

Exploring Dependent Relationship of Teachers' Motivation on Quality of Teaching

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ABSTRACT

Management education largely evolved in west and was extended in INDIA. Management Education in India has experienced a paradigm shift in the recent past. Proliferation of management institutions in recent past were majorly through private capital. The dynamics of the business environment brought about many changes in the priorities of these management institutions. These structural changes led to many of the issues. Prime Ministers Knowledge Commission brought about the issue of unemployability of the work force and considered it to be a serious issue requiring immediate attention. Another issue that came to the fore was the issue of Quality of Education in management institutions. Quality of Teaching in Management institutions has always been on the priority list of the government. A lot of concern from time to time has been raised from various forums including the Parliament on Quality of Teaching in Management institutions. Several reports have been published to study, analyze and comment on the state of management education in the country. Nanda Committee (1981), Kurien Committee (1992), Ishwar Dayal Committee (2001), Management Education Review Committee (2003), National Knowledge Commission (2007), Prof Yashpal Committee Report on Higher Education(2009), were few to highlight various issues related with quality of management education in the country. The paper demonstrates the significance of quality especially from the students' perspective. It attempts to quantitatively evaluate the level of teachers' motivation in management institutions. It also brings to fore the quality of teaching that prevails in these institutions and assesses the impact of former factor on the latter one.

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Keywords: *Quality of Teaching, Management Institutions, Student's Satisfaction, Teacher's Motivation.*

INTRODUCTION

The 21st century has so long been marked with the initiatives for economic development all over the world. Every nation is striving to achieve sustainable social and economic development. It is often said that quality education and research are landmarks of the road to prosperity. Thus, training the youth of today in a way that facilitates them in sharing and shouldering the responsibilities of tomorrow becomes all the more imperative. In order to attain this goal, the educational system of a nation needs to be contemporary and student focused.

Soon after independence in 1947, a high level commission was appointed by the government of India with Dr S RadhaKrishnan as Chairman to make a comprehensive study of the various aspects of the educational system existing and make recommendations for its modification for the new requirements of the nation. This commission, however had little say on management education, but the formulation of a definite program for planned economic development soon after, brought about a complete change in the situation. The need for technically trained and competent administrative personnel became urgent. As a result, there has been an increasing awareness of the need for providing facilities of training in management.

Quality of higher education arose as an issue in policy because of a break-down of traditional relationships of trust between higher education and politicians, representing the society (J Westerheijden). It should be observed that quality itself was not new. In the words of eminent historian of higher education, Guy Neave: 'Quality not here to stay,' if only for the self evident reason that across the centuries of the university's existence in Europe, it never departed' (Neave, 1994:116)

Quality of Teaching in Management institutions has always been on the priority list of the government. A lot of concern from time to time has been raised from various forums including the Parliament on Quality of Teaching in Management institutions. Several reports have been published to study, analyze and comment on the state of management education in the country. Nanda Committee (1981), Kurien Committee (1992), Ishwar Dayal Committee (2001), Management Education Review Committee (2003), National Knowledge Commission (2007), Prof Yashpal Committee

Report on Higher Education(2009), were few to highlight various issues related with quality of management education in the country.

REVIEW OF LITERATURE

Quality

Literature reports various views on the interpretation and definition of the word Quality. The term quality received various interpretations few of them are as follows:

- a. Witcher (1990) defines as “Quality implies that customer requirements are exactly met”.
- b. Taylor & Hill (1992) defines quality with meeting customers’ perceptions.

A focused approach defines “Quality” as the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs (Mohanty and Behara, 1996, pp 14). Quality in general is defined as “The ability of a product to satisfy stated or implied requirements”. Less contradiction is found in the use of the word in manufacturing, not yet that a single definition is accepted with confidence for the service sector. This is because of the intangibility of services which leads to varied perceptions of customers about the expected and derived benefits. In case of management education, different stakeholders hold different beliefs and hence their views on “Quality in Teaching are found to be in conflict.

