

Motivational Climate in Technical Educational Institutions in Telangana - A Study

Gowthami Chinthala¹ and N.Hanumantha Rao²

1. Research Scholar, Kakatiya University, Warangal.

2. Professor, University College of Commerce & Business Management, Kakatiya University, Warangal.

Abstract: The purpose of the study is to discuss some aspects relating to motivational climate in selected Technical Educational Institutions in Telangana. The study is aimed at examining the dominant motives and strengths of the motivational concerns of teachers in Management, Engineering & Technology and Pharmaceutical Sciences. Data has been collected from 300 teacher respondents from select technical educational institutions in three districts of Telangana such as Warangal, Karimnagar and Khammam. The scale developed by Pareek was adopted to analyze different motives and strengths of motivational concerns in Technical Educational Institutions in Telangana. The study revealed that 'expert influence' is the dominant motivational concern among the teachers in three academic disciplines in Technical Educational Institutions in Telangana.

Key Words: Motivation, Climate, Job Satisfaction, Performance

Introduction

Psychologists viewed motivation as a complex combination of perceptions, aspirations, environmental interactions and behaviors. Petri felt it as a temporary phenomenon or a performance variable. When enough motivation is present, behavior is performed; when motivation is absent, behavior is absent. Lawler states that the study of motivation is concerned with the analysis of the various factors which incite and direct an individual's actions. Atkinson suggests that the study of motivation should include the following aspects: awareness of desire, what directs desire and its avoidance and how, the consequent individual behavior and its variations.

Ryan and Deci have viewed motivation as a 'unitary phenomenon' which, varies from no motivation or inspiration, to full energized action. Motivation has been a topic of interest throughout history, yet it was not until the beginning of the 20th century that it received attention. Early documented perspectives on motivation have their origins in Greek philosophy and the concept of hedonism. According to this concept individuals will endeavor to get positive rewards and avoid negative consequences. This view provides justifications for actions after they happen and cannot easily predict behaviors.

The development of motivational theory in the modern period emerged from the need to give a focus of attention to a large variety of motives, drives and needs, which are considered to reflect the main springs of human behavior.

Conceptualizing Teachers Motivation

Dörnyei identifies four motivational aspects that are, particularly, expected to affect teacher motivation: (1) intrinsic components, which deal with the motivation to become a teacher, (2) contextual factors such as working conditions and the social profile of a profession, (3) a temporal axis which Dörnyei asserts "is most clearly reflected when talking about career structures and promotion possibilities", (4) teaching is fragile, which means that it is exposed to certain strong negative influences.

Researchers agree that it is essential to be aware of the factors that motivate and de motivate teachers because motivated staff plays an important role in enhancing the achievement of students. Evans found that some teachers are particularly attracted by the social interaction with other members of staff, pleasant relations and encouragement from colleagues. It was concluded that these teachers can be placed on the level of love and a sense of belonging or relatedness of the needs hierarchy. Other teachers seem to have needs on a higher level, that is, growth and esteem, or a sense of achievement. However, they also have a need for love and a sense of belonging or relatedness. This combination can confirm Aldefer's refinement of Maslow's needs hierarchy in recognizing that individuals may seek satisfaction of needs from more than one category. Evans considers two aspects of job satisfaction: Job comfort- relates to the extent to which the individual feels comfortable in his/her job. More specifically, it is the extent to which the individual

is satisfied with, but not by, the conditions and circumstances of his/her job and Job fulfillment-involves the individual assessing how well she/he performs her/his job. While re-examining Herzberg's two-factor theory, Evans concludes that the five motivation factors listed (achievement, recognition – of achievement, responsibility, advancement and the work itself) can be reduced to one single factor which is "achievement". According to Evans teachers levels of motivation and job satisfaction are mostly influenced by the assessment of their performance by trustworthy colleagues and their superiors. Recognition of their efforts is a particularly strong contributor to their sense of achievement. On the other hand, the absence of any feedback is a source of dissatisfaction for many teachers.

