagues. Satisfaction is determined by how individuals perceive equity, which determines the balance between inputs and outputs, allowing comparison with others. In other words, the theory focuses on relative under-reward of the individual and over-reward of others, which may result in a sense of being unfairly treated and thus in dissatisfaction (Griffin & Moorhead, 2010; Agarwal, 2008).

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).

A feeling of inequity causes tension, which is unpleasant, so individuals tend to try to reduce inequity, by increasing or reducing their inputs or outputs relative to those of the other person. Alternatively, in response to inequity of any type, a worker may change his referent or "leave the field" (Adams, 1963, p.427).

Nevertheless, a number of researchers, including Muchinsky (2000) and Jost & Kay (2010), view equity theory favorably. Bolino and Turnley (2008) report that it has received significant attention, particularly from organizational scholars. Moreover, studies by McKenna (2000) and Sweeney (1990) reveal how much it has helped to further the understanding of job satisfaction and motivation.

Conceptual Framework

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.

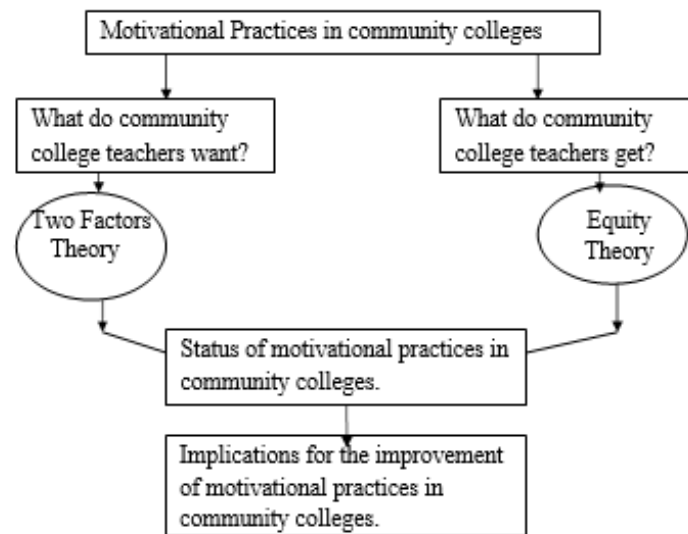


Fig: Conceptual Framework of the study.

Methodology of the Study

Research Approach (Paradigm)

The present study adopts Qualitative approach and constructivism paradigm is used for this study, which consists of deductive approaches. Descriptive techniques because its aims are to explore motivation practices and to identify respondents related opinions and attitudes and contend with present phenomena and describe them precisely and realistically (Gall, Gall, & Borg, 2007; Cohen et al., 2011; Procter, 2001). Constructivism philosophical paradigm as an approach that asserts that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Honebein 1996). This research is based on constructivism as it means to provide an understanding of the human experience as a subjective entity and interpret the participants thinking and understandings about the particular topic.

Selection of Study Area

There are about five hundred community colleges throughout the country. Three Community Colleges of Chitwan district from province no. 3 was taken as the study area and participants are both part time and permanent teachers of community college of Chitwan district.

Selection of College and Teachers

Out of twelve community college. Three colleges (running both bachelor and master program) were selected as the sample by convenience sampling technique. Both permanent and part time six teachers; two from each sampled college were the key respondent for this study.

Tools and Techniques for Data / Information Collection

As this study is based on qualitative research design, detailed information regarding practices of motivation and ways for the betterment of those practices were generated through semi-structured and open-ended interview questionnaires.

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 primary sources of data such as responses from different interviewees.

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.

Data Analysis and Interpretation Procedure

Detailed information were generated through semi-structured and open-ended interview questionnaires. All the ethical consideration were taken in mind while taking interview. The information obtained from respondent was recorded in the audio recorder. Herzberg two factor theory and Stacy Adams equity theory of motivation was

used as the references for the evaluation and analysis of the data.

Discussion and Analysis

Practices of Teacher motivation

Effectiveness and well-being of a college are highly influenced by the motivation to work and dedication of its teachers 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. Findings of the study in this regard are presented and discussed under following sub-headings.

Salary and Benefit. Teachers indicate salary and benefits as a most influential aspect of teacher motivation. 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 teachers whereas permanent teachers had been enjoying provident fund, paid study leaves, Dashain allowance yearly grades etc. Though teachers of both categories were holding similar job assignments, there was the difference in their payment system.

As per the respondent teachers' responses, except for two out of six respondent teachers from three sampled colleges, all were found to be underpaid in comparison to T. U. or P. U. affiliated colleges. Teachers appointed on a permanent basis in such colleges were getting provident fund. Some colleges were found offering salary and benefits as offered by its affiliating institution T.U and facility of paid sick leave and yearly grades to their permanent teachers while some other colleges were found paying far below the expectations of teachers.

