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Effectiveness of Individual Traits on Faculty Performance with a Mediating Effect of Work Motivation among Teaching Faculty

Nandhini B[1]*, Dr. Murugappan S[2]

Abstract:
Faculty performance is influenced by a multitude of factors, with individual behavior being a key component. High workload and stress, job dissatisfaction, lack of recognition and rewards, and burnout contribute significantly to the global exodus of teachers from the profession. This study therefore explores the impact of individual traits on faculty performance in private engineering colleges in Western Tamil Nadu, India, with a focus on the mediating role of work motivation. Using a quantitative and empirical approach, the researchers surveyed 127 faculty members. The findings reveal that work motivation plays a crucial mediating role in faculty performance, demonstrating a stronger impact than individual traits alone.

Keywords: Individual Traits, Employee Performance, Work Motivation, Engineering College, Faculty Performance, Management

1 INTRODUCTION

The Bachelor of Engineering (B.E.) and Bachelor of Technology (B.Tech.) are undergraduate degrees awarded in India for completing a four-year program in engineering or technology. This program comprises eight semesters of coursework, culminating in a final-year project. Eligibility for these degrees is restricted to students who have completed their higher secondary education (XI and XII) in the science stream, specifically with Biomaths or Computer Maths.

As a significant area of social policy, schooling, particularly the work of teachers, as the human face of school education, occupies significant “column inches” in newspapers each year globally. The complex relationships among media representations, public perceptions of teachers, and the evolution of education policy have been the focus of much research over the past two decades, both in Australia and elsewhere (Baroutsis & Lingard, 2023; Phelan & Salter, 2019). This study closely examines the education coverage of one national Australian newspaper over a 30-year period from 1993--2022, uses corpus-assisted discourse analysis, and employs the conceptual lens of “news values” (Bednarek & Caple, 2014). Specifically, it focuses on representations of school teachers in the Australian Financial Review (AFR), one of two Australian national daily newspapers, with a four-weekly average readership to December 2022 of 3,600,000 readers across print and digital platforms. The study on which this paper is based was conceived as a follow-up to a larger study of representations of teachers in Australian print media (Mockler, 2022), which highlighted the small but very interesting contribution of the AFR to a far larger corpus of print media texts and particularly identified growing attention in the AFR to questions of “quality” in education over the 25 years from 1996--2020. This paper thus takes a close look at the ideas of teachers and their work, in which the AFR has invested over the past 30 years. While the focus was once on issues related to remuneration, industrial action and school funding, the educational purview of the AFR has broadened over the past 15 years to take a more expansive view, both reflecting and reinforcing the expansion of the endogenous privatization (Ball & Youdell, 2008) of education in Australia over this period.

1.1 Effectiveness of Faculty Members

The effectiveness of the instructor has a direct effect on the quality of education. The primary role of a teacher in the educational process and in nation-building is crucial. The effectiveness of the teacher is very important to a child's growth. One of the key duties of teachers is to find and nurture students' skills. As a teacher, he must situate new information and experiences in the framework of what the pupils already know and understand. He must have a thorough understanding of how people at different ages and stages of development view the environment. As a teacher, he must help students learn rather than cram exact knowledge into their heads.

[1*]**Research Scholar and Assistant Professor, School of Management Studies, Bannari Amman Institute of Technology, Erode, Tamil Nadu, India.**
[2]**Professor, School of Management Studies, Bannari Amman Institute of Technology, Erode, Tamil Nadu, India.**

***Corresponding Author: Nandhini B, Research Scholar.**
Mail ID: nandhinibb@gmail.com

While there's no single trait that defines an effective teacher (Papanastasiou, 1999), research highlights the crucial role of classroom practices in student learning (Wenglinsky, 2000). Effective teaching involves fostering higher-order thinking and active learning, moving beyond teacher-centric instruction. Instead, effective teachers coach and provide feedback, allowing students ample time for engagement and fostering self-regulation and independent learning (Paris & Paris, 2001). Unfortunately, these qualities are not universally present in teachers.

Beyond these skills, effective teachers should be dynamic and energetic, possess strong communication and instructional clarity, demonstrate good study habits and work patterns, establish clear objectives, motivate students through varied learning experiences, maintain thorough subject matter knowledge, stay current with the latest information, adapt teaching methods to individual needs, employ student-centered approaches, collaborate with colleagues, and actively participate in community and health initiatives.

1.2 Individual Traits

Individual traits, as highlighted by Costa & McCrae (1992), are key to understanding the variations in individual behaviors. Research has long explored the impact of teacher personality traits on various aspects, including learning styles, academic performance, and technology use.

Learner motivation, influenced by both personality and context, can be significantly impacted by teacher personality. Studies have shown the considerable influence of teacher personality on student academic performance (Chamorro et al., 2008). Kell (2019) identifies the "Big Five" personality traits as openness, conscientiousness, extraversion, neuroticism, and agreeableness, all of which contribute to a teacher's effectiveness.

Teachers are pivotal in influencing student achievement (Novikova & Vorobyeva, 2019). Therefore, understanding the characteristics that contribute to an effective teacher personality is crucial. Factors such as age, gender, and attitude can influence a teacher's enthusiasm, stamina, and overall performance. Research by Musriha (2013) and Setiawan (2013) supports the significant impact of individual characteristics, along with the work environment, on performance. Ultimately, individual traits play a vital role in enhancing teacher performance.