Review of Literature

Bishay found that there is significant affiliation between motivation and job satisfaction. As motivation is the willingness to do any work, if individuals are satisfied with their jobs, they are more motivated to do their jobs and vice versa. Hence, motivation and job satisfaction has clear relationship. **Dinham and Scott's** study of teaching staff in Australia, New Zealand and England revealed that over half of the teachers motivation declined after taking up jobs largely due to a lack of autonomy in their work through external forces for example, interference by management or the government. **Davidson** conducted a survey on teacher motivation in Tanzania and found that most of the teachers were unhappy with their pay, fringe benefits, accommodation, promotions, status and number of lessons allocated implying a low level of job satisfaction. **Menyhárt** in a study of teacher's motivation found that teachers were intrinsically motivated and five major motives appeared to have significant impact on teachers' motivation. These includes teaching as a vocation, indicating that these teachers always wanted to be teachers, teaching as an interesting and valued field as intrinsically motivated teachers find joy and pleasure in teaching and intellectual development, as teaching promotes intellectual growth of teachers through interaction with students. **Noordin and Jusoff** study indicated significant association between job satisfaction and employee motivation. The study found that higher job satisfaction leads towards the higher motivation of the academic staff. **Lahiri and Srivastava** study tested the applicability of Herzberg's two-factor theory. They found that for middle-level manager's responsibility, domestic life, accomplishment, job and the utilization of abilities on the job were found to be motivational factors, whereas organizational policy and administration, promotion, salary and growth were de-motivators. In a study by **Sawlapurkar** it was found that many of the maintenance factors such as job security, company working conditions etc., were satisfiers.

Objective of the Study

In this study, an attempt is made to discuss some aspects relating to motivational climate in selected Technical Educational Institutions in Telangana. To be precise, the study is aimed at examining the (i) relative strengths of selected motivational concerns (achievement, expert influence, affiliation, dependence, extension and power) of teachers; (ii) relative strength of selected dimensions for each dominant motivational concern of teachers in Technical Educational Institutions in Telangana.

Sources of Data

The study is based on primary data. The data was collected from the teachers of select TEI in Telangana by administering a structured questionnaire consisting item-responses based on ordinal scale. Respondents were asked to rank the statements from each category ranging from 1 to 6. Rank 1 is given for the statement which most closely describes the climate of the institution, Rank 6 to be given for the statement which has least resemblance of the climate of the institution..

Sample Design

For the purpose of selecting the sample of teachers in select TEI in Telangana, multi-stage purposive sampling method is used. Three districts in Telangana such as Warangal, Karimnagar and Khammam are selected. From these districts, a sample of 300 teachers from different areas of academic discipline such as Management, Engineering & Technology and Pharmaceutical Science are selected for the study.

Measurement of Motivational Concern

One accepted way of examining the motivational climate is to identify the major motivational concerns of various categories of people in the organization. Motivational concern refers to the type of 'concern' shown by employees for various motivational dimensions in the organization. On careful review of the literature, the scale developed by Pareek on motivational analysis of organizational climate has been selected to measure the motivational concern in TEI in Telangana. The dimensions of the scale include;

1. Achievement

It is characterized by concern shown for excellence, competition with the standards of excellence set by others or by one's self setting of challenging goals. It also refers to doing a task in a better manner to achieve a standard of excellence and accomplishment of something unique. The employees of an organization having 'achievement' as dominant concern may undertake certain risk to achieve something new or challenging. These employees are distinguished from average performers.

2. Affiliation

Persons with affiliation motive are characterized by concern for establishing and maintaining close, warm, friendly and personal relations. An organization with 'affiliation' as dominant concern foregoes all types of 'achievement' for the sake of harmonious relations. Members of such an organization seldom take initiative or attempt any adventure.

3. Dependence

It is characterized by the desire for depending on others in one's own development. People with dependent concern always try to submit their ideas to their supervisors or knowledgeable persons and get the approval from them. They possess an urge to maintain an 'approval' relationship. An organization having 'dependency' as a major concern usually lacks initiative. In these organizations officers depend on superiors for even simple decisions and expect their subordinates to behave in the same way.

4. Extension

It is characterized by concern for others interest in sub-ordinates' goals, an urge to benefit others and may undertake many new strategies and the officers may take certain risk to ensure success.

