

AN EMPIRICAL ANALYSIS OF THE VARIOUS FACTORS THAT INFLUENCE THE MOTIVATION OF SCHOOL TEACHERS

Debarshi Roy*, Palas R. Sengupta**

Abstract *Teachers constitute an important part of a school organization. The motivation of teachers to perform to their best at work in school directly influences the performance of a school. Thus it is imperative on the part of the school management to be aware of the various factors that influence the motivation of school teachers and try to optimally manage these factors to create the best motivating environment for the teachers to perform. This study dealt with the various factors that influence the motivation of teachers and their relative significance. The study involved two focus group discussions and a questionnaire survey involving a random sample of teachers from North Bengal (N= 111) which included primary, middle, and high school teachers. The results were analyzed and subsequent inferences were drawn. This study was significant for management professionals as it presented a comprehensive view of the factors that influence the motivation of teachers and thus helped to design approaches for teacher motivation.*

Keywords: *Teachers, System, Education*

INTRODUCTION

The word motivation comes from the Latin word *motivus* (moving cause). Motivation is often described as internal and external forces which act on people and initiate a particular behaviour. The theory of motivation is approached in three ways. The first approach is the behavioural approach and it lies in the philosophy of reinforce desired behaviour. This approach is based on the works and theories of Burrhus Frederic Skinner (1904-1990). The second view of motivation is the cognitive view which is closely related to the works of Jean Piaget. The cognitive view to motivation gives importance to intrinsic motivation or motivation from inside one's own self. The third approach to motivation is the humanistic approach which proposes that when some needs are unmet people are motivated to satisfy those deficiency needs. Maslow's hierarchy of needs and Frederick Herzberg's motivation hygiene theory are based on the humanistic views of motivation.

In organizations like schools where the performance of the institution depends greatly on the human resource that is employed and the thrust is on knowledge workers, motivation is an important factor which has to be optimally managed with requisite process designs. It has been observed that high motivation among teachers to perform tasks lead to an enthusiastic approach in performing both academic and non academic tasks while low levels of motivation lead to disinterest and apathy even in performing routine school work.

A study of related literature revealed that studies on teacher motivation mostly can be divided into two categories, one which assessed the importance of teacher motivation to the performance of schools and the other which studied the factors which contributed to teacher motivation. Brumback (1986) found that there were significant differences in the academic scores of students who were taught by teachers with high job satisfaction levels from those who were taught by those who had low job satisfaction levels. Maehr (1984) had postulated that performance of teachers will improve with high motivational levels. Thus performance of both teachers and students has been linked to motivation.

Several studies have been conducted in order to identify factors which motivate teachers. Lortie (1975) said that teachers were motivated by student achievement. If students did well, understood what was taught to them by the teachers and achieved good results, it motivated the teachers. Sergiovanni and Starrat (1979) suggested that the fulfillment of esteem needs was a strong motivator for teachers. It was surmised that when students did well, it was a direct commentary on the quality of teachers' teaching abilities. Thus when students did well, the esteem needs of the teachers were also met. There were other studies such as Miskel (1974, 1979), Holdaway (1978) and Johnston (1985) which found that there were certain variables which the principals or heads of schools could control in order to ensure teacher motivation. These included recognition of good work, opportunities for professional development leadership styles and other organizational variables. Karsli and Hale

* PhD Scholar, Department of Commerce, University of North Bengal, India. Email: roy.debarshi@gmail.com

** Professor, Department of Commerce, University of North Bengal, India. Email: senguptapalas@gmail.com

(2009) in their study concluded that the motivation of school teachers was affected by the way in which the management of the school approached the issue of motivating teachers. Dehaloo (2011) in his study concluded that the motivation of teachers was dependent on their remuneration, safety as also on opportunities of self actualization and interpersonal relationships with school management. Mansfield, Wosnitza and Beltman (2012) had proposed a conceptual framework for teacher motivation which included “ within-person consequences” and “ person-environment consequences ”.

A study of related literature showed that most studies had been conducted to perform the simple exercise of only identifying the various factors which motivate school teachers. Further, most of the studies had been unidimensional in nature and sought to study and explore only one factor at a time. Thus a comparative multidimensional study, analysis, and categorization of the various factors which affected the motivation of school teachers was pertinent and necessary. The present study sought to bridge this gap and began from where the previous studies ended. The objective of the study was not only to identify but most importantly to comparatively analyze the various factors which motivate school teachers and categorize them. In order to categorize the factors the study attempted to isolate factors which have differential impacts on the motivational levels. The study also tried to isolate factors into ones that were drivers for a person to choose the profession of teaching and ones that were drivers for a person to continue giving his or her best every day at work and categorize them into initiating drivers and sustaining drivers.