Quality also means meeting specification. This also raises a question of “Can teaching be standardized”. Some would say no it would be a check on the creativity and autonomy of a Teacher but some would support this because this reduces the gap between the best and the not so good. Quality is a distinguishing characteristic but requires explanation and elaboration. Green, Burrows and Harvey (1993) grouped the concept of quality in five distinct but inter-related viewpoints:

- i. Exceptional, as in distinctive which is difficult to define and even more difficult to assess; as in excellence ‘, which is still elitist and implies that quality is almost attainable and as in ‘beyond minimum standards’ which infers that a benchmark is set, against which the range of products and service is compared. This is exclusive view of quality.
- ii. Quality as perfection or consistency, which includes the idea of ‘zero defects’ i.e. that everything is delivered free of faults every time and

is bound up with the notion of developing a 'quality culture'. It requires the organisation to set standards for everything it does and to train and encourage all staff to work towards achieving those standards.

- iii. Quality as 'fitness for purpose', which requires considerable thought being given to 'whose' purpose and 'how' this is assessed and is a functional definition. Quality here can be defined as conforming to customer specification or to the stated mission of the institution. 'Fitness for purpose' can be used as a mark for a hierarchical view of higher education (Barnett, 1992).
- iv. Value for money that links efficiency and effectiveness in the public sector. Performance indicators are used to monitor this process and customer charters specify what customers can expect for the money they pay. The danger with performance indicators is that instead of providing a means to an end, they may become an end in themselves. Progression rates from one year to the next on a course, or the percentage of students achieving a certain level of award may be used as an indicator of quality but are open to interpretation as to what they actually mean and to manipulation by the institution. High progression rates could indicate good students, well taught or alternatively could infer low standards.
- v. Quality as transformation, inferring a 'qualitative change' in the participant which could take one or two forms :
 - a. Enhancing the participant in terms of their skills, knowledge and abilities. and
 - b. Empowering the participants by involving them in decision making and developing their critical abilities.

With this view, he stresses that higher education is not just a service for customers, but does something to the students. They are changed, empowered by education, so that standard quality definitions cannot be applied in a straight forward way students goals and needs at the outset may be different from their views as graduates. The other foundation level term is evaluation, which he takes to mean the (systematic) process of formulating a standard and reaching a value judgement on something (Westerheijden, 2005: 59).

The problem is that it is difficult to be objective about quality. Concepts of quality are as Green, Burrows and Harvey's (1993) five definitions imply, value related and judgmental (Middlehurst 1992). A key issue for Middlehurst is where the authority for the assignment of value should rest.

She draws a distinction between the practice of quality in higher education and that of commercial sector.

In case of higher education, quality is largely defined by those on whom execution of quality rests and they are within the organisation and also by the external components who judge the quality of service provided. In the commercial sector, more emphasis is put on the customer, although such an emphasis is increasingly being seen in higher education.

It can be concluded from the above stated views that understanding of “Quality in Education” varies because of lack of clarity on stakeholders, customers and elements of process where changes are required. Thus the term “QUALITY” in education is a complex concept with varying conceptualizations and this poses problems in formulating a single, comprehensive definition. Quality in educational institution is broken down into tangible, manageable, technical and operational actions so as to ensure that the students’ needs and expectations are met in a timely fashion.

Teaching

Teaching is the core and the most important aspect of education. Good Teaching is defined as an instruction that leads to effective learning, which means thorough and lasting acquisition of the knowledge, skills and values the teacher or the institution has set out to impart. The education literature presents a variety of good teaching strategies and research studies that validate them (Campbell and Smith 1997); Johnson et al 1998; McKeachie 1999)

Teaching has following categorisation:

- Teaching is the activity of lecturing to the students.
- Teaching is the activity of transferring a body of knowledge to the students.
- Teaching is the activity of causing the students to learn.

So, the most comprehensive and effective teaching is something that results in learning. If the teaching activity does not result in learning, there has been no learning. Likewise, if the learning is lacking in the quality, the teaching is unsuccessful to that extent.

In the literature of Management, Learning is defined as “the process that creates relatively permanent change in the behaviour and has come out of one’s own experience”. It has following four components:

- i. Learning Creates Change.
- ii. This change is relatively permanent.

iii. The change comes out of one's own experience.

So, Learning is a process that takes place in the mind of the learner and hence cannot be directly observed. In order to evaluate the success of teaching in terms of the learning process, we need to examine a set of observables.