1.3 Work Motivation

Work motivation drives and sustains performance by encouraging employees to achieve their goals. When employees feel their work is valued and impactful, it boosts their motivation and commitment. This intrinsic motivation stems from the satisfaction derived from the work itself (Deci, 2005).

Motivation can be fostered through monetary rewards and by creating a supportive environment where employees feel valued and connected to the organization. Panday (2011) emphasizes the importance of emotional attachment and loyalty in motivating employees and retaining them within the organization.

Work motivation offers numerous benefits, including increased employee engagement, productivity, and job satisfaction. It can be assessed by the level of employee commitment, sense of responsibility, and perceived rewards. Motivated employees are more likely to embrace challenges and utilize their full potential. Furthermore, opportunities for connection and recognition from superiors contribute to a motivating work environment.

Early research on teacher motivation focused on identifying the factors that influence it. These factors can either enhance or diminish motivation. Studies show that empowering teachers with autonomy in choosing materials, programs, and teaching methods, as well as control over classroom organization and discipline, can significantly boost their motivation.

1.4 Faculty Performance

Faculty performance encompasses the level of satisfaction individuals derive from their jobs. Locke (1976) defines it as a positive emotional state stemming from an individual's assessment of their job experiences. Performance evaluation is the process of assessing an employee's performance against job requirements, primarily to address performance, ability, and career development needs.

Human resources are a critical driver of economic progress, socioeconomic improvement, and enhanced living standards. Human capital encompasses individual skills and knowledge acquired through education, training, experience, and cognitive abilities. Campbell et al. (2003) define teacher effectiveness as the impact of classroom factors, such as teaching methods, teacher expectations, and resource utilization, on student performance.

Faculty performance and motivation are essential for the sustainable growth of any education system. However, the relationship between the two has been a subject of debate. Some argue that the link between job performance and motivation is overstated and illusory, leading some managers and HR practitioners to downplay its significance. Despite this, the study of this relationship continues to be an important area of research, impacting how organizations approach employee motivation and performance management.

2 REVIEW OF LITERATURE

In this section, the contributions of various researchers to the studied variables—individual traits, work motivation, and faculty performance—are reviewed and presented.

Research by Siyu Duan et al. (2024) identified six key psychological factors linked to Classroom Management Self-Efficacy (CMSE): teacher constructivist beliefs, teacher stress, job satisfaction, teacher commitment, teacher personality, and teacher burnout. Most of these factors showed moderate to strong correlations with CMSE. Furthermore, the study identified seven classroom-level factors significantly related to CMSE: classroom climate, classroom management practices, student misbehavior, student achievement, classroom interaction, and student-teacher relationships. Interestingly, class size and the degree of closeness in student-teacher relationships did not show a significant relationship with CMSE.

Sijing Zhou et al. (2024) found that teacher well-being was positively predicted by hope, motivation, psychological capital, and job competence, while negatively predicted by neuroticism and disengagement. Well-being led to increased commitment and reduced turnover intentions. Burnout and engagement were strongly correlated with well-being. These relationships varied between in-service and pre-service teachers, and across educational settings.

Debika Layek and Navin Kumar Koodamara (2024) found that motivated employees improve their job performance. For educators, intrinsic motivation, driven by personal fulfillment and enjoyment of teaching, has a greater impact than extrinsic motivation.

Anju Tripathi et al. (2017) found that intrinsic factors like self-efficacy and creativity significantly influence individual performance. Specifically, the study showed that the intrinsic motivation of management teachers had a notable impact on their academic performance. This highlights the importance of intrinsic factors as key indicators of academic achievement.

Risto Munandar et al. (2019) found that while individual characteristics and work environment positively influenced teacher performance, motivation did not have a significant impact. Contrary to expectations, neither individual characteristics nor the work environment significantly affected teacher performance when considered as mediating factors.

Muhammad Naveed Jabbar et al. (2021) found a strong positive link between personality traits and work engagement, with both factors significantly boosting job performance. Interestingly, personality traits had a greater impact on performance than work engagement. The study also revealed that work engagement played a key mediating role in the relationship between personality traits and job satisfaction.

Veronica Onjoro et al. (2015) found a significant link between motivation and teacher performance, as well as between teacher experience and job performance. The study also highlighted the importance of allowances in teacher promotion. Interestingly, while incentives and rewards from administrators were expected to improve performance, the strongest motivator was simply finding the job interesting. This suggests that intrinsic motivation plays a key role in driving teacher performance.

Gangapuram Aruna (2018) found that employee motivation and satisfaction are influenced by various factors, with a strong link between rewards and recognition, and job satisfaction and motivation. Essentially, changes in rewards and recognition directly impact employee motivation and satisfaction.

Abun et al. (2021) found that high levels of employee self-efficacy positively influence work performance, particularly in task completion and contextual performance, but do not correlate with counterproductive behavior. The study also revealed that the work environment impacts both self-efficacy and all three dimensions of work performance: task performance, contextual performance, and counterproductive work behavior.

Palmero and Bandiola (2022) found high levels of achievement motivation and job satisfaction, but moderate work performance. Significant relationships existed between achievement motivation and work performance, achievement motivation and job satisfaction, and job satisfaction and work performance. Interestingly, job satisfaction partially mediated the relationship between achievement motivation and work performance.

