

**Social Support Networks and Faculty Motivation: Insights from  
Tribhuvan University**

**Raju Raut\***

PhD Scholar, Tribhuvan University, Nepal

rajuraut862@gmail.com

Orcid: 0009-0009-9187-171X

**Anupama Karkee**

PhD Scholar, Tribhuvan University, Nepal

karki\_anu1@hotmail.com

**Corresponding author\***

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**Abstract**

Study examines the topic of "Social Support Networks and faculty Motivation." The research aims to shed light on the significant factors influencing teachers' motivation within the context of Tribhuvan University. The study employed a quantitative research design, collecting data from a sample of teaching Faculty within the university. The study utilizes regression analysis to show the impact of four variables on the motivation levels of teaching faculty. SPSS 26 was used to analyze the data. The study revealed that family support and faculty-parent collaboration have a strong positive impact on faculty motivation. On the other hand, faculty -community relations and social recognition of faculty had less significant effects. These findings emphasize the importance of family encouragement and partnerships between faculty and parents in boosting faculty motivation. The study suggests that focusing on family support networks and improving teacher- parent cooperation can be effective ways to enhance faculty motivation in Tribhuvan University. Novelty: This research provides a new perspective i.e. Social Recognition, Faculty Community Relation, Faculty Parent Relation, and Family Support by studying the factors that influence faculty motivation specifically at Tribhuvan University.

**Keywords:** Community, Faculty, Family, Parents, Recognition, Relation, Social

## **Introduction**

William James was an important contributor to early research into motivation, and he is often referred to as the father of psychology in the United States (Ferreri, 2006). [James theorized](#) that behavior was driven by a number of instincts (Barbalet, 2001). From a biological perspective, an instinct is a species-specific pattern of behavior that is not learned. There was, however, considerable controversy among James and his contemporaries over the exact definition of instinct. James proposed several dozen special human instincts, but many of his contemporaries had their own lists that differed. A mother's protection of her baby, the urge to lick sugar, and hunting prey were among the human behaviors proposed as true instincts during James's era. This view that human behavior is driven by instincts received a fair amount of criticism because of the undeniable role of learning in shaping all sorts of human behavior (Bandhu, Mohan, Nittala, Jadhav, Bhadauria, & Saxena, 2024). In fact, as early as the 1900s, some instinctive behaviors were experimentally demonstrated to result from associative learning (Press Books, 2024).

In this approach, understanding the intricate nature of teacher motivation has become essential. Professors play an important role in establishing the academic landscape, and their motivation has a substantial impact on their success in the classroom (Liu, et al., 2023). While intrinsic variables such as personal satisfaction and professional fulfillment assist teachers stay motivated, socio-cultural aspects, particularly social support networks, must not be disregarded (kumari & Kumar, 2023).

Family support is essential for developing faculty motivation. The family is a significant source of emotional support and encouragement for teachers, boosting their confidence and resilience in the face of professional problems (Roy & Giraldo-García, 2018). Furthermore, family relationships have a substantial impact on an individual's feeling of purpose and dedication to the teaching profession. Understanding the relationship between family dynamics and teacher motivation provides vital insights into the socio-cultural fabric that influences educational practices (Cuervo, Murrieta, Amezaga, & Acuña, 2014).

Faculty-parent relations are another important aspect of social support networks. Interaction between faculty and parents promotes a symbiotic atmosphere conducive to student success. Furthermore, favorable encounters with parents not only validate faculty efforts, but also create a sense of professional efficacy and purpose. Exploring the intricate nature of faculty-parent relationships reveals the profound interdependence of the home and school contexts, emphasizing their joint impact on faculty motivation (Shoukat, Kiran, & Zia, 2023).

Faculty-community relationships play an important role in shaping faculty motivation. Engaging with the larger community develops a sense of belonging and interconnectedness, which increases faculty intrinsic drive to make significant contributions to societal progress. Community support not only confirms faculty positions as change agents, but also strengthens their sense of professional identity and purpose. Investigating the dynamics of faculty- community ties reveals the reciprocal nature of social interactions and their impact on faculty motivation (O'Meara, 2008).

Social recognition of teaching quality emerges as an influence for increased faculty motivation. Recognition and gratitude for teachers' contributions to the social the world are powerful motivators,

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validating their professional endeavors and creating a feeling of pride in their job (Khanal & Phyak, 2021). Furthermore, social acknowledgment strengthens the intrinsic value of teaching by creating a desire for constant development and excellence. Examining the intricate details of social recognition reveals broader societal attitudes toward the teaching profession and their consequences for faculty motivation.

Considering above background, this research aims to explore how social support networks impact teacher motivation at Tribhuvan University. By examining factors such as family support, teacher-parent relationships, community interactions, and social recognition, the study seeks to offer insights for educational stakeholders. Understanding these dynamics can help create a supportive environment that enables teachers to thrive in their profession.