5. Power

It is characterized by concern for exercising influence and control over others and to gain position of authority and status. The members of an organization with 'power' as dominant concern derive satisfaction by controlling and using authority. For them, the concern for power is considered as more important than the task and people.

6. Expert Influence

It is characterized by a concern for making an impact on others; a desire to make people do what one thinks is right, and an urge to change situations and to develop people.

Dimensions of Motivational Climate

The strength of the motivational concerns is examined in terms of twelve (12) selected dimensions viz., Orientation, Interpersonal relations, Supervision, Communication, Decision making, Trust, Managing problems, Managing mistakes, Managing conflicts, Managing rewards, Innovation and change and Risk taking. Respondents were asked to rank the statements from each category ranging from 1 to 6. Rank 1 is given for the statement which most closely describes the climate of the institution, Rank 6 to be given for the statement which has least resemblance of the climate of the institution..

1. Orientation

The term orientation means the consciousness of behavior in a direction in response to a stimulus. The dimension 'orientation' characterized by the main concern of members of the organization is the important determinants of the motivational climate. If the main concern of orientation is to follow and lay down rules, the climate will be of one kind (dependence type). But, if the orientation is to excel and achieve goals, it will be of another kind (achievement type).

2. Interpersonal Relations

Interpersonal relations are the relations maintained by persons in the organizations along horizontal as well as vertical positions. Interpersonal relations are reflected in the way informal groups are formed. If the groups are formed for protecting their own interests, there may be cliques creating a specific climate (control). But if people have close, informal relationships with their supervisors, it may create dependency climate.

3. Supervision

The supervisory process contributes significantly to climate formation. If the supervisors help their subordinates to improve personal skills and chances of advancement, their behavior will develop a climate (extension) different from one in which the supervisors are more concerned about maintaining good relations with their subordinates (affiliation)

4. Management problem

Problems can be seen as a challenge or they can be seen as unnecessary tribulations. Problems can be solved by the supervisor himself or jointly with the concerned employee, or can be referred to the higher levels. These different ways of tackling problems contribute to the creation of a motivational climate.

5. Managing mistakes

The attitude of the supervisor towards mistakes may develop employee orientation. Again, persons and methods in dealing with mistakes also influence the climate.

6. Managing conflicts

Conflict management is another dimension influencing the climate. The conflicts in the organization may be seen as annoying, embarrassing as problems to be solved. The process of dealing with conflicts is very significant determinant of the motivational climate.

7. Communication

Communication is yet another important dimension of motivational climate. Various aspects of communication such as its direction (top-down, bottom-up, horizontal), spread (selective or all concerned), mode (formal and informal), and type (instructions or feedback or state of affairs), significantly affect the climate.

8. Decision making

The orientation adopted by managers in decision making significantly affects motivational climate. The aspect such as centralized or decentralized decision making, the extent of employee participation in decision making creates a particular type of motivational climate.

9. Trust

The amount of trust amongst various members and groups in the organization is one of the determinants of climate. Whether the members are trusted by the management or not influenced by the motivational climate.

10. Reward management

The nature and adequacy of rewards determine the motivational climate. Employees' perception about equitability of rewards also influences motivation.

11. Risk taking

The way in which people react to risks and the help sought in dealing with risk situations can significantly affect motivational environment. Risk taking attitude indicates achievement motivation.

12. Management of change

Regarding management of change, the issues like attitude of members towards change, the way in which changes are introduced and implemented are relevant aspects of motivational climate.

The above dimensions can be used to determine the motivational climate. The way its dimensions operate in an organization may indicate the underlying motive of the top management and the motive it is likely to arouse and sustain amongst the members of the organization.

ANALYSIS AND DISCUSSION

Having discussed the conceptual aspects of motivational climate, it is now proposed to identify the dominant and secondary motivational concerns and their strength for teachers in selected Technical Educational Institutions. For this purpose, six motivational concerns have been taken

for identifying the relative strength of each motivational concern and the response of selected teachers for each motivational concern is examined from 12 dimensions.

