Influence of School Management on Motivation of Teachers

–Debarshi Roy*, Palas R Sengupta**

Abstract

The primary function of the school management is to create a successful school. Teachers play an important part in the success of a school. Thus a motivated teacher is an asset to the school. In order to have a policy-driven approach to teacher motivation, it is imperative to know how the school management directly influences teacher motivation since it is the school management which frames policies and approaches to manage the school. This study dealt with the factors related to school management that influence motivation of school teachers. The study involved a random sample of teachers from North Bengal (N= 111). The sample included a mix of primary, middle and high school teachers of a wide range of schools. The findings were analyzed using SPSS 17.0. A principal component analysis resulted in the emergence of three factors which were termed as humane factors, operational factors and clash factors.Subsequently a principal component regression was conducted using the extracted components as predictors.The findings were analyzed and interpreted in the contextual framework of school management. The study provided a framework for school management to work upon and to design policies,processes and interactive approaches which can help to motivate teachers.

Keywords: *Motivation, Teacher, Management, System, Factor Score Regression*

INTRODUCTION

Numerous internal and external forces act on a person in order to initiate and sustain a specific behaviour.These forces result in the arousal, selection, direction, and continuation of behaviour (Biehler and Snowman, 1993).The

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word motivation describes these forces. There are three basic approaches to describe the concept of motivation,the behavioural approach, cognitive approach and humanistic approach.

The behavioural approach to describe motivation finds its roots in the concept of reinforce desired behaviour. The works of Burrhus Frederic Skinner, an American psychologist and behaviourist encouraged this approach (Skinner,1938; 1948). The cognitive approach lays primary importance to intrinsic motivation which has been described as motivation from inside one's self. The works of Jean Piaget and the principles of equilibration, assimilation, and accommodation closely support this view (Piaget, 1964). The humanistic view of motivation emphasizes that people are motivated in order to satisfy deficiency needs when those needs are not met. Popular theories of motivation like Maslow's hierarchy of needs and Frederick Herzberg's motivation hygiene theory are based on this approach.

Knowledge-driven organisations like schools, which are primarily dependent on human resources, find motivation of employees to be an important strategic factor for performance enhancement. While high level of teacher motivation leads to enhanced performance, low teacher motivation towards work results in disinterest and neglect of even the basic tasks.The importance of teachers' job satisfaction and motivation on the results of students and the performance levels of teachers was extensively studied by Brumback (1986) and Maehr (1984) In both the studies it was found that motivated teachers had better performance levels..

A study of related literature revealed that several studies have been conducted on the influence of school management and leadership on the motivation and satisfaction of teachers. Mehmet Karsli and Iskender Hale (2009) found that regardless of gender, branch or standard of education the institutional commitment, job satisfaction,and motivational levels of teachers were directly affected by the way in which the school management motivated the teachers. Gunram Dehalo (2011) studied the motivation and job satisfaction levels of teachers in Kwazulu Natal, South Africa. His findings showed that teachers with positive self-efficacies were more satisfied with their physical environments and school cultures. The study also showed that teacher motivation was related to school policies regarding remuneration, safety and security, evaluation and performance assessments, opportunity to develop and demonstrated their potentials as interpersonal relations with school management and principals. Sherry Alessandro *et al.* (2004) in a related study found that teacher motivation is linked to school culture, school climate, power vested in the appropriate

authorities including its mode of use, and the quality of management decision making.

Gallmeier (1992) found that teachers who work under democratic and transactional school management, do not have significantly higher motivational levels than those who work under dictatorial administrators. He found that traits of leaders are important factors in teacher motivation but they are not the only factors and other important factors too play their roles. The study revealed teachers are motivated when they are made to feel more responsible and important. They are also motivated when improvement is recognised and valued by the management.Barnett and McCormick (2003) in their study revealed that school leadership was a function of relationships. Shared vision was important for a school in order to give it a direction and purpose, and provide a sense of co-ownership to all stakeholders, thus transformational leaderships had a positive effect on teacher motivation. Taylor and Tashakkori (1994) studied the relationship of teachers' participation in school decision making and the school climate to the teacher's job satisfaction and motivation. It was found that while student discipline was the strongest predictor for teacher efficacy, the weakest predictor was teachers' participation in decision making. The results of the study also acknowledged the role of the principal as major instrument of teacher motivation. The study concluded that it is the principal who was the main driver for teacher collaboration. The more confident the teachers were about their competencies, the better they felt about their jobs. According to this study the school climate was composed of three factors:principal's leadership, faculty collegiality, and student discipline.