## **Problem Statement**

Faculty motivation is a major determinant of student's performance in national examinations. Gullatt and Bennet (1995) argued that the need for motivated faculty is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation. The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among faculty is believed to have affected the performance of students in secondary schools in Kenya including those in Thika West District. Lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Performance of a given school depends entirely on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers, Jenkinson and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new faculty.

## **Research Question**

What is the impact of social support networks, including family support, teacher-parent relations, teacher-community interactions, and social recognition of teaching, on faculty motivation?

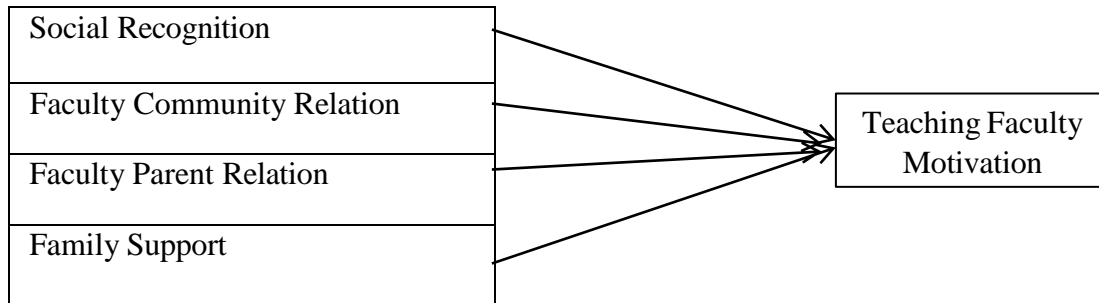
## **Objectives**

To identify the impact of Social Support Networks on Faculty Motivation

**Theoretical framework**

Independent Variables

Dependent Variables



Source: Belanger & Patrick (2018)

**Research Methods**

In this study the researcher used descriptive research design, and survey research design. Study is quantitative in nature with the Population of the study is College affiliated by TU in Kathmandu district. Sample of the study is Padmakanya Campus, Shankar Dev campus, NATHM College. Following formula for the sample size,

$$n = N * X / (X + N - 1),$$

where,

$$X = Z_{\alpha/2}^2 * p * (1-p) / MOE^2,$$

$Z_{\alpha/2}$  is the critical value of the Normal distribution at  $\alpha/2$  (for a confidence level of 98%,  $\alpha$  is 0.05 and the critical value is 2.33), MOE is the margin of error: 4, p is the sample proportion: 50, and N is the population size: 436 (Daniel, 1999). Result is 288 and 12 was add to cover the non- response error and the final sample was 300. Data are collected through the distribution of structured questionnaire and the 300 questionnaire are distributed to the respondents. Data is analyzed with using SPSS software version 26 and individual and multiple regression analysis is done. Data are analyzed with using Descriptive and inferential statistics. Consent was taken to maintain ethical consideration.

**Findings**

Descriptive Analysis

The Descriptive Statistics table provides insights into four variables related to social networking: family support, faculty-parent relation, faculty-community relation, and social recognition of teaching.

Table 1 Descriptive Statistics

S.No	Statement	Not motivating	Motivating	Highly motivating
1	Family support motivates in teaching	80	95	125
2	Faculty parent relation motivates in teaching	95	105	100
3	Faculty community relation motivates me.	115	120	65
4	Social recognition of teaching motivates me	180	80	40

Field Survey

Most of the faculties are motivated with family support because only 26.66% feels no difference from the family support. Most of the faculties are motivated with faculty parent relation because only 31.67% feels no difference. Most of the faculties are motivated with faculty community relation because only 38.33% feels no difference. Most of the faculties are not motivated with social cognition because only 60 % feels there is no social recognition in teaching.

**Model Summary**

The model summary is a critical starting point for understanding the relationship between the variables that are being studied. It provides a clear summary of the regression model's performance, showing how well the predictor variables account for the variability in the outcome variable.

Table2 Model Summary

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.678 <sup>a</sup>	.457	.455	.47729

Field Survey

The model summary shows that the regression model ( $R^2 = 0.457$ ) explains a substantial proportion

of the variation in the result variable, meaning that the predictor variables in the model account for about 45.7% of the variability in the outcome variable.

**ANOVA**

In regression analysis, ANOVA (Analysis of Variance) is used to determine the regression model's overall significance. It determines if the regression model as a whole explains a statistically significant amount of variation in the dependent variable when compared to a model without predictors.

Table 3 ANOVA

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
<b>Regression</b>	77.693	4	77.673	338.479	.000 <sup>b</sup>
<b>Residual</b>	95.253	295	.223		

Field Survey

The results of the ANOVA show a substantial significance relationship between the predictor and outcome variables. A regression model explaining 77.693 units of variation produced an F- value (F = 338.479, p <.001) that is statistically significant.