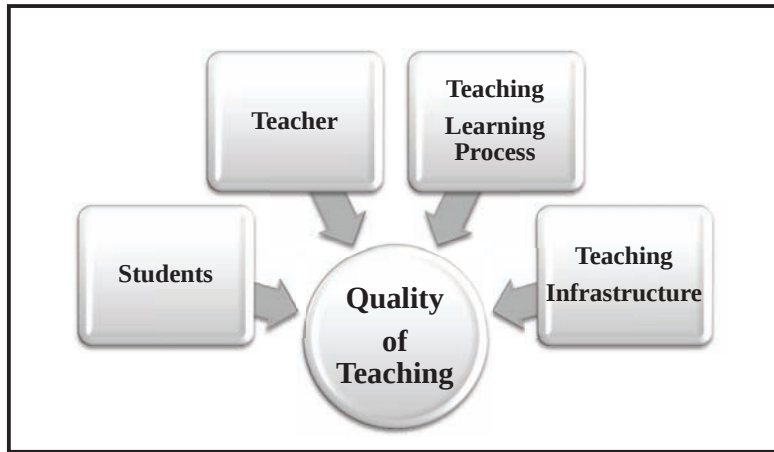
Quality in Teaching

The reason for existence of any educational institution is teaching and same is the true for a management institution. Though the other dimensions of management education as Physical Infrastructure, Placement, Guest Lectures, Foreign educational tours etc but teaching is the soul. Ensuring Quality of Teaching is equally important in order to ensure quality of management education. Quality teaching is the activity that brings about the most productive and beneficial learning experience for students and promotes their development as learners. This experience may include such aspects as:

- improved comprehension of and ability to use the ideas introduced in the course;
- change in outlook, attitude and enthusiasm towards the discipline and its place in the academic endeavour;
- intellectual growth; and
- improvement in specific skills such as critical reading and writing, oral communication, analysis, synthesis, abstraction, and generalization.

Determinants of Teaching Quality

Yorke (1992) presented the view that Quality in Higher Education is multidimensional and that it is therefore more appropriate to think in terms of single concept of quality. When the quality concepts are applied to higher education, there are as many definitions of quality in higher education as there are categories of stakeholders (Such as students, teaching staff, government, employees and society at large) multiplied by the number of purposes or dimensions, these stakeholders distinguish. The determinants identified for quality of Teaching in management education are listed in Exhibit 1:

Exhibit 1: Determinants Of Quality Of Teaching

1. **Teachers:** Teacher is the most important determinant requires a comprehensive study for understanding Quality of Teaching. They are the one who actually has to deliver. His competence study involves the qualification, experience, industry exposure and linkages, publication etc of the teacher. It also involves the selection procedure, service conditions, remuneration, management's approach towards faculty development etc as it directly affects the morale of the teacher. Teachers' satisfaction with the profession and the institution also is an important determinant of Quality of Teaching.
2. **Students:** If teachers have to deliver, students have to receive the delivery. Teaching quality not only depends upon the responsibility of the instructors, but it is closely related to the students themselves. So, they are also an important determinant in the entire quality of teaching study. What needs to be taken into account is their educational background, their academic credentials, work experience, attendance, their exam performance, locational background etc. Their admission procedure also needs special attention.
3. **Teaching Infrastructure:** Teaching Infrastructure plays a very significant role in delivering the content in the class. This plays an important role as this helps them optimize the time and improves the effectiveness of the content delivery. The role of library, computer lab, communication lab etc is another important infrastructure that affects quality of teaching.

4. **Teaching Learning Process:** Management Teaching is not just about explaining the concepts in the class but about enabling the students to be capable of taking managerial decisions of corporate. Thus teaching delivery process is another key determinant. The entire process of the teaching needs to be studied with special reference to the ability of the process to satisfy the students as well as the companies. The component may include, teachers' pedagogy, involvement with the students, application based teaching, teaching load, Usage of Teaching Aids etc.

Assessment of Teaching Quality

Most institutions use only end-of-course student surveys to evaluate teaching quality. While students' opinion are important and should be included in any study on "Quality of Teaching" meaningful evaluation of teaching must rely on assessment of learning outcomes. There are several stakeholders of Quality of Teaching and all of them should be evaluated for Assessment of Quality of Teaching.