Thus a study of related literature revealed that while studies had been conducted to analyze the role of school leadership on the motivation of teachers there had not been an extensive in-depth study of the various factors that comprise school management beyond the leadership styles and their influence on the motivation of school teachers. This study attempted to study in detail the role of school management in motivation of teachers to perform to their bestin school.

On the basis of a thorough study of related literature and interviews with school leaders as well as experts in education, the experience of the teachers with the school management was taken to be dependent on fifteen factors. The interviews were conducted among six school leaders of which two were directors of schools and four were principals of schools. The interviews were also conducted among three experts in education among

which two were academicians who were involved in teacher education and one was a consultant working with school education.These factors were:

1. Understanding
2. Fair
3. Respect for teachers
4. Concern for teacher's family
5. Trustworthy
6. Generous
7. Participative
8. Qualified
9. Capable
10. Harsh
11. Effective leadership style
12. Accessible
13. Encouraging
14. Appreciative
15. Unreasonable

METHODOLOGY

The methodology used was that of a descriptive research study without any intervention on the part of the researcher. Asample of randomly chosen school teachers from the districts of Darjeeling and Jalpaiguri in West Bengal (N=111) was administered.Aself-designed questionnaire and their confidential responses to the questionnaire wereanalyzed.The sample consisted of a random mix of teachers teaching at primary, secondary and higher secondary levels in schools. The type of schools ranged from religious missionary-managed English medium schools andindividually-managed private English medium schools to Hindi and Bengali medium schools both in the urban and rural areas. Since the questionnaire that was administered was critical in nature and the respondents rated their experiences with the school management, it was prudent that a researcher himself administered the questionnaire. This led to respondent confidence for utmost confidentiality, correct understanding of the questions, and a high rate of response. A mix of different types of schools was chosen for the purpose and some willing teachers from these schools were chosen at random for the study (some teachers refused to take part in the study). Almost all the teachers preferred to fill up the response questionnaires beyond school hours and outside the school premises. The questionnaires were personally administered to the respondents through visits; the rating scale and the questions were thoroughly and adequately explained. The software used for the quantitative analysis was SPSS 17.0.The questionnaire used for the study had seventeen questions which the respondents had to rate on a five point Likert- type scale. In the first two questions the respondents were asked to rate their efforts to give

their best at work in school and to rate their overall experiences with the management of the school. The scale used here was:1= Terrible, 2= Not satisfactory, 3= Satisfactory, 4= Good, 5= Excellent.These two questions represented the dependent variables.In the following fifteen questions the teachers'experiences with the various aspects of the school management were rated on a five point Likert-type scale. This five point scale was:1= Never, 2= Not common, 3= Sometimes, 4= Mostly, 5= Always. These ten questions represented the independent variables. It was pertinent that the respondents were given due assurance about the confidentiality of their responses given the delicate nature of the questionnaire in terms of their relation with the school management. While there are differences among experts on whether Likert scale data should be taken as continuous for the purposes of this study, since the sample size was relatively large and the scale was a five point scale, the data were treated as continuous and subjected to parametric analysis. Carifio and Perla (2007)in their study had commented on the use of Likert scale data as "If one is using a 5 to 7 point Likert response format, and particularly so for items that resemble a Likert-like scale and factorially hold together as a scale or subscale reasonably well, then it is perfectly acceptable and correct to analyze the results at the (measurement) scale level using parametric analyses techniques such as the F-Ratio or the Pearson correlation coefficients or its extensions (i.e., multiple regression and so on), and the results of these analyses should and will be interpretable as well. Claims, assertions, and arguments to the contrary are simply conceptually, logically, theoretically and empirically inaccurate and untrue and are current measurement and research myths and urban legends." (p. 115). In a similar vein Norman (2010) had posited that "Parametric statistics can be used with Likert data, with small sample sizes, with unequal variances, and with non-normal distributions, with no fear of 'coming to the wrong conclusion'. These findings are consistent with empirical literature dating back nearly 80 years." (p. 631). At the first stage the data were checked for reliability and validity,following which a principal component analysis was conducted to extract three principal components. A multiple linear regression was then conducted with the component scores as the predictor variables and the first variable which represented the motivation of the teachers to give their best at work in school as the predicted or dependent variable. The results of the various statistical analysis are given in the following charts and subsequently elaborated.