For this study, the variables Individual Tait and Work Motivation were selected as the independent and mediating variables, respectively.

3 PROBLEM STATEMENT

Recognizing that teacher quality is crucial for student achievement and national development (UNESCO-ILO, 2010), this research focuses on the need for quality teaching in engineering colleges in Western Tamil Nadu, India. While challenges faced by teachers, particularly in engaging Generation Z students, are evident, a concerning trend has emerged: despite high enrollment in engineering courses, Tamil Nadu does not feature among the top states in entrance exam performance.

This study addresses a gap in the literature by investigating the complex interplay of demographic factors, individual traits, and work motivation on faculty performance in private engineering colleges in Western Tamil Nadu. Specifically, it examines the mediating effect of work motivation on the

relationship between individual traits and faculty performance, providing a comprehensive understanding of factors contributing to effective teaching in this context.

4 IMPORTANCE OF THE STUDY

Recognizing the vital role teachers play in shaping academic achievement, it is crucial to attract talented individuals to the profession, provide them with high-quality training, and create a supportive work environment where they can thrive (Ryan & Deci, 2000; Shikalepo, 2020).

While student motivation has been extensively studied, there is a significant gap in research exploring teacher motivation (Roth, 2014; Comighud & Arevalo, 2021). This study addresses this gap by examining the impact of individual traits and work motivation on faculty performance in private engineering institutions in Western Tamil Nadu.

The research aims to provide a comprehensive understanding of how these factors contribute to teacher motivation and effectiveness in this specific context.

5 OBJECTIVES OF THE STUDY

1. To measure the influence of Individual Traits and Work motivation on Faculty Performance
2. To measure the influence of Individual Traits on Work motivation
3. To study the relationship of Individual traits and Work Motivation on Faculty Performance among the various groups based on the Demographic factors.

6 HYPOTHESIS OF THE STUDY

A: Null Hypothesis for Objectives (1) and (2):

a) H1: There is no positive association among Individual Traits, Work Motivation and Faculty Performance

b) H2: There is no significant influence of Individual Traits on Work Motivation

c) H3: There is no significant influence of Individual Traits on Faculty Performance

d) H4: There is no significant mediating effect of Work Motivation on Faculty Performance

B: Null Hypothesis for Objective (3):

a) H5: There is no significant difference in the Individual Traits of the various groups based on the Demographic factors.

b) H6: There is no significant difference in the Work Motivation of the various groups based on the Demographic factors.

c) H7: There is no significant difference in the Faculty Performance of the various groups based on the Demographic factors.

7 RESEARCH METHODS AND TECHNIQUE

The purpose of this study is to determine how individual traits and work motivation significantly affect faculty performance at private engineering institutions in Western Tamil Nadu. To find solutions to this research question, a sample of faculty members working in selected engineering institutions in western Tamil Nadu are selected and studied. The methodology applied by the researcher in conducting the proposed research work is discussed below, with the research design, sampling design, data collection and tools for analysis.

7.1 RESEARCH DESIGN

The research design adopted is descriptive, as the research reveals the relationships among individual traits, work motivation and faculty performance in the context of academia.

7.2 SAMPLING DESIGN

Faculty working in private engineering Institutions of Western Tamil Nadu (India), which are approved by Anna University, Chennai, at the end of May 2024 constitute the population of this study.

Faculty members who were working at the current educational institution for at least one year were considered the Sampling Frame. As the scope of the study is confined to private engineering institutions, the faculty members of engineering disciplines (B.E., B.Tech., M.E., M.Tech.) and Management Programme (M.B.A.) were considered for this study.

The researcher chose “Stratified Random Sampling”, a probability sampling technique, to select the respondents for the study. The list of institutions located in the Western Region of Tamil Nadu (Coimbatore, Dharmapuri, Erode, Krishnagiri, Namakkal, Nilgiris, Salem, and Tirupur Districts) that have completed four academic years were chosen. The number of faculty members was then chosen randomly from these institutions to obtain an adequate representation of the samples. Finally, 127 faculty members working in private engineering colleges in Western Tamil Nadu were taken as the sample respondents of the study.

Researchers have administered questionnaires as instruments to obtain the data required for analysis of the hypotheses they developed. A study instrument with a five-point Likert-type scale was administered and spread among faculty members to understand the effectiveness of individual traits on faculty performance, with a mediating effect of work motivation. The secondary data are collected through published articles, books, journals, internet sources, etc.

The sample data were collected online (Google Form) and entered into MS Excel software for initial data cleaning. The cleaned data were analyzed via statistical

tools, namely, percentage analysis, mean score, standard deviation, ANOVA, correlation and regression analysis, via SPSS 20.0 software.

8 RESULTS AND DISCUSSION

To analyze the data and to arrive at meaningful conclusions, the Statistical Package for the Social Sciences (SPSS version 20) was used to analyze the preliminary data and to provide descriptive results about the study sample, such as frequencies, means, standard deviations and relationships, with the help of ANOVA, correlation and regression. The results of the analyses are discussed in the following sections.