Students' Assessment of Teaching

Student's ratings are important and so important that many of the experts and literature consider it to be the most important parameter in assessing the Teaching Quality. Student ratings have become synonymous with faculty evaluation in the United States (Seldin, 1999 a). It is the most influential measure of performance used in promotion and tenure decisions at institutions that emphasize teaching effectiveness (Emery, Kramer & Tian, 2003). A survey of 40,000 department chairs (US Department of Education, 1991) indicated that 97% used 'student evaluation' to assess teaching performance. There is more research on student ratings than any other topic in higher education (Theall & Franlin, 1990) McKeachie (1997) noted that 'students ratings are the single most valid source of data on teaching effectiveness (p. 1219).' In fact, there is little evidence of the validity of any other sources of data (Marsh & Roche, 1997).

RESEARCH METHODOLOGY

The research study pursues the following methodology:

Objectives of the Study

- i) To identify the status of teaching quality in select management institutions.
- ii) To quantitatively assess the level of motivation of teachers in select management institutions.
- iii) To study the impact of the latter variable on the former variable.

Hypothesis

H_0 : There does not exist any relationship between the Motivation of teachers on teaching quality in management institutions.

$$H_0: R^2 = 0$$

$$H_1: R^2 \neq 0$$

Sampling

Institutional Sampling: 14 Institutions from Eastern and Central U P were selected for the study. The institutions were selected through judgmental sampling. Institutions were selected on the parameter of location within the cluster, affiliation, program, geographical coverage, sanctioned student strength, institutions age etc.

Student Sampling: 30 Students from each institution were surveyed through purposive sampling method. Top 30 students in terms of their class attendance were qualified to be part of the process. All the teachers were part of the Teacher's response.

Data Collection: Two separate closed ended structured Questionnaire duly tested for its validity and reliability were used. Cronbach alpha value for Students' response questionnaire was .873 and for Teachers' response Questionnaire was .902.

Data Analysis: Responses obtained were exposed to various statistical tests as Mean, Variance, Standard Deviation, Correlation Matrix, Regression Analysis on SPSS 16.0.

Findings

Quality of Teaching: As evident from the literature, Quality is conformance to expectations so students' satisfaction with teaching from respective institutions was tested and the result obtained is as follows:

Table 1.1. Mean Satisfaction With The Quality Of Teaching

<i>Sr No.</i>	<i>Institution's Name</i>	<i>Mean Satisfaction</i>
1	SBSIMT, Lucknow	4.4226
2	PSIT, Kanpur	4.3239
3	NCET, Kanpur	4.4282
4	CMIMST, Gorakhpur	4.02
5	IILM, Lucknow	4.1855
6	DDCM, Kanpur	4.3533
7	DAMS, Kanpur	4.324
8	CMS, Kanpur	4.12
9	BBSIM, Allahabad	4.06
10	SHEPA, Varanasi	3.69
11	SMS, Varanasi	3.92
12	UIM, Allahabad	3.92
13	ITM, Gorakhpur	4.35
14	GIM, Lucknow	4.225

Teacher's Motivation: Motivation of the Teachers of Private management institutions were obtained from sample institutions. Mean satisfaction of Teacher's Motivation found from the study is presented below:

Table 1.2. Mean satisfaction of Teacher's Motivation

<i>Sr No.</i>	<i>Institution's Name</i>	<i>Mean Satisfaction</i>
1	SBSIMT, Lucknow	4.2222
2	PSIT, Kanpur	4.11
3	NCET, Kanpur	4.16
4	CMIMST, Gorakhpur	3.867
5	IILM, Lucknow	4.06
6	DDCM, Kanpur	3.95
7	DAMS, Kanpur	4.31
8	CMS, Kanpur	4.11
9	BBSIM, Allahabad	4.0778
10	SHEPA, Varanasi	3.4
11	SMS, Varanasi	3.8
12	UIM, Allahabad	3.89
13	ITM, Gorakhpur	4.055
14	GIM, Lucknow	4.11

The value of R square is not 0, hence, the hypothesis i.e. there is no relation between the student's Satisfaction with Teaching and Teacher's Motivation is rejected.