Table 1. Descriptive Statistics: SPSS Output

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Motivation at work	111	1.00	5.00	349.00	3.1441	.12398	1.30626	1.706
Overall experience with school management	111	1.00	5.00	299.00	2.6937	.11288	1.18929	1.414
Understanding	111	1.00	5.00	337.00	3.0360	.11725	1.23530	1.526
Fair	111	1.00	5.00	332.00	2.9910	.11339	1.19465	1.427
Respect for teachers	111	1.00	5.00	336.00	3.0270	.11337	1.19438	1.427
Concern for teachers' families	111	1.00	5.00	332.00	2.9910	.11972	1.26128	1.591
Trustworthy	111	1.00	5.00	327.00	2.9459	.12265	1.29220	1.670
Generous	111	1.00	5.00	326.00	2.9369	.11957	1.25972	1.587
Participative	111	1.00	5.00	318.00	2.8649	.10669	1.12401	1.263
Qualified	111	1.00	5.00	320.00	2.8829	.10534	1.10978	1.232
Capable	111	1.00	5.00	323.00	2.9099	.10976	1.15640	1.337
Harsh	111	1.00	5.00	317.00	2.8559	.11649	1.22732	1.506
Effective leadership style	111	1.00	5.00	310.00	2.7928	.10793	1.13712	1.293
Accessible	111	1.00	5.00	321.00	2.8919	.10581	1.11479	1.243
Encouraging	111	1.00	5.00	323.00	2.9099	.11558	1.21767	1.483
Appreciative	111	1.00	5.00	329.00	2.9640	.11795	1.24264	1.544
Unreasonable	111	1.00	5.00	296.00	2.6667	.10885	1.14680	1.315
Valid N (listwise)	111							

DATA ANALYSIS AND RESULTS

As illustrated by the tables above the overall Cronbach's Alpha for the study was .935. The Cronbach's alpha for section A of the questionnaire which included two questions representing the dependent variables was .838 and the Cronbach's alpha for Section B of the questionnaire which contained the independent variables was .918. Thus the reliability was in the acceptable range.

The next step was to test the hypothesis that teachers' experiences with school management affects their motivation to give their best in school. To test this hypothesis the correlation between the responses given to the two dependent variables were tested. Thus:

Table 2. Reliability Statistics for Section A of the Questionnaire: SPSS Output

Case Processing Summary			
		N	**%**
Cases	Valid	111	100.0
	Excluded[a]	0	.0
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.838	2

Table 3. Reliability Statistics for Section B of the Questionnaire: SPSS Output

Case Processing Summary			
		N	**%**
Cases	Valid	111	100.0
	Excludeda	0	.0
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.918	15

Table 4. Reliability Statistics for the entire questionnaire: SPSS Output

Case Processing Summary			
		N	**%**
Cases	Valid	111	100.0
	Excludeda	0	.0
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.935	17

$H_{1=}$ There is a relation between the experiences of teachers with the school management and their motivation to give their best at work in school.