A teacher during interview session revealed that, "I am being paid low in comparison to a similar job in other college and I am waiting for a better opportunity."

Another respondent teacher added, "We are of two types of faculties working in our college, one set of faculties are working here on contract and 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 and permanent teacher. Community college teachers were not getting salary benefits as per their expectations. This has created some sort of dissatisfaction among those teachers. 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. 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.

Four interviewees stated that salary negatively affected their level of motivation, since it hasn't met their needs and was not commensurate with the effort that they put into their work. Hence, salary benefits and other facilities to teacher staffs should be made equitable with other similar organizations.

Additional responsibility of work. Respondent teachers from each sampled college showed a strong connection between additional responsibility of work 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 six respondent teachers, three were found crowned with titles like faculty head, research head, member of exam coordination committee etc. In this regard, one of the respondent teachers said that, "I am very much interested and passionate about research work along with regular teaching I have been working in this college for last eighteen years. From last six years regularly college has assigned me an additional responsibility of research head. It makes me feel proud and being honored for my dedication to my job."

Thus, findings of this study showed that there is a strong connection between additional responsibility and teacher motivation as indicated by dual factor theory of Herzberg. Herzberg's dual factor theory also states

responsibility as a motivator and when present it causes a high level of motivation and job satisfaction. As per respondent's opinion, besides teaching, performing additional responsibilities like faculty head, research head, member of exam coordination committee etc. increases high level of motivation to them. Hence, college should hire their teaching faculties in different additional responsibilities in order to motivate them.

Participation in Management. Respondent teachers from all the sampled colleges were 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 floated 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 but, not for listening our views and opinion."

From above responses, it was clear that community colleges with poor financial back up were in front line in practicing participatory management than that of college with better strength. Participation in decision making increases teachers' job satisfaction and motivation as it develops a sense of belongingness and ownership in college. 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.

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."

Unexpected political influence and lack of scientific bases for teacher performance appraisal were seen as the major obstacle in establishing proper reward and punishment system in community colleges. 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. 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.

Growth and Development. All the respondent teachers showed their positive response regarding the practices of teachers' professional growth and development adopted by their colleges. 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 three sampled colleges, two sampled colleges, had the practice of promoting its teacher staffs to higher positions.

Teacher stated that, "Our college has formulated a guideline to promote teacher to the higher positions. As per the need of college and individual employees' performance, eligible teachers have been promoted to higher positions."

Similarly, during interviews, respondent teachers expressed their keen interest to participate in subject-related training, workshops, and seminars. As one of the teachers mentioned that, "Our College organizes professional development programs. College conducts many seminars, workshop and training to promote us. The college organizes professional development programs utilizing internal as well as an external resource person on regular basis. Tribhuvan University and University Grant Commission have the policy of supporting and coordinating colleges in organizing such programs. So that, we faculties at a community college get opportunities to have interaction with subject experts and academicians of national or international levels too."

In researchers' queries with respondent teachers, about the provision of paid study leaves to teachers for M. Phil. and Ph. D. in all sampled college, all answered having such provision and implementation. In this regard, one of the respondent teacher said that, "We teachers are provided with 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 our

college as they 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, “Yes, college has sent me and other interested faculties to do M.Phil. and Ph.D. I have completed my study by getting paid study leave. It is a better practice of this college. This provision has given positive impact to me and 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. Teachers from these colleges were privileged and found highly motivated. Majority of the colleges were able to manage such opportunities. Some colleges were not able to manage and provide 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.

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 teacher said that, “I have been working in this college for last ten years. I have seen various ups and downs of this college. Though the present condition of this college is satisfactory, I personally do not feel full 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 makes me afraid sometimes”.

Respondent 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 found as the major threatening factors to them.

Hence, 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. That requires some practice and policy level interventions so that, community college teachers could feel secure in their career and work with better motivation.

Conclusion

From the analysis of present practice of teacher motivation in community colleges, this study revealed various practices adopted in such colleges. 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. 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. 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. 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. 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. 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 having feeling of insecure about their career. Lack of regular funding sources and political influence in college management were the major threatening 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.

Above study, revealed that Community College in Nepal are attempting to motivate their teachers to adopt widely used good practices as in other organizations of similar nature. However, they are unable to implement those practices as per the expectations of their teachers due to insufficient resources and lack of systematized procedures. Those college are seeking more support from their affiliating universities, University Grand Commission and also from the state, province and local government.

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