8.1 DEMOGRAPHIC PROFILE OF THE FACULTY MEMBERS

This section provides the details of the respondents' demographic and institutional profiles across various categories. The analysis revealed that 29.1% of the selected faculty members are up to 30 years of age, 35.4% of the faculty members are 31--40 years of age, 20.5% of the faculty members are 41--50 years of age, and 15.0% of the faculty members are above 50 years of age. While seeing their profession, 21.3% of the selected faculty members are professors, 29.9% of the faculty members are associate professors, 16.6% of the faculty members are assistant professors (selection grade), 22.8% of the faculty members are assistant professors (senior grade) and 9.4% of the faculty members are assistant professors in private engineering colleges. Furthermore, the analysis revealed that 13.4% of the selected faculty members were graduates, 21.3% of the faculty members were postgraduates, 36.2% of the faculty members had a Ph.D. and 29.1% of the faculty members had a Ph.D. In terms of working experience, 14.1% of the selected faculty members had up to 5 years of teaching experience in engineering colleges, 27.6% of the faculty members had 5.1--10 years of teaching experience, 37.8% of the faculty members had 10.1--15 years of experience, and 20.5% of the faculty members had more than 15 years of teaching experience in private engineering colleges. The data confirmed that 58.3% of the selected faculty members are male and that 41.7% of the faculty members are female. From the collection of data, approximately 59.8% of the selected faculty members work in autonomous colleges, and 40.2% of the faculty members work in nonautonomous colleges.

8.2 DESCRIPTIVE STATISTICS

8.2.1 Means and SDs for the selected variables

The distributions of faculties' perceptions of individual traits, work motivation and faculty performance are summarized and described in this section.

Table 1a: Faculties' Perception of Individual Traits

S. No	Individual Traits	Mean Score	SD	Perception Level
1	I am more likely to exhibit positive emotions	4.03	1.02	High
2	The teachers should have high confidence	4.02	1.08	
3	The teachers shall sympathize with others' feelings	3.91	1.15	
4	I am open to new ideas and experiences	3.72	1.03	
5	I ensure the line of difference between my professional life and personal life	3.57	1.42	Low
6	I exhibit proper code of conduct (Dress Code, Personal Grooming) inside the institution	3.56	1.22	
7	I always come on time to the institution	3.55	1.31	
8	I exhibit a strong sense of self-discipline	3.51	1.28	
9	I am a person who can cope with stress and adversity	3.3	1.48	

Table 1b: Faculties' Perception of Work Motivation

S. No	Work Motivation	Mean Score	SD	Perception Level
1	The institute provides platforms for training and learning	4.09	1.1	High
2	The faculty members are being rewarded for their exceptional performance	4.06	1.25	
3	The institute provides constructive feedback for my career development	3.84	0.67	Medium
4	Job Autonomy keeps me motivated to achieve more for the welfare of the institute	3.84	1.22	
5	I feel the job is interesting and challenging	3.72	1.21	

6	My accomplishments during my tenure in the institute are being considered at the time of promotion	3.69	1.28	
7	The institute provides flexible work schedules to balance my professional life and personal life	3.53	1.36	
8	My institute follows timely appraisal system	3.44	1.32	
9	My colleagues are one of the reasons for staying in the institute	3.28	1.5	
10	My reporting head is one of the reasons for staying in the institute	3.27	1.41	
11	I believe that I am in a safe and right workplace	3.24	1.26	
12	The institute's culture and policies are one of the reasons for staying in the institute	3.23	1.36	
13	The institute provides in-house stay facilities for the faculty members	3.2	0.95	**Low**
14	My institute provide opportunities for career advancements (Promotions)	3.18	1.37	
15	The faculty members are being rewarded for their contribution to the students' success in terms of competitions, placements, etc.	3.17	1.28	
16	My institute provides monetary benefits to the faculty members such as Health Insurance, PF, Reimbursements, etc.	3.09	1.27	
17	The institute has well-structured Employee Policies	2.54	1.12	

Table 1c: Faculties' Perception of Faculty Performance

S. No	Faculty Performance	Mean Score	SD	Perception Level
1	I demonstrate strong work ethic, high responsibility, pride, and self-confidence in my profession	4.37	0.72	
2	I am quite committed to professional growth and continuous learning	4.04	1.01	**High**
3	I act objectively, without discriminating	3.89	0.83	
4	I am proficient in using the ICT Tools for effective teaching and learning	3.31	1.35	
5	I communicate effectively, empathetically, and politely with fellow educators, staff, parents, and the students	3.31	1.33	
6	I invest my time additionally for research works	3.26	1.28	**Low**
7	I participate in educational development activities	3.08	1.28	
8	I demonstrate the ability to effectively assess the learning of the students and provide constructive feedback	2.92	1.41	

The Cronbach's alpha values for the statements of individual traits, work motivation and faculty performance among faculty members are 0.857, 0.942 and 0.914, respectively. This finding indicates that the reliability of the individual traits, work motivation and faculty performance is good and fit for analysis.

From the Table 1a, it can be inferred that the mean score of the faculties' perception towards various dimensions of Individual Traits ranges from 3.30 to 4.03. The dimension "I am more likely to exhibit positive emotions" had higher mean score and "I am a person who can cope with stress and adversity" had the least mean score among the various Individual Traits. The higher mean score values (>3.6) indicate that the faculties exhibit positive personality such as commitment, dedication, responsible while the lower mean score indicates the opposite. The institution can take measures to help the faculties cope with stress and adversity through proper support systems.