Table 5. Correlation Between the Experiences of Teachers with their School Management and their Motivation to give their best in School: SPSS Output

Correlations			
		VAR00001	**VAR00002**
Motivation at work	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	111	111
Overall experience with school management	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	111	111

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6. Correlation between experiences of teachers with their school management and their motivation to give their best in school: SPSS Output

Correlations				
			VAR00001	**VAR00002**
Kendall's tau_b	Motivation at work	Correlation Coefficient	1.000	.630**
		Sig. (2-tailed)	.	.000
		N	111	111
	Overall experience with school management	Correlation Coefficient	.630**	1.000
		Sig. (2-tailed)	.000	.
		N	111	111

**. Correlation is significant at the 0.01 level (2-tailed).

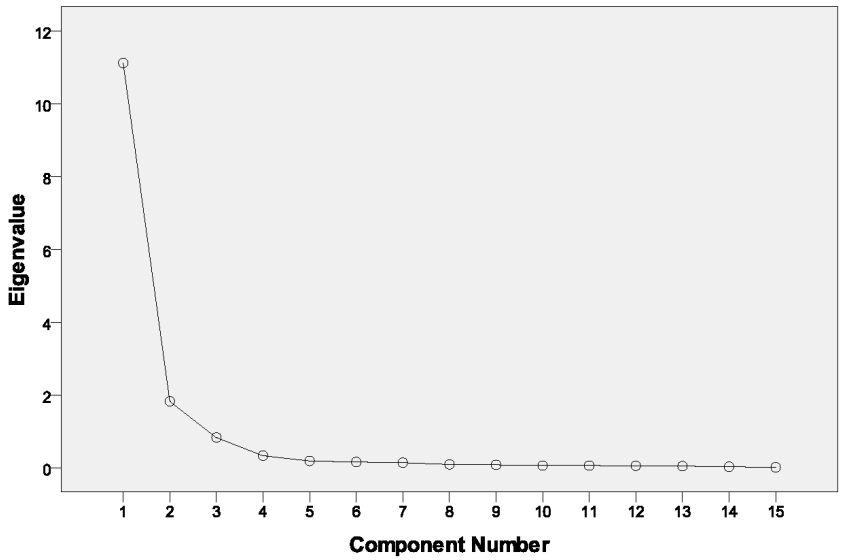

Figure 1. Screen Plot: SPSS Output

Tables 5 and 6 test the correlation between the experiences of teachers with the school management and their effort to give their best at work in school. Both the parametric and non-parametric tests were conducted. The Pearson correlation was .725 and Kendall's tau b was .630; both these test were significant at .01 level (2 tailed). Thus it could be concluded that there is a correlation between the experiences of teachers with the school management and their motivation to give their best in school. Hence the hypothesis H_1 was accepted.

At the next stage of analysis a principal component analysis was conducted with all the fifteen independent variables. The results are as under:

Table 7. KMO and Bartlett's Test: SPSS Output

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.931**
Bartlett's Test of Sphericity	Approx. Chi-Square	3016.439
	Df	105
	Sig.	.000

Table 8. Total Variance Explained; SPSS Output

Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	11.125	74.164	74.164	11.125	74.164	74.164
2	1.825	12.168	86.332	1.825	12.168	86.332
3	.831	5.539	91.871			
4	.331	2.205	94.076			
5	.186	1.237	95.313			
6	.155	1.034	96.347			
7	.137	.913	97.260			
8	.088	.590	97.850			
9	.077	.512	98.362			
10	.059	.392	98.754			
11	.058	.386	99.140			
12	.051	.342	99.481			
13	.043	.286	99.767			
14	.026	.171	99.938			
15	.009	.062	100.000			

Extraction Method: Principal Component Analysis.

The KMO measure of sampling adequacy was .931, thus the KMO and Bartlett's test showed that factor analysis was justified in this case. The principal component analysis extracted two factors with eigenvalue greater than 1. A study of the screen plot revealed that whilestrictly as per rules two factors should be taken,in this case a third factor (eigenvalue =

.831) may be taken. Hereafter another principal component analysis with orthogonal varimax rotation was carried out. The number of factors to be extracted was given as 3. The results are as given in the following tables.

Table 9. Rotated Compjonent Matrix: SPSS Output

	Component		
	1	2	3
Understanding	.848	.343	.279
Fair	.892	.287	.207
Respect for teachers	.893	.289	.194
Concern for Teachers' families	.864	.330	.251
Trustworthy	.845	.386	.226
Generous	.839	.375	.251
Participative	.363	.895	.145
Qualified	.364	.900	.166
Capable	.386	.878	.200
Harsh	-.406	-.379	-.760
Effective leadership style	.236	.835	.270
Accessible	.317	.896	.190
Encouraging	.887	.291	.230
Appreciative	.867	.319	.270
Unreasonable	-.345	-.219	-.857

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser normalization.
a. Rotation converged in 5 iterations.