For each dimension, six independent statements are designed in such a way that the underlying meaning of each statement indicates one of the selected motivational concerns. The respondents are asked to rank their preferences (1 to 6) for the six statements of each dimension. These ranks are taken as the basis for computing the strength scores for each motivational concern.

The following procedure is adopted to compute the strength score for each motivational concern.

1. The statement and the ranks obtained for each statement have been grouped motivational concern wise. On this basis, 12 statements along with their ranks have been grouped under each motivational concern.
2. The ranks given by each respondent (ranging from 1 to 6) for 12 dimensions of each motivational concern have been summed up. The summed up values range between 12 and 72. The minimum of 12 indicates highest preference and the maximum of 72 indicates least preference.
3. To arrive at total rank scores of each motivational concern, the sums of ranks obtained for each respondent have been consolidated. Thus, the ranks obtained for total teachers in each area of academic discipline have been summed up to indicate the total rank scores of each motivational concern.

From the total rank scores, the average rank scores for each motivational concern is calculated as under:

$$\text{Average rank score} = \text{Total Rank Scores} / 12 * \text{No. of Respondents}$$

The average rank scores may range between 1 and 6. As already indicated, the average score of 1 indicates more dominant motivational concern and the average score of 6 indicate least dominance of motivational concern.

From the average rank scores, the strength scores have been obtained for each motivational concern as under:

$$\text{Strength Score} = 6 - \text{Average Rank Score obtained.}$$

The highest strength score indicates, more dominant motivational concern and the lowest

strength score indicates least dominant motivational concern.

It is, now, proposed to analyze various aspects of motivational climate in the selected institutions among teachers.

Strength of Motivational Concern of Teachers in TEI in Telangana

The strength of motivational concern among teachers of Management, Engineering & Technology and Pharmaceutical Sciences in TEI in Telangana are analyzed and discussed below in

terms of six selected motivational concerns, viz., achievement, expert influence, control, dependency, extension and affiliation. The results of survey are discussed separately for each selected area of academic discipline.

Motivational Concern of Teachers in the Management Discipline

The motivational concern of teachers in management discipline as reflected by total scores, average rank score and average strength scores is presented in Table-1.

Table – 1

Strength of Motivational Concern of Teachers in Management Discipline

Sl. No	Motivational Concern	Total Rank Score	Average Rank Score	Average Strength Score [6-Average Rank Score]
1	Achievement	3455	3.30	2.70
2	Expert Influence	3337	3.19	2.81
3	Control	3464	3.31	2.69
4	Extension	3563	3.41	2.59
5	Dependency	3806	3.64	2.36
6	Affiliation	4195	4.02	1.98

It can be observed from the Table that ‘expert influence’ has the highest strength, i.e., 2.81 in management discipline among the teachers, followed by ‘achievement’ concern with average strength score of 2.70. The third dominant concern as perceived by the management teachers are ‘control’ with the average strength score of 2.69 and the fourth, fifth and sixth concerns are ‘extension’, ‘dependency’ and ‘affiliation’, with the score values of 2.59, 2.36 and 1.98 respectively.

It can be concluded that according to the teacher’s perception, the ‘expert influence’ is the dominant motivational concern and ‘affiliation’ concern is perceived as the least dominant motivational concern. The ‘expert influence’, ‘achievement’ and ‘control’ are the three dominant motivational concerns among the teachers of management discipline. This indicates that the teachers have influence of their superior. It also indicates that the teachers have the attitude to undertake risks and achieve results.

Motivational Concern of Teachers in the Engineering and Technology

The motivational concern of teachers in engineering and technology as reflected by total scores, average rank scores and average strength scores is presented in Table-2

Table – 2

Strength of Motivational Concern of Teachers in Engineering and Technology

Sl. No	Motivational concern	Total rank score	Average rank score	Average strength score [6-Average Rank Score]
1	Achievement	5179	3.22	2.78
2	Expert Influence	5001	3.11	2.89
3	Control	5325	3.31	2.69
4	Extension	5589	3.47	2.53
5	Dependency	5956	3.70	2.3
6	Affiliation	6628	4.12	1.88

