



Analysis of the Motivation and Work Climate of University Teaching Staff

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The scientific, social, economic and technological progress taking place in present-day advanced societies needs to be closely linked to the work of the university and to effectiveness, productivity and efficiency. Moreover, teaching staff play a predominant role and are the best point of reference for any changes to be introduced in teaching, in the way to manage classes, in the use of tools, changes in methodology or teaching strategies, and also in the ways students learn, etc. The teacher ceases to be a figure who only transmits knowledge and becomes a guide or facilitator of learning. The teacher, therefore, takes on a different commitment with the ways of learning, of approaching students, guiding tutorials, assessing student learning, etc. For these reasons staff motivation is one of the basic concerns. It would be expected that a demotivated staff with few incentives and a low opinion of their worth as teachers would be less committed to their teaching, research and management work, and as a result would achieve less success in their work with students. To put it another way, they would perform worse in all they do. But could it be that their vocation as teachers and the professionalism of university staff are sufficient motivating factors in themselves?

The concepts of work climate, motivation and demotivation of teaching staff, feeling uneasy with teaching or academic work, conflicts of communication, a deterioration in relationships with colleagues, etc., are phrases that are heard more and more in the work environment. Most of these phrases would seem to be related to academic performance or the way of becoming involved in the centre's activities or to other variables which until proved are only supposition. It is for these reasons that we have wished to analyse the situation of teaching staff in universities in Madrid.

In university organisations the teaching staff is one of the key elements that leads to work being done more or less effectively. Human Resources are beginning to consider the staff as the major asset in Organisations.

The issues that can favour or prejudice the levels of motivation are multiple. Therefore, in this study, we have attempted to show what issues have the greatest impact. This research aims to study the level of motivation of teaching staff in the Universities in Madrid and analyse the different factors that affect performance at work in the roles of teacher, researcher and manager. It also aims to discover whether or not motivation influences a teacher's everyday work and which variables affect the university work "climate" and other issues involved.

For this study, 7696 questionnaires were sent to teachers at the 13 Universities in the Madrid Region. A total of 886 opinions from 11 Universities were returned. The results are presented in the work.