Table 10. Total Variance Explained: SPSS Output

Total Variance Explained			
Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	6.868	45.790	45.790
2	4.941	32.941	78.731
3	1.971	13.140	91.871

Extraction Method: Principal Component Analysis.

Thus it was seen from the results that the three factors that were extracted, explained 91.871% of the variances. It was seen from tables that variables 3,4,5,6,7,8,15,16 loaded onto component 1. Variables 9, 10,11,13,14 loaded onto component 2 while variables 12, 17 loaded onto component 3. The three components were namedhumane factors, operational factors and clash factors.

Table 11. Extracted components from principal component analysis

Humane Factors	Operational Factors	Clash Factors
Understanding	Participative	Harsh
Fair	Qualified	Unreasonable
Respect for Teachers	Capable	
Concern for teachers Family	Effective leadership Style	
Trustworthy	Accessible	
Generous		
Encouraging		
Appreciative		

Table 12. Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	REGR factor score 3 for analysis		Enter
	1, REGR factor score 2 for analysis		
	1, REGR factor score 1 for analysis 1a		

Table 13. Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.956a	.914	.911	.38860	1.725

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1
b. Dependent Variable: VAR00001

Table 14. Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**	
1	(Constant)	3.144	.037		85.243	.000
	REGR factor score 1 for analysis 1	1.024	.037	.784	27.647	.000
	REGR factor score 2 for analysis 1	.538	.037	.412	14.527	.000
	REGR factor score 3 for analysis 1	.469	.037	.359	12.668	.000

a. Dependent Variable: VAR00001

Table 15. Coefficientsa

Model	95.0% Confidence Interval for B	Collinearity Statistics			
	Lower Bound	**Upper Bound**	**Tolerance**	**VIF**	
1	(Constant)	3.071	3.217		
	REGR factor score 1 for analysis 1	.951	1.098	1.000	1.000
	REGR factor score 2 for analysis 1	.465	.612	1.000	1.000
	REGR factor score 3 for analysis 1	.396	.543	1.000	1.000

a. dependent variable VAR00001

A principal component regression was conducted usingthe principal components as inputs. According to Ul-Saufie*et al*.(2011) the use of principal components as inputs improves multiple regression models' prediction by reduction of complexities and elimination of multi-collinearity. A multiple linear regression analysis was first run on the data, taking the variable 1 which represented the motivation of the teachers to give their best at work in school as the dependent or predicted variable and the three components extracted by theprincipal component analysis as the predictor variables.The results of the multiple regression analysis are as follows:

Table 16. Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	REGR factor score 1 for analysis 1	REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	1.000	1.000	.34	.00	.65	.00
	2	1.000	1.000	.00	1.00	.00	.00
	3	1.000	1.000	.66	.00	.34	.00
	4	1.000	1.000	.00	.00	.00	1.00

a. Dependent Variable: VAR00001

Table 17. ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.535	3	57.178	378.633	.000[a]
	Residual	16.158	107	.151		
	Total	187.694	110			

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: VAR00001

Table 18. Residuals Statisticsa

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0245	5.3223	3.1441	1.24876	111
Std. Predicted Value	-1.697	1.744	.000	1.000	111
Standard Error of Predicted Value	.040	.109	.072	.015	111
Adjusted Predicted Value	1.0256	5.3355	3.1438	1.24831	111
Residual	-1.15932	.86058	.00000	.38327	111
Std. Residual	-2.983	2.215	.000	.986	111
Stud. Residual	-3.014	2.265	.000	1.005	111
Deleted Residual	-1.18311	.90026	.00036	.39830	111
Stud. Deleted Residual	-3.136	2.310	.000	1.016	111
Mahal. Distance	.151	7.726	2.973	1.599	111
Cook's Distance	.000	.086	.010	.015	111
Centered Leverage Value	.001	.070	.027	.015	111

