

Post-Implementation Impact of NEP-2020 on Teacher's Motivation in Higher Education Institutions In India

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ABSTRACT

The National Education Policy (NEP) 2020 of India, aims to transform the Indian education system with significant reforms. This paper investigates the impact of NEP-2020 on teacher motivation in higher education institutions. Through a combination of quantitative and qualitative methods, the study examines changes in motivation levels, key factors influencing motivation, and the overall perception of NEP-2020 among educators. Results indicate that while certain aspects of NEP-2020 have positively influenced teacher motivation, challenges remain, necessitating a focused approach to fully realize the policy's potential.

Keywords: National Education Policy 2020, Teacher motivation, higher education,

1.0 Introduction

Educational reforms globally have had varying impacts on teacher motivation. Reforms that provide teachers with greater autonomy, professional development, and resources tend to enhance motivation. However, reforms that increase administrative burdens or reduce teacher autonomy can negatively impact motivation. Educational reforms worldwide have shown mixed impacts on faculty satisfaction. While reforms aimed at enhancing academic freedom and resources generally improve satisfaction, those increasing administrative burdens or reducing autonomy can have negative effects. The National Education Policy (NEP) 2020 was introduced with the aim of overhauling the Indian education system, with significant implications for higher education. The policy emphasizes flexibility, multidisciplinary learning, research, and innovation, intending to enhance the quality of education and foster a more student-centric learning environment. This paper explores the implications of NEP-2020 on job satisfaction among higher education faculty, analyzing how the reforms have affected their professional lives and overall job satisfaction.

NEP-2020 aims to introduce major structural changes in the Indian education system, focusing on flexibility, interdisciplinary education, and research. It encourages the adoption of technology, continuous professional development, and institutional restructuring. among educators is influenced by various factors including work environment, compensation, career development opportunities, institutional support, and work-life balance.

Previous studies have shown that motivation is critical for the effective functioning of educational institutions and the overall quality of education.

1.1 Significance of Motivation in Higher Education

Motivation for higher education teachers is crucial as it directly impacts their teaching effectiveness and students' learning outcomes. Teachers' motivation can be intrinsic, driven by personal satisfaction, passion for the subject, and the joy of teaching, or extrinsic, influenced by external rewards such as salary, job security, and professional recognition. Intrinsic motivation often leads to greater creativity, commitment, and enthusiasm, fostering a stimulating learning environment. Conversely, extrinsic motivation can ensure teachers meet institutional standards and goals. Both types of motivation are significant in enhancing the quality of education, as they contribute to a balanced approach where teachers are both personally fulfilled and professionally driven. This holistic motivation leads to improved instructional methods, continuous professional development, and ultimately, higher educational standards and student success.

Motivation is a critical factor influencing the efficiency, productivity, and overall morale of employees in any sector, including higher education. In the context of India, understanding the determinants of motivation among academic staff in higher education institutions (HEIs) is essential due to the significant role these institutions play in the country's development. This literature review synthesizes recent research findings on motivation in Indian HEIs, focusing on various dimensions such as work environment, pay, job security, professional development opportunities, and institutional policies.

Several studies highlight the work environment as a key determinant of motivation among faculty members in Indian HEIs. A supportive work environment that includes adequate infrastructure, a collegial atmosphere, and a manageable workload is positively correlated with higher motivation levels. According to Kumar and Kumar (2018), a conducive work environment that fosters collaboration and provides necessary resources significantly enhances job satisfaction. Despite the implementation of the Sixth and Seventh Pay Commissions in India, many faculty members feel that the pay scales are not commensurate with their qualifications and workload. Research by Rao (2017) indicates that although salary is a critical factor, it is often the relative pay satisfaction—how faculty members perceive their pay compared to their peers—that most significantly impacts overall motivation. Job security is another vital factor influencing job satisfaction among faculty in Indian HEIs. The prevalence of contractual appointments and the uncertainty associated with job permanence can lead to lower job satisfaction. A study by Sharma (2019) found that permanent faculty members reported higher job satisfaction compared to their contractual counterparts, primarily due to the security and stability associated with permanent positions. Opportunities for professional development, including access to research funding, participation in conferences, and further education, are crucial for job satisfaction. Faculty members who perceive that their institutions support their professional growth are more likely to be satisfied with their jobs. According to Verma and Singh (2020), institutions that invest in the professional development of their staff tend to have higher job satisfaction levels. Effective institutional policies and management practices play a significant role in determining job satisfaction. Transparent decision-making processes, recognition of achievements, and fair administrative practices are positively correlated with job satisfaction. A study by Gupta (2021) emphasized that faculty members' involvement in decision-making processes and recognition of their contributions are critical for enhancing job satisfaction. Job satisfaction in the higher education sector in India is influenced by multiple factors, including the work environment, compensation, job security, professional development opportunities, and institutional policies. Addressing these areas can help improve motivation among faculty members, leading to better performance and a more positive educational environment.

By addressing these key factors through NEP-2020, Indian HEIs can enhance motivation among their

faculty, leading to improved educational outcomes and institutional success.