From the Table 1b, it can be inferred that the mean score of the faculties' perception towards various dimensions of Work Motivation ranges from 2.54 to 4.09. The dimension "The institute provides platforms for training and learning" had higher mean score and "The institute has well-structured Employee Policies" had the least mean score among the various Work Motivation. The higher mean score values (>4.0) indicate that higher the score higher the Work Motivation, while the lower score indicates lower Work Motivation. The faculties expect their institution to provide monetary and non-monetary recognition through well-structured employee policies to motivate them to perform better in their job.

From the Table 1c, it can be inferred that the mean score of the faculties' perception towards various dimensions of Faculty Performance ranges from 2.92 to 4.37. The dimension "I demonstrate strong work ethic, high responsibility, pride, and self-confidence in my profession" had higher mean score and "I demonstrate

the ability to effectively assess the learning of the students and provide constructive feedback" had the least mean score among the various Individual Traits. The higher mean score values (>3.5) indicate that the faculties perceive their performance as a positive one which shows their commitment towards their job. However, the dimensions which have low mean score indicates they lack in self-development activities due to various factors such as proficiency level, lack of adoption to the technological tools, etc. The institution or the management can encourage the faculties to improve their performance by providing good support systems such as adequate time, monetary support if possible, recognitions for their academic achievements, etc.

8.3 INFERENTIAL STATISTICS

8.3.1 CORRELATION ANALYSIS

The following table was developed to examine the strength of the relationships among the variables of individual traits, work motivation and faculty performance by applying correlation analysis.

H1:There is no positive association among Individual Traits, Work Motivation and Faculty Performance.

Table 2: Correlations between Independent, Mediating and Dependent Variables

No.	Variables	Individual Traits	Work Motivation	Faculty Performance
1	Individual Traits	1.000		
2	Work Motivation	0.208(0.019**)	1.000	
3	Faculty Performance	0.222(0.012**)	0.324(0.000*)	1.000

Note: * - Significant at 1% level; ** - Significant at 5% level

The above table 2 shows the estimate of correlation analysis between Individual Traits, Work Motivation and Faculty Performance. It is observed that there is a positive and significant relationship between Individual Traits and Faculty Performance ($r=0.22$, $p<0.01$). Also, the work motivation has positive and significant relationship with Faculty Performance ($r=0.32$, $p<0.00$). Hence, H1 is rejected and can be inferred that there is a positive association among Individual Traits, Work Motivation and Faculty Performance..

Notably, the Pearson coefficient ranges from 0.208 to 0.324, which is a relatively low positive correlation. This finding indicates that the dependent, independent and mediating variables chosen for the study (individual traits, faculty performance and work motivation) are mutually exclusive and form the basis for regression analysis.

8.3.2 LINEAR REGRESSION ANALYSIS

a) Influence of Individual Traits on Work Motivation

The influence of Individual Traits on the Work Motivation of the faculty members is explored in the following table.

H2:There is no significant influence of Individual Traits on Work Motivation.

Table 3: Influence of Individual Traits on Work Motivation

No.	Dependent Variable	Independent Variable	Coefficient (β)	T Statistics	R^2	F Statistics (p-value)
1	Work Motivation	Individual Traits	0.166	2.372**	0.501	5.625** (0.019)
		Constant	2.823			

Note: * - Significant at 1% level; ** - Significant at 5% level

From the above Table 3, it is observed that the overall model explained by R^2 is 50.1%. It indicates that 50.1% of the variance in the change in Work motivation can be explained by the Individual Traits. The p-value (0.019) indicates that the model is significantly better at predicting the change in Work Motivation. The β coefficient of Individual Traits (0.166) indicates 1% change in the Individual Trait will have 16.6% improvement in the Work Motivation at 5% Significant Level. Further, the p value of F statistics shows less than 5% significant, which indicates the Individual Trait has the impact over Work Motivation. Hence, H2 is rejected and the alternative Hypothesis is accepted.

b) Influence of Individual Traits on Faculty Performance

In the following table, the influence of Individual Traits on the Faculty Performance is evaluated.

H3:There is no significant influence of Individual Traits on Faculty Performance.

Table 4: Influence of Individual Traits on Faculty Performance

No.	Dependent Variable	Independent Variable	Coefficient (β)	T Statistics	R^2	F Statistics (p-value)
1	Faculty Performance	Individual Traits	0.261	6.732**	0.676	6.505** (0.012)
		Constant	2.560			

Note: * - Significant at 1% level; ** - Significant at 5% level

From the above Table 4, it is observed that the overall model explained by R^2 is 67.6%. It indicates that 67.6% of the variance in the change in Faculty Performance can be explained by the Individual Traits. The p-value (0.012) indicates that the model is significantly better at predicting the change in Faculty Performance. The β coefficient of Individual Traits (0.261) indicates 1% change in the Individual Trait will have 26.1% improvement in the Faculty Performance at 5% Significant Level. Further, the p value of F statistics shows less than 5% significant, which indicates the Individual Trait has the impact over Faculty Performance. Hence, H2 is rejected and the alternative Hypothesis is accepted.

c) Mediation Effect of Work Motivation on Faculty Performance

The mediation effect of Work Motivation on the Faculty Performance is assessed in the table 5 given below.

H4:There is no significant mediating effect of Work Motivation on Faculty Performance.