METHODOLOGY

This was a descriptive research study without any intervention on the part of the researcher. The study was conducted in two parts. In the first part two focus group discussions were held involving ten participants each. The participants included teachers, principals of schools, members of school management, and parents, all residing and working in the districts of Darjeeling and Jalpaiguri in West Bengal. The participants discussed the various factors that motivated school teachers to perform to their best at work. The various factors that were brought up and the arguments for and against were noted. These factors were then broadly classified into six categories. All the factors that were brought up could be categorized into one or the other of the six broad categories. Thus the various factors that influence motivation of school teachers were taken to be the following:-

1. Colleagues
2. Management
3. School Infrastructure
4. Students
5. Work
6. Personal

In the second part of the study a random sample of school teachers teaching in the districts of Darjeeling and Jalpaiguri

in West Bengal (N=111) was taken and a questionnaire survey was conducted among them. The response to a confidential questionnaire that was given to the sample was analyzed for the purposes of the study. The software used for the quantitative analysis was SPSS 17.0.

The analysis was designed on the basis of the study where the respondents rated their efforts to give their best at work in school on a five point scale. The respondents then rated their interactions and situational experiences with their colleagues, school management, school infrastructure, students, the work itself, and personal life on the same five point scale. This scale was: 1= Terrible 2= Not satisfactory 3= Satisfactory 4= Good 5= Excellent. It was assumed that the factors were independent and did not influence each other.

Tests of reliability and validity were conducted to test data for validity and reliability. On the basis of the responses to the first question wherein the respondents rated their efforts to give their best at work in school: a bi-variate co-relational analysis was done with each of the following six questions representing the six major variables as stated above. A ranking was developed for the set based on the value of the correlation coefficient. The relative importance of each of the variables was then mapped.

RESULTS

The results of the study are presented in the Tables 1, 2 and 3.

The reliability test using SPSS 17.0 yielded the value of Cronbach's α at .932. This showed that the instrument that was used for the purpose was reliable. To test the construct validity, principal component analysis was done. The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO = .892) and Bartlett's test of sphericity ($\chi^2= 436.77$, $p < 0.00$) showed that factorization was justified. The principal component analysis extracted one component, thus confirming unidimensionality of the scale. Hence construct validity was established.

The correlation coefficient ($r \geq .7$) was taken to be high and correlation coefficient (r) greater than equal to .5 but less than .7 ($.5 \leq r < .7$) was taken to be moderate for this study. The results in Table 2 show that all the factors have a moderate to high correlation with the motivation level of the teachers. Thus these factors can all be said to have significant impact on the motivation of school teachers. Thus the work itself was seen to be the most significant motivator while colleagues, students and school infrastructure were seen to be strong motivators for the teachers. School management and family and personal life were seen to be moderate motivators.

Table 1: Descriptive Statistics 1

	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
VAR00001	111	4.00	1.00	5.00	2.9279	.13588
VAR00002	111	4.00	1.00	5.00	2.6847	.11936
VAR00003	111	4.00	1.00	5.00	2.4234	.10362
VAR00004	111	4.00	1.00	5.00	2.4775	.10773
VAR00005	111	4.00	1.00	5.00	2.5586	.11060
VAR00006	111	4.00	1.00	5.00	2.5946	.11616
VAR00007	111	4.00	1.00	5.00	2.3874	.10489
Valid N (listwise)	111					

Table 2: Descriptive Statistics 2

	Std. Deviation	Variance
	Statistic	Statistic
VAR00001	1.43154	2.049
VAR00002	1.25757	1.581
VAR00003	1.09170	1.192
VAR00004	1.13496	1.288
VAR00005	1.16529	1.358
VAR00006	1.22384	1.498
VAR00007	1.10512	1.221

Table 3: Correlation between factors and motivation

Variable	Correlation Coefficient	Rank
Colleagues	.785	2
Management	.642	6
Infrastructure & facilities	.760	3
Students	.722	4
The work itself	.787	1
Family and personal life	.684	5

ANALYSIS AND INTERPRETATIONS

The objective of the study was to identify, analyze, and categorize the various factors which affect the motivation of school teachers. In this context it was primarily relevant to check if the factors chosen by the researcher were relevant to the cause of the study. The results of the study revealed that all the factors which were chosen by the researcher presented high to moderate correlation with the motivational levels of the teachers. The factors thus could be taken to be relevant and rational to the cause of the study.