a. Dependent Variable: VAR00001

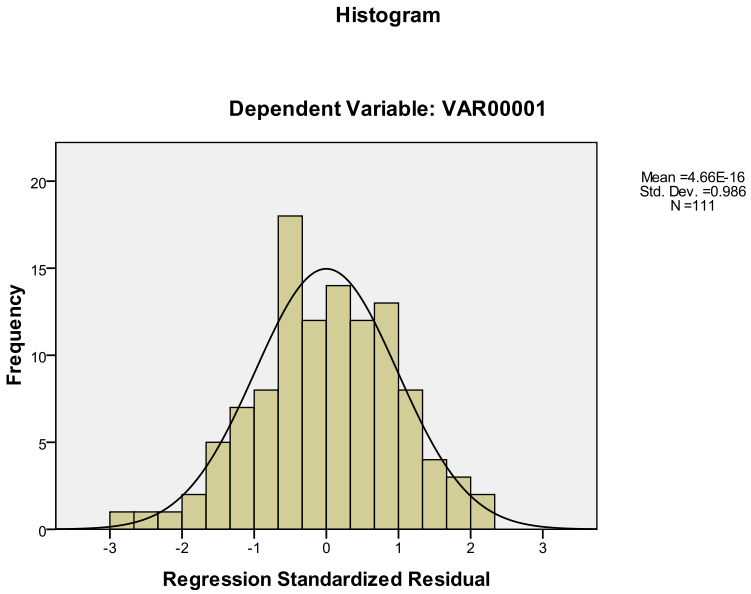

Figure 2. Frequency of Regression standardized residual

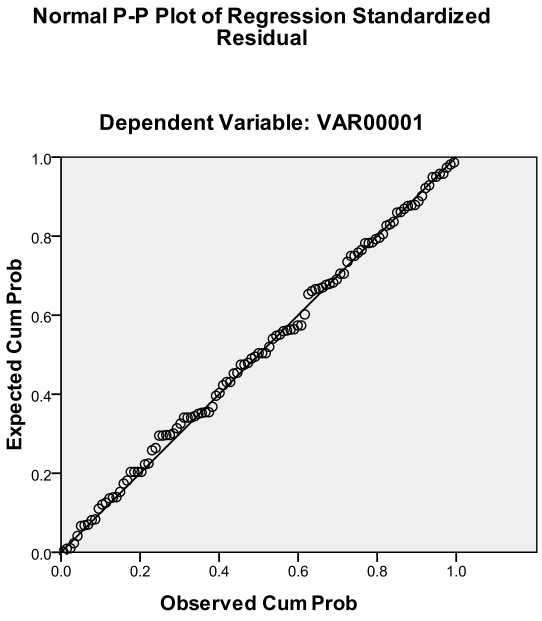

Figure 3. Normal P-P plot of Regression Standardized Residual

As per the results of the principal component regression which was conducted using the component scores as the predictor variables and the enter method,a significant model emerged ($F_{3,107} = 378.633$, $P < .0005$, Adjusted $R^2 = .914$).Further, Durbin-Watson statistics = 1.725 so there was no significant auto-correlation, the conditionality index was 1 which showed that there was no multi-collinearity among variables. Figure 2 illustrates that the residuals are approximately normally distributed. Significant predictor variables were as shown in Table 19.