Table 5: Mediating effect of Work Motivation on Faculty Performance

No.	Dependent Variable	Independent Variable	Coefficient (β)	T Statistics	R^2	F Statistics (p-value)
1	Faculty Performance	Individual Traits	0.190	1.894 (NS)	0.741	9.274** (0.000)
2		Work Motivation	0.425	3.391*		
		Constant	1.360			

Note: * - Significant at 1% level; ** - Significant at 5% level, NS – Not Significant

From the above Table 5, it is observed that the overall model explained by R^2 is 74.1%. It indicates that 74.1% of the variance in the change in Faculty Performance can be explained by the Individual Traits and Work Motivation. The p-value (0.000) indicates that the model is significantly better at predicting the change in Faculty Performance. The β coefficient of Work Motivation (0.190) indicates 1% change in the Work Motivation will have 42.5% improvement in the Faculty Performance at 1% Significant Level. However, Individual Trait does not have significant influence on Faculty Performance. Further, the p value of F statistics shows less than 5% significant, which indicates the Work Motivation has a good mediating effect on Faculty Performance. Hence, H4 is rejected and the alternative Hypothesis is accepted.

d) Mediation Analysis on Faculty Performance

This section examines how the individual traits of faculty members affect faculty performance, as well as how work motivation, as a mediator, affects faculty performance through the influence of individual traits. For this purpose, the following diagram has been framed and tested the relationships between the variables with the help of regression coefficient values.

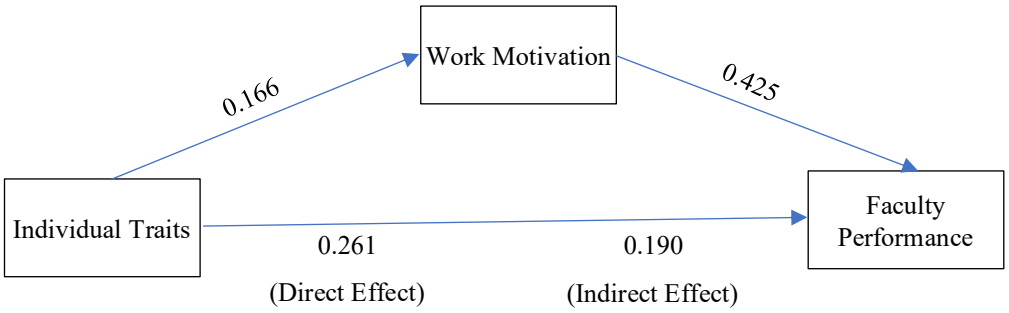

Fig. 1 Mediation Analysis of Faculty Performance

Figure 1 shows that the indirect effect (0.190) is greater than the direct effect (0.261). According to the guidelines, a value closer to zero indicates a greater effect. Additionally, the coefficient of individual traits in the mediation effect is not significant (0.261 from Table 4), which indicates that there is full mediation rather than partial mediation. Hence, it can be inferred that the mediation of work motivation for individual traits improves faculty performance rather than the direct influence of individual traits.

8.3.3 One-way ANOVA and t tests

This section compared the faculties' perception towards the selected variables – individual traits, Work motivation and faculty performance among the various categories of demographic factors.

a) Individual Traits

H5: There is no significant difference in the individual traits among the various groups based on the Demographic factors.

Table 6: One-way ANOVA and t test for demographic variables and individual traits

Demographic Variables	Categories	Individual Traits					
		Mean	SD	N	F	Significant Value	Effect Size
Age	Upto 30	3.58	0.51	37	5.977	.001*	0.357
	31-40	3.78	0.28	45			
	41-50	3.47	0.51	26			
	Above 50	3.95	0.44	19			
Designation	Professor	3.81	0.33	27	13.75	.000*	0.557
	Associate Professor	3.71	0.33	38			
	Assistant Professor (Sl.G)*	4.11	0.37	21			
	Assistant Professor (Sr.G)#	3.38	0.42	29			
	Assistant Professor	3.34	0.58	12			
Educational Qualification	Graduate	3.52	0.62	17	2.330	.078	0.232
	Postgraduate	3.85	0.41	27			
	Pursuing Ph.D.	3.71	0.47	46			
	Ph.D.	3.69	0.36	37			
Teaching Experience	Upto 5 years	3.84	0.31	18	15.276	.000*	0.521
	5.1-10 years	3.80	0.33	35			
	10.1-15 years	3.39	0.44	48			
	Above 15 years	3.97	0.43	26			
Gender	Male	3.88	0.36	74	42.57	.000*	0.504
	Female	3.41	0.44	53			
Type of Institution	Autonomous	3.51	0.43	76	35.918	.000*	0.472
	Non-Autonomous	3.95	0.37	51			

The above table 6 indicates that the perceptions of faculty members toward individual traits differ among the various groups of demographic variables. There was a statistically significant difference between Age groups as determined by one-way ANOVA, F(3,123) = 5.977, p = .001. When a significant difference is identified between the groups, it is generally suggested to do a Post-Hoc Test to determine which groups are differing. A Tukey post hoc test was conducted for the above said purpose and the results revealed that the perception of Individual Trait was statistically significantly higher among the age group of Above 50 Years (3.95 ± 0.44 years) compared to the age group of less than 31 years (3.58 ± 0.51 years). However, the perception of Individual Trait was statistically significantly lower among the age group of 41 to 50 years (3.47 ± 0.51 years) compared to the age group of 31 to 40 years (3.78 ± 0.28 years). There was no statistically significant difference between the two age groups of Less than 30 years and 31 to 40 years. But, between the two age groups of 41 to 50 years (3.47 ± 0.51 years) and Above 50 years (3.95 ± 0.44 years), there was statistically significant difference with the latter having higher perception towards Individual Traits. This indicates that except for the Age groups of upto 40 years, all the other age groups have different opinion on the Individual Traits. To determine the practical significance of the ANOVA and Post Hoc Test, we need to calculate the effect size to statistically confirm.