The second objective of the study was to conduct a comparative analysis of the various factors that affected the motivation of school teachers. Thus the different factors were ranked in order of the value of the correlation coefficient which illustrated the correlation between the factor and the motivation of the teacher to give his or her best at work in school (Table 3). An analysis of the results of the study revealed that it was the work itself which was the primary motivator for school teachers. This observation can be interpreted with a critical analysis of the nature of the job of teaching itself. The job of teaching and that of a teacher is interactive, interpersonal and many a times it goes beyond

the standard rules of duty and work to affect personal lives as well. It requires passionate involvement on the part of a teacher to be effective inside the classroom and outside it. It is difficult for people who do not like their work to be a teacher in the long term. School teachers represent a widely respected set of people in the Indian context. Historically they had formed the most important segment of a society and were revered by kings and commons. In India where first generation literacy is abundant school teachers are seen to be the architects of a child's future. So the job of teaching and the work that it entails brings forth respectability in the society at large and among parents and students in particular. One aspect of the respect that school teachers enjoy is that it is longitudinal in nature and not situation specific which means the respect does not accrue due to a specific incident or situation but is long term (often for life) and is dependent on the quality of the teacher and the person. This in itself is a huge motivation for many teachers. This was emphasized by the participants in the focus group discussions that were conducted by the researcher. The nature of the work of a school teacher brings a relatively stress free work environment as compared to other professions. There are paid vacations and most often fixed timings for each work day with little chance of unexpected extensions in work hours. Transport is arranged by the school to and from the school as well and nowadays decent school infrastructure is provided in many schools. The advent of the new pay rules teachers are comfortably placed in terms of salary as well. One reason why the job of teaching itself is an inherent motivator is the sense of power that it brings to teachers. The position of power comes from the top down design of the process of knowledge dissemination in classrooms as well as the power to rate and appraise student performance. The power points of the job of teaching can be characterized as the following :-

- Power to impart knowledge or teach
- Power to appraise and rate student performance
- Power to judge actions of students
- Power to reward or punish
- Power to motivate , demoralize , insult , respect or praise

The sources of the power that a teacher wields has the following sources;-

Operational power: This comes from the day to day operations of the job itself. The hierarchical teaching methodology, subjective appraisal and rating of student performance, ability to subjectively judge students and discipline them all find their sources in operational power systems.

Ideological and moral power: This finds its source in the individual teacher and his moral and ideological setup. The power that one wields from this source results in durable

respect and reverence. Respect and reverence can be strategically used as a base of power. For example teachers who do not take private tuitions, may be more respected than teachers who do. This results in an enhanced respectability for the teachers who do not take private tuitions and this respect can be used as a power base.

Political power: This type of power is brought forth by group dynamics, intra- group conflicts, and organizational politics. Sometimes a teacher or a group of teachers might have a powerful lobbying arm which was strengthened by a combination of various organizational factors. In teaching this evolves to involve an extrapolated group outside the organization like the parents, local government or even students and that increases the power play many folds.

Thus the reasons for the work itself to be the most significant motivator could be the following:-

- Passionate and interactive nature of the job itself.
- Respectability
- Physical and material characteristics of the job
- Power

The third significant objective of the study was to attempt to rationally categorize and group the various motivating factors. In the results of the study it was noted that students, work itself, colleagues, and school infrastructure presented highly significant factors of motivation while school management, personal and family life presented moderately significant factors of motivation. This led to a classification of these factors into two distinct types.

Type 1: These factors were the ones which presented highly significant factors of motivation and had some common characteristics. They presented factors which were frontline i.e. ones which the teachers faced, interacted with, and experienced everyday in their course of work. They directly affected their daily work life in school. The common characteristics that the type 1 factors represented could be described as follows:

- Essential to the daily operation of work
- Direct work life experience
- Ability to directly and comprehensively affect work life
- Physical/ mental well-being of the teachers directly dependent on the quality of experience with these factors.

An attempt to further categorize the type 1 factors revealed that they could themselves be classified as WHY factors and HOW factors.