It is clear from the Table that ‘expert influence’ is the dominant motivational concern with the average strength score of 2.89 as perceived by the teachers. The second dominant motivational concern perceived is ‘achievement’ with the average strength score of 2.78, followed by control 2.69, dependency 2.53, extension 2.30 and affiliation 1.88. It can be concluded that the teachers of Engineering & technology in the select TEIs have the influence of their superior. It also indicates that the teachers have the attitude to undertake risks and achieve results

Motivational Concern of Teachers in Pharmaceutical Sciences

The motivational concern of teachers in pharmaceutical sciences as reflected by total scores, average rank score and average strength scores is presented in Table-3. It can be observed from the data presented in Table-3 that first dominant motivational concern is 'expert influence' with the average strength of 2.87, followed by second dominant motivational concern 'control' with the average strength score of 2.65. Extension is perceived as third motivational concern, followed by achievement, dependency and affiliation.

Table-3
Strength of Motivational Concern of Teachers in
Pharmaceutical Sciences

Sl. No	Motivational concern	Total rank score	Average rank score	Average strength score [6-Average Rank Score]
1	Achievement	3299	3.47	2.53
2	Expert Influence	2974	3.13	2.87
3	Control	3176	3.35	2.65
4	Extension	3317	3.49	2.51
5	Dependency	3283	3.46	2.54
6	Affiliation	3855	4.06	1.94

Comparison of Motivational Concern of Teachers in Area of Academic Discipline

After discussing the dominant motivational concerns among teachers in select technical educational institutions, an attempt is made to compare the relative strength scores for three dominant motivational concerns identified for each area of academic discipline. For this purpose, the strength scores obtained for three dominant motivational concerns are presented in Table – 4

It can be observed that the first dominant motivational concern among teachers in Management discipline is found to be 'expert influence'. The same trend can be noticed in other disciplines as expert influence is the main dominant concerns in all the three area of academic discipline.

The second dominant concern for Management and Engineering & technology discipline is 'achievement' concern. However, the average strength of 'achievement' concern among teachers of Engineering & technology is found to be higher than that of teachers of management discipline.

The third dominant concern for Management and Engineering & technology is 'control' concern. Whereas for the Pharmaceutical sciences discipline 'control' is the second dominant concern with 'extension' as third dominant control.

These variations may be on account of the differences in the nature of activities, organizational policies, interpersonal relations and other such factors prevailing in these technical educational institutions.

Table – 4
Comparison of Motivational Concern of Teachers in TEI in Telanagana

SIN o	Area of Academic Discipline	Dimension	Expert Influence	Achievement	Control	Extension
1	Management	Average Strength Score	2.81	2.70	2.69	
		Percentage of Maximum Score	46.8	45	44.8	
2	Engineering & Technology	Average Strength Score	2.89	2.78	2.69	
		Percentage of Maximum Score	48.1	46.3	44.8	
3	Pharmaceutical Sciences	Average Strength Score	2.89		2.65	2.54
		Percentage of Maximum Score	48.1		44.1	42.3

The Strength of Dimensions of Dominant Motivational Concerns

In the previous analysis, an attempt is made to identify the three dominant motivational concerns for teachers in select technical educational institutions of different academic disciplines. As already explained, the strength scores of these motivational concerns have been obtained for 12 selected dimensions from which each of this motivational concern is examined. These dimensions include orientation, interpersonal relations, supervision, communication, decision making, trust, managing problems, managing mistakes, managing conflicts, managing rewards, innovation and change, and risk taking.

In order to probe further, an attempt is made to measure and identify the strength of each dimension which contributes to dominant motivational concerns in selected institutions. For this purpose, the respondents were asked to indicate their preference to each dimension in the form of ranking. In order to quantify the responses, weights of 6, 5, 4, 3, 2 and 1 have been assigned to 1st, 2nd, 3rd, 4th, 5th and 6th ranks respectively.