**Regression**

The regression coefficient table (B) shows the coefficients, standard errors, and significance levels (p-values) for each predictor variable in the regression model. It reveals the strength and direction of the link between each predictor variable and the outcome variable (faculty motivation).

Table 4 Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.970	.097		10.026	.000

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Family support motivates to teach effectively.	.215	.039	.246	2.983	.003
Faculty parent co-operation motivates me.	.270	.046	.332	3.695	.000
Faculty community relation motivates me.	-.073	.057	-.121	-1.276	.203
Social cognition of teachers motivates me.	-.111	.059	-.183	-1.885	.060
Dependent Variable: Faculty Motivation					

## Field Survey

Family support on faculty motivation: The coefficient is 0.215, which suggests that for a one-unit increase in family support, teacher motivation increases by 0.215 units, holding all other variables constant. The p-value is 0.003, indicating that family support is statistically significant in predicting faculty motivation at the 0.05 significance level.

Faculty parent co-operation on faculty motivation: The coefficient is 0.270, indicating that faculty-parent cooperation has a stronger positive effect on faculty motivation compared to family support. The p-value is less than 0.001, suggesting statistical significance.

Faculty community relation on faculty motivation: The coefficient is -0.073, which suggests a negative relationship between faculty-community relation and faculty motivation. However, the p-value (0.203) is greater than 0.05, indicating that this variable is not statistically significant in predicting faculty motivation at the 0.05 significance level.

Social cognition of teachers: The coefficient is -0.111, suggesting a negative relationship between social cognition of teachers and faculty motivation. The p-value is 0.060, which is marginally above the typical significance level of 0.05, indicating a borderline significance.

Family support and faculty-parent cooperation appear to have significant positive effects on faculty motivation, while faculty-community relation and social cognition of faculty have weaker or non-significant effects.

## Discussion

Family support and faculty-parent cooperation were found to be key factors positively influencing faculty motivation. Family support, in particular, showed a strong positive relationship with motivation levels, emphasizing the importance of familial encouragement in enhancing faculty commitment. Similarly, faculty-parent cooperation was identified as a significant determinant of faculty motivation, emphasizing the value of collaborative partnerships in creating a supportive educational environment. Effective communication and collaboration between faculty and parents can enhance motivation and student outcomes.

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To motivate teachers, college management can consider implementing the following recommendations:

**Create a positive work environment:** The college management can foster a positive work environment that is supportive and encourages open communication. This can be achieved through regular meetings, providing opportunities for feedback, and recognizing and appreciating teachers' efforts.

**Offer professional development opportunities:** Providing opportunities for professional development can help teachers improve their skills, knowledge, and teaching methods. This can lead to a greater sense of job satisfaction and motivation among teachers.

**Provide fair and consistent evaluation:** Fair and consistent evaluation systems can motivate teachers to work harder and strive for excellence. This includes regular feedback, evaluations that are based on clear criteria and evaluations that are conducted by qualified individuals.

## **Conclusion**

The regression analysis conducted aimed to explore the factors influencing teacher motivation based on four independent variables: Family support, Faculty-Parent Cooperation, Faculty - Community Relation, and Social Cognition of Faculty. The analysis yielded insights into the significance and directionality of these factors in relation to teacher motivation. Among the independent variables, Family Support and Faculty -Parent Cooperation emerged as significant predictors of Faculty motivation. The positive coefficients associated with these variables indicate that an increase in family support and Faculty -parent cooperation is associated with higher levels of teacher motivation. These findings underscore the importance of a supportive family environment and collaborative relationships between Faculty and parents in fostering Faculty motivation. Conversely, the analysis revealed non-significant or marginal effects for Faculty -Community Relation and Social Cognition of Faculty on teacher motivation. While the coefficients for these variables suggested potential negative associations with Faculty motivation, the p-values indicated that these relationships were not statistically significant. It is essential to interpret these results cautiously, considering potential contextual factors that may influence Faculty - community relations and perceptions of social cognition among Faculty.

These findings have implications for educational policymakers, administrators, and stakeholders invested in enhancing Faculty motivation and, consequently, Faculty effectiveness and student outcomes. Strategies aimed at promoting family involvement in education and facilitating positive interactions between Faculty and parents may contribute to fostering a motivating environment for educators. Additionally, efforts to strengthen community support and promote positive perceptions of Faculty professionalism could further support Faculty motivation and job satisfaction. It is important to acknowledge the limitations of the study, including the relatively small sample size and potential confounding variables not accounted for in the analysis. Future research could benefit from a larger and more diverse sample, as well as the inclusion of additional factors influencing teacher motivation, such as school leadership, workload, and professional development opportunities. The findings of this regression analysis underscore the multifaceted nature of Faculty motivation and



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highlight the significance of familial support and collaborative relationships in promoting a motivating environment for educators. By understanding and addressing the factors influencing Faculty motivation, stakeholders can contribute to creating supportive and empowering learning environments conducive to teacher well-being and student success.

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