The 'WHY' factors presented the reasons as to *why* a person was motivated to be a teacher. They could be termed as the initiating motivators. These were:

The 'HOW' factors accentuate the 'WHY' factors and serve to act as support to the 'WHY' factors. The 'HOW' factors are sustainers. While the 'WHY' factors present the reasons as to why a person chooses to be a teacher the 'HOW' factors represent the interactions and support systems which

motivate a teacher to perform optimally in his or her daily work. The HOW factors as brought forth by this study were :

1. Colleagues
2. Infrastructure

This can be represented in the form of the following chart.

Figure 1: WHY and HOW factors

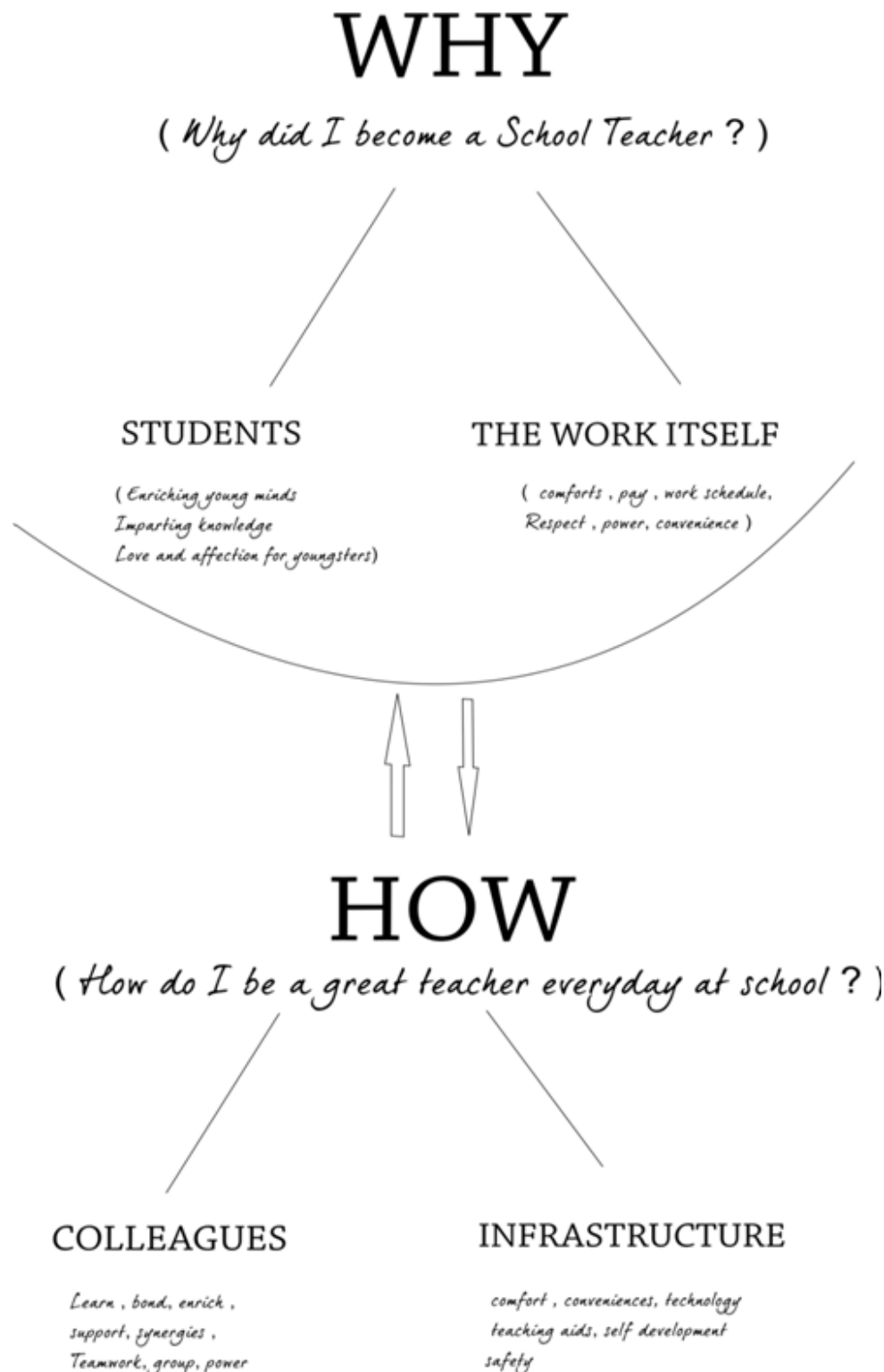


Table 4: Motivators

Type 1 Motivators	Type 2 Motivators
Colleagues Students Work itself Infrastructure	Management Personal Life

1. Students 2. Work itself

This classification is based on the assumption that a person chose the teaching profession due to a love for teaching and shaping young minds or for the material benefits and physical well being that the profession brought or both. The 'WHY' factors are factors which represent situations and experiences that a person could expect to confront when choosing the profession of teaching in a school. Thus these are factors which had primarily affected the decision to take up the profession. The 'WHY' factors can also be termed as *initiators*.