The weighted scores of all six (6) ranks of each dimension have been summed up in order to obtain the consolidated weighted scores which indicate the strength of each dimension which contribute to the dominant motivational concern

Strength of Dimensions for Expert influence, Achievement and Control concerns of teachers in management discipline

The consolidated scores obtained for 'achievement', 'expert influence' and 'control' concerns of teachers in management discipline for selected dimensions are shown in Table – 5

Data presented in Table – 5 reveals that the percentage of score values of teachers in Management discipline for 'expert influence' range between 57.2 percent to 76.2 percent. This

range indicates the strength of each dimension, contributing to the dominant motivational concern 'expert influence'. The dimension 'decision making' has the highest strength with 76.2 percent. It is followed by, 'innovation' 70.6 percent, 'managing rewards' 66.4 percent, 'management of conflicts' 64.9 percent, 'risk taking' 64.7 percent, 'communication' 61.8 percent, 'supervision' 60.5 percent, 'managing problems' 59.3 percent, 'trust' 58.8 percent. The dimension with lowest strength is managing mistakes 57.2 percent.

With regard to second dominant motivational concern 'achievement' for teachers in management discipline, range between 54.2 percent to 72.9 percent. This range indicates the strength of each dimension, contributing to the dominant motivational concern 'achievement'. The dimension 'trust' has the highest strength with 72.9 percent. It is followed by, 'orientation' 70.8 percent, 'communication' 64.3 percent, 'innovation & change' 64.1 percent, 'managing rewards' 61.6 percent, 'managing problems' 60.7 percent, 'interpersonal relationship' 58.2 percent, 'risk taking' 58 percent, 'managing mistakes' 57.4 percent, 'decision making' and 'supervision' 56.3 percent. The dimension with lowest strength is management of 'conflicts' 54.2 percent.

The third dominant motivational concern 'control' for teachers in Management discipline range between 52.6 percent to 68.7 percent. This range indicates the strength of each dimension, contributing to the dominant motivational concern 'control'. The dimension 'innovation & change' has the highest strength with 68.7 percent. It is followed by 'interpersonal relationship' 66.2 percent, 'orientation' and 'communication' 63 percent, 'risk taking' 62.2 percent, 'decision making' 61.8 percent, 'managing rewards' 61.6 percent, 'managing mistakes' 60.9 percent, 'trust' 59.3 percent, 'managing problems' 59.1 percent, 'management of conflicts' 54.5 percent. The dimension with lowest strength is 'supervision' 52.6 percent.

Table – 5

Dimensional scores for Expert influence, Achievement and Control concerns of teachers in Management

Sl. No	Dimension	Score value for Expert influence concern	Percent to max. score	Score values for Achievement concern	Percent to max. score	Score value for Control concern	Percent to max. score
1	Orientation	310	59.3	370	70.8	329	63
2	Interpersonal relations	301	57.6	304	58.2	346	66.2
3	Supervision	316	60.5	294	56.3	275	52.6
4	Communication	323	61.8	336	64.3	329	63
5	Decision making	398	76.2	294	56.3	323	61.8
6	Trust	307	58.8	381	72.9	310	59.3
7	Managing problems	310	59.3	317	60.7	309	59.1

8	Managing mistakes	299	57.2	300	57.4	318	60.9
9	Managing conflicts	339	64.9	283	54.2	285	54.5
10	Managing rewards	347	66.4	322	61.	322	61.6
11	Risk taking	338	64.7	303	58	325	62.2
12	Innovation and change	369	70.6	335	64.1	359	68.7

Source: Field survey

On comparison with three dominant motivational concerns 'expert influence' 'achievement' and 'control', it is found that the dimension 'decision making' has contributed highest strength 76.2 percent to the 'expert influence' concern. The other dimension of 'trust' has contributed highest strength 72.9 percent to the 'achievement' concern. The dimension 'innovation and change' has contributed highest strength 68.7 percent to the 'control' concern.

The analysis also revealed that decision making has a significant influence on the expert influence concern. Innovation and change, managing rewards and managing conflicts seem to contribute to the expert influence. Achievement concern of teachers is mostly seen by the trust, orientation, communication and innovation and change and innovation and change, interpersonal relations, orientation and communication contributes to the control concern.