The effect size was calculated via the formula r = $\sqrt{\frac{t^2}{t^2+df}}$ for two categorical variables and r = $\sqrt{\frac{SS_M}{SS_T}}$ for more than two categorical variables. The values for these formulae were taken from the independent sample t test and one-way ANOVA. The general rule of thumb for effect size interpretation is that 0.1 has a small effect size, 0.3 has a medium effect size, and 0.5 has a large effect size. As per the guidelines, it can be inferred that Educational Qualification had a small effect (which was also indicated through the significance level), Age and Type of Institution had a Medium Effect, and Designation, Teaching Experience and Gender had a large effect.

In the similar manner, all the Demographic variables can be interpreted using the values of Mean, SD, F, Sig. and Effect Size for the individual traits.

b) Work Motivation

H6: There is no significant difference in the Work Motivation among the various groups based on the Demographic factors.

Table 7: One-way ANOVA and t test for demographic variables and work motivation

Demographic Variables	Categories	Work Motivation					
		Mean	SD	N	F	Significant Value	Effect Size
Age	Upto 30	3.31	0.32	37	10.24	.000*	0.378
	31-40	3.62	0.35	45			
	41-50	3.47	0.35	26			
	Above 50	3.19	0.28	19			
Designation	Professor	3.68	0.36	27	8.065	.000*	0.637
	Associate Professor	3.48	0.33	38			
	Assistant Professor (Sl.G)*	3.45	0.28	21			
	Assistant Professor (Sr.G)#	3.26	0.30	29			
	Assistant Professor	3.16	0.41	12			
Educational Qualification	Graduate	3.19	0.31	17	2.897	.001*	0.346
	Postgraduate	3.46	0.27	27			
	Pursuing Ph.D.	3.47	0.39	46			
	Ph.D.	3.48	0.40	37			
Teaching Experience	Upto 5 years	3.51	0.32	18	16.777	.000*	0.500
	5.1-10 years	3.71	0.32	35			
	10.1-15 years	3.22	0.32	48			
	Above 15 years	3.41	0.29	26			
Gender	Male	3.58	0.34	74	32.44	.000*	0.454
	Female	3.24	0.32	53			
Type of Institution	Autonomous	3.34	0.36	76	12.842	.000*	0.305
	Non-Autonomous	3.57	0.34	51			

The above table 7 indicates that the perceptions of faculty members toward work motivation differ among the various groups of demographic variables. There was a statistically significant difference between Age groups as determined by one-way ANOVA, F(3,123) = 10.24, p = .000. When a significant difference is identified between the groups, it is generally suggested to do a Post-Hoc Test to determine which groups are differing. A Tukey post hoc test was conducted for the above said purpose and the results revealed that the perception of Work Motivation was statistically significantly higher among the age group of 31-40 Years (3.62 ± 0.35 years) compared to the age group of less than 31 years (3.31 ± 0.32 years). However, the perception of Work Motivation was statistically significantly lower among the age group of above 50 years (3.19 ± 0.28 years) compared to the age group of 41 to 50 years (3.47 ± 0.35 years). There was no statistically significant difference between the two age groups of 31 to 40 years and 41 to 50 years. But, between the two age groups of 31 to 40 years (3.62 ± 0.35 years) and Above 50 years (3.19 ± 0.28 years), there was statistically significant difference with the former having higher perception towards Work motivation. This indicates that faculties between the age of 31 to 50 years have similar opinion compared to other groups, who have different opinion. To determine the practical significance of the ANOVA and Post Hoc Test, we have calculated the effect size.

As per the guidelines, it can be inferred that Age, Educational Qualification, Teaching Experience, Gender and Type of Institution had a Medium Effect, and Designation had a large effect. In the similar manner, all the Demographic variables can be interpreted using the values of Mean, SD, F, Sig. and Effect Size for the work motivation.

c) Faculty Performance

H7: There is no significant difference in the Faculty Performance among the various groups based on the Demographic factors.

Table 8: One-way ANOVA and t test for demographic variables and faculty performance

Demographic Variables	Categories	Faculty Performance					
		Mean	SD	N	F	Significant Value	Effect Size
Age	Upto 30	3.51	0.58	37	1.613	.190	0.195
	31-40	3.63	0.48	45			
	41-50	3.34	0.56	26			
	Above 50	3.55	0.51	19			

Designation	Professor	3.57	0.44	27	3.829	.006*	.334
	Associate Professor	3.57	0.42	38			
	Assistant Professor (Sl.G)*	3.76	0.58	21			
	Assistant Professor (Sr.G)#	3.45	0.55	29			
	Assistant Professor	3.05	0.70	12			
Educational Qualification	Graduate	3.47	0.55	17	1.704	0.170	0.200
	Postgraduate	3.67	0.53	27			
	Pursuing Ph.D.	3.56	0.57	46			
	Ph.D.	3.38	0.48	37			
Teaching Experience	Upto 5 years	3.53	0.44	18	3.429	.019*	0.278
	5.1-10 years	3.61	0.44	35			
	10.1-15 years	3.35	0.57	48			
	Above 15 years	3.52	0.58	26			
Gender	Male	3.65	0.48	74	10.172	.002*	0.274
	Female	3.35	0.57	53			
Type of Institution	Autonomous	3.43	0.55	76	5.714	.018*	0.209
	Non-Autonomous	3.66	0.50	51			