2.0 Theoretical Framework of Study

Theoretical framework of this study was based on Maslow's Need Theory. Maslow's Need Theory for motivation outlines a hierarchy of human needs, starting from basic physiological necessities to higher-order needs like self-actualization. According to this theory, individuals are motivated to fulfil these needs in a sequential order, beginning with the most fundamental. In terms of correlation with NEP-20 (New Education Policy 2020), both emphasize holistic development and the fulfilment of diverse needs. NEP-20 aims to create an educational framework that addresses various levels of student needs, from foundational literacy and numeracy (physiological and safety needs) to fostering critical thinking and creativity (esteem and self-actualization needs). This alignment suggests that meeting lower-order needs is essential for enabling higher-order cognitive and personal growth, resonating with Maslow's hierarchical approach to motivation. NEP-20 aims to nurture individuals' potential by providing a supportive and enriching environment, aligning with Maslow's idea of fostering self-actualization through fulfilling lower-order and higher-order needs. Both frameworks underscore the importance of addressing fundamental needs to achieve personal and professional fulfillment.

3.0 Research Design

A mixed-methods approach was adopted to investigate the impact of NEP-2020 on motivation among higher education faculty. The study involved both quantitative surveys and qualitative interviews to gather comprehensive data. The study sampled faculty members from 50 conventional PG college/higher education institutions across MP in India. A stratified random sampling method was used to ensure representation across different types of institutions, disciplines, and geographic regions. Quantitative data were collected using a structured questionnaire, measuring various dimensions of motivation including workload, institutional support, professional development opportunities, and overall job satisfaction. Qualitative data were collected through semi-structured interviews to gain deeper insights into faculty experiences and perceptions of NEP-2020. Quantitative data were analyzed using descriptive statistics, correlation, and regression analyses to identify significant predictors of job satisfaction. Qualitative data were analyzed using thematic analysis to identify common themes and patterns in faculty experiences.

4.0 Findings, Discussion and Conclusion

Quantitative Analysis

The quantitative analysis revealed that overall motivation among faculty members has shown a moderate improvement post-NEP-2020 implementation. The National Education Policy (NEP) 2020 in India introduced transformative changes aimed at enhancing the higher education system. The quantitative analysis revealed mixed results regarding teacher motivation post-NEP-2020 implementation. While overall motivation levels showed a slight increase, significant variations were observed across different dimensions and demographics.

1. **Intrinsic Motivation:** Teachers reported increased intrinsic motivation due to enhanced academic freedom and opportunities for interdisciplinary teaching and research.
2. **Extrinsic Motivation:** External incentives such as increased funding for research projects and opportunities

for international collaboration positively impacted motivation.

3. Job Satisfaction: There was a moderate increase in job satisfaction, primarily attributed to better professional development opportunities and institutional support.
4. Professional Development: The policy's emphasis on continuous professional development was well-received, with many teachers appreciating the structured programs and workshops offered.

However, certain challenges were noted:

- Administrative Burden: Increased administrative tasks and the need for compliance with new regulations negatively impacted motivation.
- Implementation Challenges: Lack of clarity and inconsistent implementation of NEP-2020 reforms across institutions led to frustration among faculty.

Qualitative Insights

Qualitative interviews provided nuanced insights into the faculty's experiences. Many faculty members appreciated the emphasis on research and interdisciplinary learning, which aligned with their academic interests. Academic flexibility allows faculty to design and deliver interdisciplinary courses, fostering creativity and intellectual stimulation. This autonomy in curriculum design can lead to higher motivation as teachers can engage with subjects they are passionate about. Teachers often feel more satisfied when their students are engaged and motivated. The ability for students to choose major and minor subjects based on their interests can lead to more enthusiastic and participative classrooms, enhancing teachers' sense of fulfillment. A seamless credit transfer system acknowledges the efforts of faculty in teaching transferable courses, enhancing their sense of contribution to a broader educational framework. This recognition can improve motivation by validating their work beyond institutional boundaries.

- Teachers recognize the potential of the credit transfer system to enhance student mobility and provide opportunities for learners to experience diverse educational environments.
- This system is seen as a way to reduce the wastage of academic credits, particularly for students who may need to relocate or change institutions due to personal or professional reasons.
- Teachers believe that the success of these reforms hinges on collaborative efforts between policymakers, institutions, and educators to ensure smooth implementation.

Discussion

The findings suggest that NEP-2020 has had a mixed impact on motivation among higher education faculty. While the policy's emphasis on research and academic freedom is viewed positively, challenges related to policy implementation and increased administrative burden need to be addressed. Institutional support and clear communication are crucial for mitigating these challenges and enhancing faculty satisfaction. Overall, the perception of higher education teachers towards the reforms introduced by NEP 2020 is cautiously optimistic. They acknowledge the potential benefits of increased academic flexibility, a robust credit transfer system, and hybrid modes of learning in creating a more dynamic and inclusive education system. However, they also emphasize the need for adequate support, infrastructure, and training to address the challenges associated with these reforms. The NEP-2020 has the potential to significantly enhance motivation in higher education by fostering a more supportive and stimulating academic environment. However, successful implementation requires addressing faculty concerns regarding administrative workload and providing adequate institutional support. Future research should focus on longitudinal studies to assess the long-term impact of NEP-2020 on faculty satisfaction and educational outcomes.

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