Type 2: These factors had moderate effect on the motivation of teachers. They were not overt factors that teachers experienced every day. Rather these were factors that were covert and influenced the overt factors. A school teacher did not meet the school management everyday during his or her work but the policies, rules, and work culture that the school management created in the school influenced his or her experience in school every day. A person's motivation to work and hence his or her performance is influenced by his personal life at home or elsewhere. This factor again does not overtly influence the work by this presence at the workplace but seeks to covertly influence the motivation of the person at work.

Thus the three fold objectives of the study of identification, comparative analysis, and categorization of the factors affecting the motivation of school teachers were fulfilled.

SUMMARY AND CONCLUSION

This study was a descriptive research survey which dwelt into the impact of various factors on the motivation of teachers. There were three objectives of the study: the first objective was to identify factors which affected the motivation of school teachers, the second objective was to conduct a comparative analysis of the various factors, and the third objective was to categorize the factors. The study was conducted in two stages. At the first stage two focus group discussions were held primarily with the objective of identifying factors which motivate school teachers at all levels. At the second stage a questionnaire survey involving a random sample of 110 teachers from north Bengal was conducted. The first objective of the questionnaire survey

was to empirically verify whether the factors that emerged out of the focus group discussions were truly representative of the influences that motivated school teachers. The second objective of the questionnaire survey was to explore the relative influences of each factor on the motivation of school teachers and analyze the results.

It was noted that the factors that had been chosen after the focus group discussion had a positive correlation to the motivation of the teachers. It was seen that one set of factors (which was described as Type 1) factors had a strong effect on the motivation of teachers. Another set of factors (described as Type 2) factors had a moderate influence on the motivation of teachers. Type 1 factors were further classified as WHY factors and HOW factors. The factors that affect motivation of school teachers were divided into factors which influenced a person's decision to become teacher were the WHY factors or initiators. The factors which influenced a person's motivation to give his or her best at school every day were HOW factors or sustainers.

REFERENCES

- Alessandro, S., Castro, Maria., Ray, S., & Verreline, C. (2004). *An Examination of Leadership Styles and Teacher Motivation*, St John's University.
- Barnett, K., McCormick, J. (2003). Vision, relationships, and teacher motivation: A case study. *Journal of Educational Administration*, 41(1), 55-73
- Basset-Jones. N., & Lloyd, G. C. (2005). Does Herzberg's motivational theory have staying power. *Journal of management Development*, 24(10), 56-57
- Biehler, R. F., & Snowman, J. (1993). *Psychology Applied to Teaching*. Boston Massachusetts : Houghton Mifflin Company.
- Brumback, C. J. (1986). The relationship between teacher to satisfaction & student academic performance. *Unpublished Doctoral Thesis*. Georgia State University.
- Bryman A., & Cramer, D. (1990). *Quantitative Data Analysis for social Scientists*. London: Routledge
- Dehalo, G. (2011). The motivation and job satisfaction of secondary school teachers in Kwazulu Natal : An education management perspective. *Unpublished Doctoral Thesis*, University of South Africa .