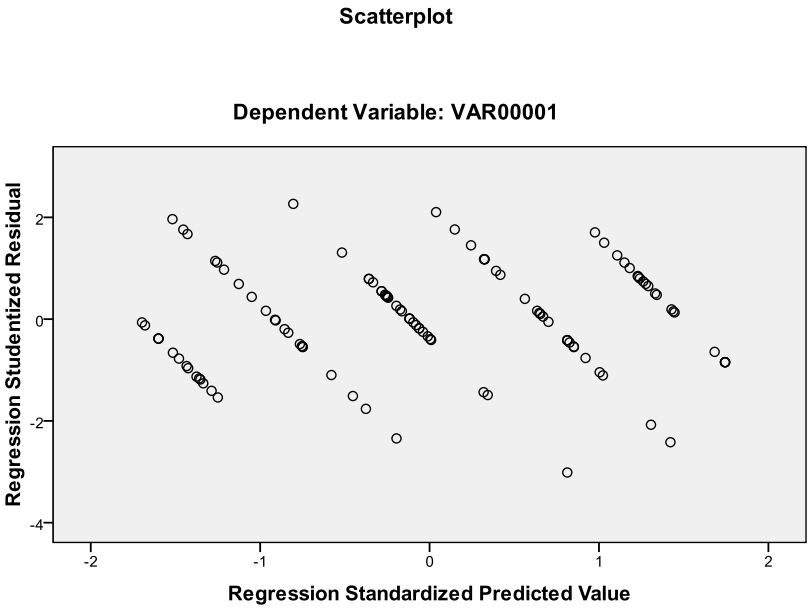

Figure 4. Scatterplot

Table 19. Significant predictor variables

Predictor variables	Beta	P
HUMANE FACTORS	.784	P<.0005
OPERATIONAL FACTORS	.412	P<.0005
CLASH FACTORS	.359	P<.0005

ANALYSIS AND INTERPRETATIONS

The dependent variable in Question 1 which asked the respondents to rate their efforts to give their best at work in school, ascertained the motivation

level of the teachers.The dependent variable in Question 2 asked the respondents to rate their overall experience with their school management. Correlation analysis using both parametric and non-parametric correlation between the responses of these two variables showed significant correlation between the responses. Thus the motivation of the teachers could be taken as being correlated to the experiences with their school management. This is rational because it is the school management which creates the school culture and takes policy decisions to ensure that the school performs at the desired level. Teachers form a knowledge team and contribute the most to a school's success. Thus the approach, behaviour, policies, and cultures encouraged by the school management directly affect the motivation of school teachers.

After the principal component analysis of the fifteen independent variables, three components were extracted:

- The first component was labeled *Humane Factors*. It comprised of 8items, all of which were related to the humane dimension of the relationship of the teacher with the school management. These were understanding nature of the management, fairness in the approach of the management, respect for teachers and concern for their families,trustworthiness, generosity as also encouraging, and appreciative of the teachers' work. These variables related to the humane and personal nature of management-teacher relationships. Thiscomponent is related to variables which affect a teacher's intrinsic motivation such as self-esteem, self-confidence, sense of co-ownership, emotional security, inherent love for the job, and the school. Thus humane factors may also be described as *feel good* factors and help to make the teacher intrinsically motivated to give their best at work.
- The second component represents *Operational Factors* which consist of items that help to provide on the job motivation for teachers. This can be described as *feel free* factors. They include participative management style,qualified, capable and accessible management staff, and effective leadership style.This component promotes ease at work, professional acumen, expert advice and help, professional confidence in leadership, and an overall healthy work atmosphere. These factors provide the extrinsic motivation to work. They help teachers to work freely with confidence in their management.
- The third component represents *Clash factors*. This component includes variables like harsh and unreasonable management styles.