The above table 8 indicates that the perceptions of faculty members toward Faculty Performance differ among the various groups of demographic variables. Since, the Age group is not statistically significantly different F(3,123)=1.61, p=0.190, we are interpreting the results using the Teaching Experience of Faculty Performance,

There was a statistically significant difference between various groups of teaching experience as determined by one-way ANOVA, F(3,123) = 3.429, p = .019. When a significant difference is identified between the groups, it is generally suggested to do a Post-Hoc Test to determine which groups are differing. A Tukey post hoc test was conducted for the above said purpose and the results revealed that the perception of Faculty Performance was statistically significantly different among the faculty members with 10 to 15 years of experience (3.35 ± 0.57) and the faculties above 15 years of experience (3.52 ± 0.58). Other than these groups, no other groups have different. Hence, we can infer that the faculties below 10 years of experience have similar opinion about the Faculty Performance. This indicates that, when the experience increases, the perception towards Faculty Performance differs. To determine the practical significance of the ANOVA and Post Hoc Test, we have calculated the effect size.

As per the guidelines, it can be inferred that except for Designation (Medium Effect), all the other demographic variables had small effect. In the similar manner, all the Demographic variables can be interpreted using the values of Mean, SD, F, Sig. and Effect Size for the Faculty Performance.

9 FINDINGS

CORRELATION ANALYSIS

- The Correlation Analysis indicated that individual traits and work motivation are positively associated with faculty performance.

REGRESSION ANALYSIS

- It is concluded that work motivation has a positive mediating effect on faculty performance rather than individual traits alone.

DESCRIPTIVE STATISTICS

- The percentage analysis revealed that most of the faculty members belong to the 31–40 years of age group, associate professors and pursue a Ph.D. Additionally, most of them have 10-15 years of teaching experience in private engineering colleges, are male and work autonomously.
- The mean score tests revealed that the faculties have positive perception towards the individual traits, work motivation and faculty performance except for few dimensions such as coping with stress, having well-structured employee policies and ability to effectively evaluate the students.

ANOVA and t tests

- From the ANOVA, it was inferred that there is a significant difference in opinion among the faculty members about individual traits, work motivation and faculty performance on the basis of the various demographic factor groups. The groups that differentiate are found using Post-hoc tests and effect sizes to substantiate the findings were also done.

10 SUGGESTIONS

- The findings indicate that a high level of individual traits is perceived by faculty members who are 41–50 years of age. Hence, young teachers should collect new ideas and experiences related to personal qualities

along with theoretical knowledge from senior faculty members to develop their induvial confidence.

- The study revealed that a high level of individual traits is perceived by faculty members who work as assistant professors (selection grade). The head of the institution should observe faculty members' classes to assess their classroom management, interaction with students, and use of technology and encourage them to provide mentoring and advice to students, fostering a supportive learning environment.
- This study confirmed that a high level of faculty performance is perceived by faculty members who have a high degree. This study suggested that management should encourage faculty members to pursue advanced degrees, such as Ph.D. or specialized master's degrees, to increase their expertise and should also provide opportunities for them to engage in research projects and publish their findings.
- The study revealed that a high level of faculty performance is perceived by faculty members with more than 15 years of teaching experience. Hence, experienced faculty members should be paired with newer faculty members for guidance, best practices should be shared, and support should also offer access to online courses and certifications to help faculty members stay updated with the latest trends and technologies.
- The findings suggest that a high level of work motivation is perceived by male faculty members. Therefore, colleges should establish mentorship programs that pair experienced female faculty with newer faculty to provide guidance and support and should provide leadership training and development opportunities for female faculty members to prepare them for leadership roles.
- The analysis results indicate that work motivation is highly influential as a mediator effect to increase the performance of faculties working in private engineering colleges. Therefore, private college management should plan to conduct work motivational training frequently to increase work performance.

11 CONCLUSION

This study aimed to analyze the effectiveness of individual traits on faculty performance with a mediating effect on work motivation in private engineering colleges in Western Tamil Nadu. This study revealed that the effectiveness of individual traits on faculty performance in private engineering colleges is a complex interplay influenced by various factors, such as personality, skills and knowledge, which play a significant role in faculty performance. The findings indicate that there is a significant difference in individual traits and work motivation with respect to demographic variables.

This study revealed that work motivation acts as a bridge between individual traits and faculty performance. It refers to the psychological forces that drive individuals to exert effort and persist in their work. Thus, private engineering colleges should offer financial and nonfinancial support for all faculty members to attend conferences, workshops, and other professional development activities to increase faculty performance. Additionally, initiatives, such as targeted recruitment and retention strategies, should be taken to increase diversity and inclusion within the faculty ranks. This study revealed that the effectiveness of individual traits on faculty performance in private engineering colleges is significantly mediated by work motivation. By fostering a supportive and motivating environment that encourages faculty members to develop their individual traits and maintain high levels of motivation, institutions can enhance faculty performance and improve student outcomes.

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