- Denga, D. I (1996). *Human engineering for high productivity in industrial and other work Organization*. Calabar: Rapid Educational publishers
- Dessler, G. (2001). *Management : Leading people and organization in the 21st century*. Harlow: Prentice Hall
- Diener, E., & Diener, M. (1995). Cross cultural correlates of life satisfaction and self esteem. *Journal of personality and social psychology* , 68(4), 161-163
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048.
- Friedlander, F. (1964). Job characteristics as satisfies and dissatisfies. *Journal of applied Psychology*, 50(2), 143- 152.
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of applied psychology*, 60, 159-170.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2000). *Management of Organizational Behaviour- Utilizing Human Resources*, New Delhi: Prentice Hall of India Private Ltd.
- Herzberg, F., Mausner, B., & Synderman B. B. (1959). *The Motivation of Works*. New York: John Wiley and sons.
- Holdaway, E. A. (1978). *Satisfaction of Teachers In Alberta with their Work and Working Conditions*. Edmonton : The University of Alberta.
- Johnston, G. S. (1985). Relationship between Teacher Decisional Status and Loyalty. *The Journal of Educational Administration* 23(1), 91-105.
- Karsli, M. D., & Hale, I. (2009). To examine the effect of the motivation provided by the administration on the Job satisfaction of teachers and their institutional commitment. *Procedia Social and Behavioural Sciences*, 1(1), 2252-2257.
- Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York :Holt Rinehart and Winston N Y
- Kimble, G. A., Garnezy, N., & Zigler, E. (1985). *Principles of psychology*. New Delhi: Wiley Eastern Limited
- Latt, K. A. (2008). *Motivating People on the Way Towards Organizational Performance*. Victoria University (Australia) Intern analyst Covalence SA , Geneva
- Lawler, E., & Suttle, J. (1972). A casual correlation test of need hierarchy concept. *Organizational Behaviour and human performance*, 7(4), 265-287
- Lawler, E. E. (1973). *Motivation in Work Organization*. New York: Brooks Cole
- Lortie, D.C. (1975). *Schoolteacher*. Chicago: University of Chicago press
- Maehr, M. L. (1984). Meaning and motivation: Toward a theory of personal investment. In R.E. Ames & C. Ames (Eds.) *Research on Motivation in Education*. New York: Academic Press. Inc.
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper and Row
- Mansfield, C., Woznitsa, M., & Beltman, S. (2012). Goals for teaching : Towards a framework for examining motivation of graduating teachers. *Australian Journal of educational and developmental psychology* 12, 31-34
- Menlow, A., & Low, G.T. (1988). A comparison of the sources of enthusiasm in teaching across five countries. *Paper presented at the Society for Cross Cultural Research Annual Meeting*, Texas USA
- Miskel, C . (1974). Intrinsic, Extrinsic and Risk propensity Factors In The work attitudes Of Teachers, educational administrators and business managers. *Journal of applied psychology*, 59, 339-343
- Miskel, C. (1979). Organizational structures and processes, perceived school effectiveness, loyalty and job satisfaction. *Educational Administration Quarterly*, 15(3), 97-118
- Newstrom, J. W., Davis, K. (1998). *Organizational behavior - Human Behavior at work*. New Delhi : Tata Mcgraw Hill
- Ololube, N. P. (2005). Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools. *The African symposium*, 5, 17-37
- Manzoor, Q. A. (2011). Impact of employees motivation on organizational effectiveness European. *European Journal of Business and Management*, 3(3).
- Reiss, S. (2000). *Who Am I? The 16 Basic Desires that Motivate our Actions and Define our Personalities*. New York: Tarcher/Putnum.
- Reiss, S. (2004). Multifaceted nature of intrinsic motivation: The theory of 16 basic desires. *Review of General Psychology*, 8, 179-193
- Reis, H., Sheldon, K., Roscoe, J., & Ryan, R. (2000). Daily well-being : The role of autonomy , competence and relatedness. *Personality and social psychology*, 26, 419-435.
- Robbins, S. P., (1996). *Organization Behavior (7th Edition)*. New Delhi: Prentice Hall of India.
- Ryan, R. M. (1995). Psychological needs and facilitation of integrative processes. *Journal of personality* , 63 , 397-427.
- Sergiovanni, T. J. (1967). Factors which affect the satisfaction and dissatisfaction of teachers. *Journal of educational administration*, 5(1), 66-81.

- Sergiovanni, T. J., & Starratt, R. J. (1979). *Supervision-Human Perspectives*. New York: Mcgraw Hill Book company.
- Sheldon, K. M., Ryan, R. M., & Reis, H. T. (1996). What makes for a good day ? Competence and autonomy in the day and in the person. *Personality and Social Psychology Bulletin*, 22, 1270-1279.
- Sweeney, P. D. (1990). Distributive justice and pay satisfaction: A field test of an equity theory prediction. *Journal of Business and Psychology*, 4(3), 329-341.
- Low G. T., Lim, L. H., Yeap, L. L. (1996). What motivates teachers ? *New Horizons in Education* ,37
- Ubom, I. U., & Joshua, M. T. (2004). Needs satisfaction variables as predictors of job satisfaction of employees: Implication for guidance and counseling. *Education Research Journal*, 4(3).