Strength of Dimensions for Expert influence, Achievement and Control concerns of teachers in Engineering & Technology discipline

In order to study the strength of various dimensions of expert influence, achievement and control concerns of teachers in Engineering & Technology discipline, the score values and percentages to maximize scores are worked out and presented in Table – 6

It may be observed from the data presented in Table–6 that the strength of each dimension toward first dominant motivational concern 'expert influence' ranges between 59 percent to 71.5 percent. The dimension decision making has contributed highest strength with 71.5 percent followed by risk taking 67.4 percent, 'orientation' 67.2 percent, 'management of conflicts' 66.2 percent, 'managing problems' 66 percent, 'communication' and 'innovation and change' 64.6 percent, 'trust' 61.8 percent, 'interpersonal relationship' 61.4 percent, 'supervision' 60.3 percent. The dimension of 'managing mistakes' has lowest strength 59 percent.

With regard to second dominant motivational concern, 'achievement', the strength of all the dimensions range between 49.3 percent to 69.5percent. The dimension 'managing rewards' has highest strength with 69.5 percent, followed by 'orientation' 67.9 percent, 'decision making' 67.1 percent, 'trust' 66 percent, 'managing problems' 65.7 percent, 'innovation and change' 65 percent, 'managing mistakes' 62.9 percent, 'risk taking' 62.5 percent, 'management of conflicts' 62.4 percent, 'communication' 58.4 percent, 'supervision' 55.9 percent. The dimension of 'interpersonal relationship' has lowest strength 49.3 percent.

Table – 6

Dimensional scores for Expert influence, Achievement and Control concerns of teachers in Engineering & Technology

Sl. No	Dimension	Score value for Expert influence concern	Percent to max. score	Score values for Achievement concern	Percent to max. score	Score value for Control concern	Percent to max. score
1	Orientation	541	67.2	546	67.9	510	63.4
2	Interpersonal relations	494	61.4	397	49.3	463	57.5
3	Supervision	485	60.3	450	55.9	482	59.9
4	Communication	520	64.6	470	58.4	530	65.9
5	Decision making	575	71.5	540	67.1	471	58.5
6	Trust	497	61.8	531	66	489	60
7	Managing problems	531	66	529	65.7	499	62
8	Managing mistakes	475	59	506	62.9	516	64.1
9	Managing conflicts	533	66.2	502	62.4	462	57.4
10	Managing rewards	521	64.8	559	69.5	421	52.3
11	Risk taking	542	67.4	503	62.5	475	59
12	Innovation and change	520	64.6	523	65	592	73.6

Source: Field survey

The third dominant motivational concern, ‘control’, the strength of all the dimensions range between 52.3 percent to 73.6 percent. The dimension ‘innovation and change’ has contributed highest strength with 73.6 percent, followed by ‘communication’ 65.9 percent, ‘managing mistakes’ 64.1 percent, ‘orientation’ 63.4 percent, ‘managing problems’ 62 percent, ‘trust’ 60 percent, ‘supervision’ 59.9 percent, ‘risk taking’ 59 percent, ‘decision making’ 58.5 percent, ‘interpersonal relationship’ 57.5 percent, ‘management of conflicts’ 57.4 percent. The dimension of ‘managing rewards’ has lowest strength 52.3 percent.

On comparison with three dominant motivational concerns ‘expert influence’ ‘achievement’ and ‘control’, it is found that the dimension ‘innovation and change’ has contributed highest strength 73.6 percent to the ‘control’ concern. The other dimension of ‘decision making’ has contributed highest strength 71.5 percent to the ‘expert influence’ concern. The other dimension of ‘managing rewards’ has contributed highest strength 69.5 percent to the ‘achievement’ concern.

The analysis also revealed that decision making has a significant influence on the expert influence concern. Risk taking, orientation and managing conflicts has contributed to the expert influence concern of the teachers. With regard to the achievement concern, it is found that achievement concern of teachers is mostly seen by the managing rewards, orientation, decision making and trust and innovation and change, communication, managing mistakes and orientation contributes to the control concern.