The above statistics finds $R^2 = .704$

that denotes that there is a strong relationship between the motivation of teacher of the institution and students satisfaction with quality of Teaching in these private institutions. Student's Satisfaction with Teaching (SS) is dependent on Teacher's Motivation (TM) as per following equation:

$$SS = .834 + .839 TM$$

CONCLUSION

The above finding brings forth a very significant aspect of Management Education and establishes the importance of Teachers motivation in the overall Teaching Delivery. It lays emphasis on the continued motivation of Teacher of private management education whose conditions are apprehensive that is reflected in many of the studies including the report of Prof Yashpal on Rejuvenation of Higher Education. The study reveals that the average satisfaction of students with the quality of Teaching in private management institution is hovering between 70-80%. This definitely needs to be enhanced. In today's dynamic and competitive environment where most of the service organizations are striving for 100% service quality, this 20-30% deficiency in the expectation reflects huge sloppiness. Similarly, the Teachers motivation towards teaching delivery is also in the range of 68-85% that again is of serious concern as it will crash the quality of educated youth in our country which would have a long range repercussion on competitive position of Indian youth in global arena also impacting the growth of the Indian economy directly or indirectly.

IMPLICATIONS OF THE STUDY

The study strongly brings forth the existence of a positive relationship between the Motivation of the Teachers and Students Satisfaction with the quality of Teaching delivered in the institutions. This calls for an urgent need on part of the management of the institutions to take a serious note of the motivation of their faculty members. It's quite surprising to note that although the faculty members of management institutions are the single most important stakeholders in Management Education Delivery system, but still their interests have largely been ignored. The thought that it is

the physical infrastructure and final placements that have had superior role to play in the ultimate students experience with the institutions is fast disappearing. The result obtained in the above study makes explicit elaboration of the importance of Faculty members in management institution and its relationship with overall Students' Satisfaction. Thus the management of private management institutions may focus on physical attributes but overlooking their most important arsenal would eventually lead to a self made doom.

SCOPE FOR FURTHER STUDY

The work is confined with the survey restricted with 14 institutions of Uttar Pradesh. A separate study with wider institutional reach and greater geographical coverage would result in a more generalized finding and may add more meaning to analysis. The responses especially the Teacher's Motivation might be biased. That may also be worked upon so that greater significance could be derived.

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ANNEXURES

1.

<i>Model Summary^b</i>									
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Change Statistics</i>				
					<i>R Square Change</i>	<i>F Change</i>	<i>df1</i>	<i>df2</i>	<i>Sig. F Change</i>
1	.839 ^a	.704	.679	.12558	.704	28.554	1	12	.000

a. Predictors: (Constant), Teacher's Motivation

b. Dependent Variable: Student's Satisfaction with Teaching

2.

<i>ANOVA^b</i>						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	.450	1	.450	28.554	.000a
	Residual	.189	12	.016		
	Total	.640	13			

a. Predictors: (Constant), Teacher's Motivation

b. Dependent Variable: Student's Satisfaction with Teaching

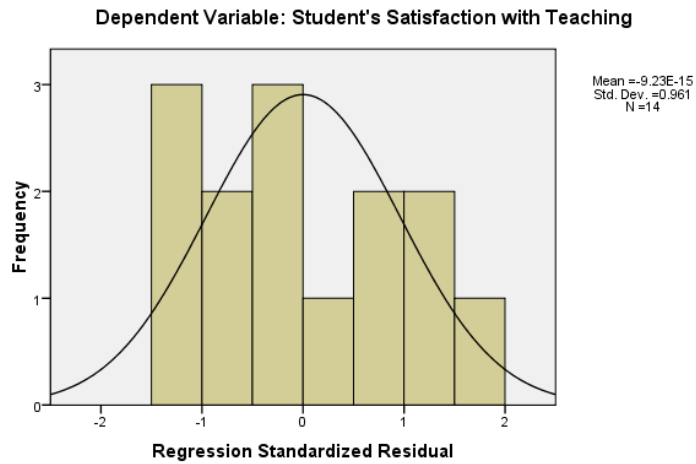
3.

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>Std. Error</i>	<i>Beta</i>			
1	(Constant)	.834	.625		1.335	.207
	Teacher's Motivation	.832	.156	.839	5.344	.000

a. Dependent Variable: Student's Satisfaction with Teaching

4.

Histogram



5.

Normal P-P Plot of Regression Standardized Residual