Strength of Dimensions for Expert influence, Control and Extension of teachers in Pharmaceutical sciences discipline

As already mentioned, the expert influence, control and extension are the dominant concerns of teachers in Pharmaceutical sciences. Hence, it is now proposed to examine the relative strength of various dimensions for these motivational concerns. For this purpose, the score values have been computed and shown in Table – 7

It may be observed from the data presented in Table–7 that the strength of each dimension toward first dominant motivational concern ‘expert influence’ ranges between 49.3 percent to 72.5 percent. The dimension ‘management of conflicts’ has contributed highest strength with 72.5 percent followed by ‘communication’ 70.4 percent, ‘orientation’ 67 percent, ‘managing problems’ 66 percent, ‘trust’ and ‘managing rewards’ 65.6 percent, ‘interpersonal relationship’ 64.1 percent, ‘decision making’, ‘risk taking’ and ‘innovation and change’ 63.9 percent, ‘supervision’ 59.9 percent. The dimension of ‘managing mistakes’ has the lowest strength 49.3 percent.

Table – 7

Dimensional scores for Expert influence , Control and Extension concerns of teachers in Pharmaceutical Sciences

Sl. No	Dimension	Score values for Expert influence concern	Percent to max. score	Score value for Control concern	Percent to max. score	Score value for Extensions concern	Percent to max. score
1	Orientation	318	67	306	64.5	250	53.1
2	Interpersonal relations	304	64.1	236	49.7	324	68.3
3	Supervision	284	59.9	266	56.1	325	68.5
4	Communication	334	70.4	338	71.3	237	50
5	Decision making	303	63.9	275	58	309	65.1
6	Trust	311	65.6	292	61.6	265	55.9
7	Managing problems	313	66	332	70	283	59.7
8	Managing mistakes	234	49.3	279	58.8	278	58.6
9	Managing conflicts	344	72.5	248	52.3	279	58.8
10	Managing rewards	311	65.6	259	54.6	287	60.5
11	Risk taking	303	63.9	294	62	258	54.4
12	Innovation and change	303	63.9	328	69.1	258	54.4

Source: Field survey

With regard to second dominant motivational concern, ‘control’, the strength of all the dimensions range between 49.7 percent and

71.3 percent. The dimension ‘communication’ has contributed highest strength with 71.3 percent towards second dominant motivational concern. It

is followed by 'managing problem' 70 percent, 'innovation and change' 69.1 percent, 'orientation' 64.5 percent, 'risk taking' 62 percent, 'trust' 61.6 percent, 'managing mistakes' 58.8 percent, 'decision making' 58 percent, 'supervision' 56.1 percent, 'managing rewards' 54.6 percent, 'managing of conflicts' 52.3 percent. The dimension of 'interpersonal relationship' has the lowest strength 49.7 percent.

The third dominant motivational concern, 'extension', the strength of all the dimensions range between 50 percent and 68.5 percent. The dimension 'supervision' has contributed highest strength with 68.5 percent followed by 'interpersonal relationship' 68.3 percent, 'decision making' 65.1 percent, 'managing rewards' 60.5 percent, 'managing problems' 59.7 percent, 'management of conflicts' 58.8 percent, 'managing mistakes' 58.6 percent, 'trust' 55.9 percent, 'risk taking' and 'innovation and change' 54.4 percent, orientation 53.1 percent. The dimension of 'communication' has the lowest strength 50 percent.

The analysis revealed that managing conflict has a significant influence on the expert influence concern. Communication, orientation and

managing problems also contributed to the expert influence concern. Communication, managing problems, innovation and change and orientation contributes to the control concern and supervision, interpersonal, decision making and managing rewards contributes to the extension concern.

Conclusion

It can be concluded that 'expert influence' is the dominant motivational concern among the teachers in three academic disciplines in Technical Educational Institutions in Telangana, indicating that the teachers have influence of the superior. However, the perceptions differ in case of second the dominant motivational concern of Teachers in TEI in Telangana. In the case of teachers of Management and Engineering & Technology 'achievement' is the second dominant concern and 'Control' is the third dominant concern. The second dominant concern for teachers of Pharmaceutical Sciences is 'Control' and the third dominant concern for teachers of Pharmaceutical Sciences is 'extension'. The strengths of motivational concerns from various dimensions indicate that different dimensions are contributing to different motivational concerns among teachers in TEIs in Telangana.

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