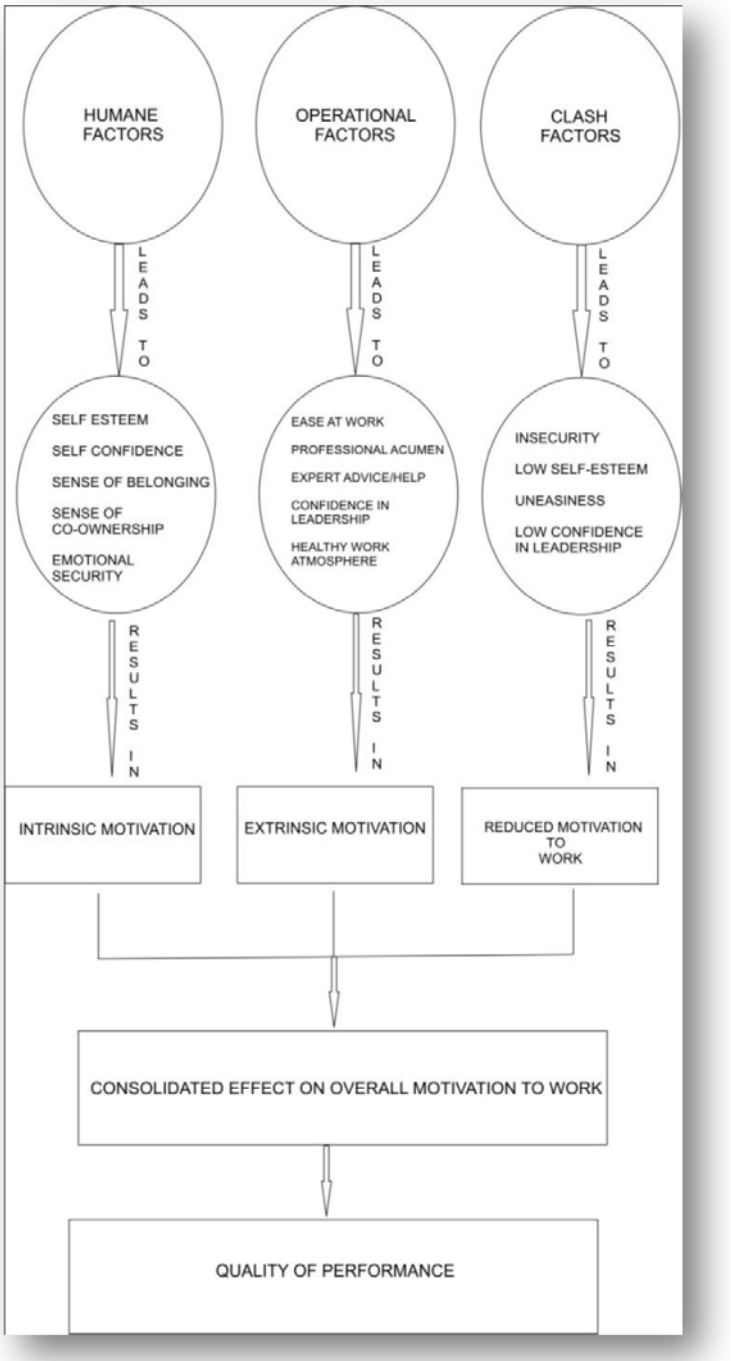

Figure 5. The Motivational Process (Conceptual framework developed by the researchers)

These variables lead to insecurity, low self-esteem, uneasiness, less freedom at work, and an overall lack of confidence in the leadership. These factors include items which have negative correlation with the level of motivation of teachers as well as on the experience of teachers with their management.

The results of the principal component regression showed that the dependent variable which was the motivation of the teachers to give their best at work in school could be satisfactorily predicted by the component scores from the three components that were extracted by the principal component analysis while adhering to all the assumptions of a multiple regression analysis on autocorrelation, multi-collinearity and normality of residuals.Thus the model as envisaged by this study was deemed to fit and holding.

Theresultant model that emerged out of this study inferred that teachers are motivated intrinsically by the humane component of school management, they are extrinsically motivated by the operational component of school management, and a harsh and unreasonable management style leads to a lesser degree of motivation for school work.

The two components which were positively correlated to the motivating experience of the teacher with the school management were grouped as synergistic factors while the component which was negatively correlated with the motivating experience of teachers with their colleagues was termed as conflicting factor. Synergistic factors act to augment motivation while the conflicting factors diminish motivating experiences. Synergistic factors have a convergent intra-group relationship and they accentuate mutual efficacy while they are in a divergent relationship with the conflicting factors and serve to negate their influence. This was put forward as a motivational system. The design is explained in Figure 6.

The findings show that a humane and personal school management system built around policies which approach teachers with respect, understanding and fairness help augment teacher motivation towards their work. The study also revealed that humane factors like encouragement and appreciation also seek to motivate teachers. Generous and trustworthy school management helps in motivation of teachers. Another interesting factor emphasized was that school management's concern for teacher's family in turns enhances teachers' motivation towards the work.

The results of this study emphasize that operational factors like a qualified, capable, accessible management team with an effective

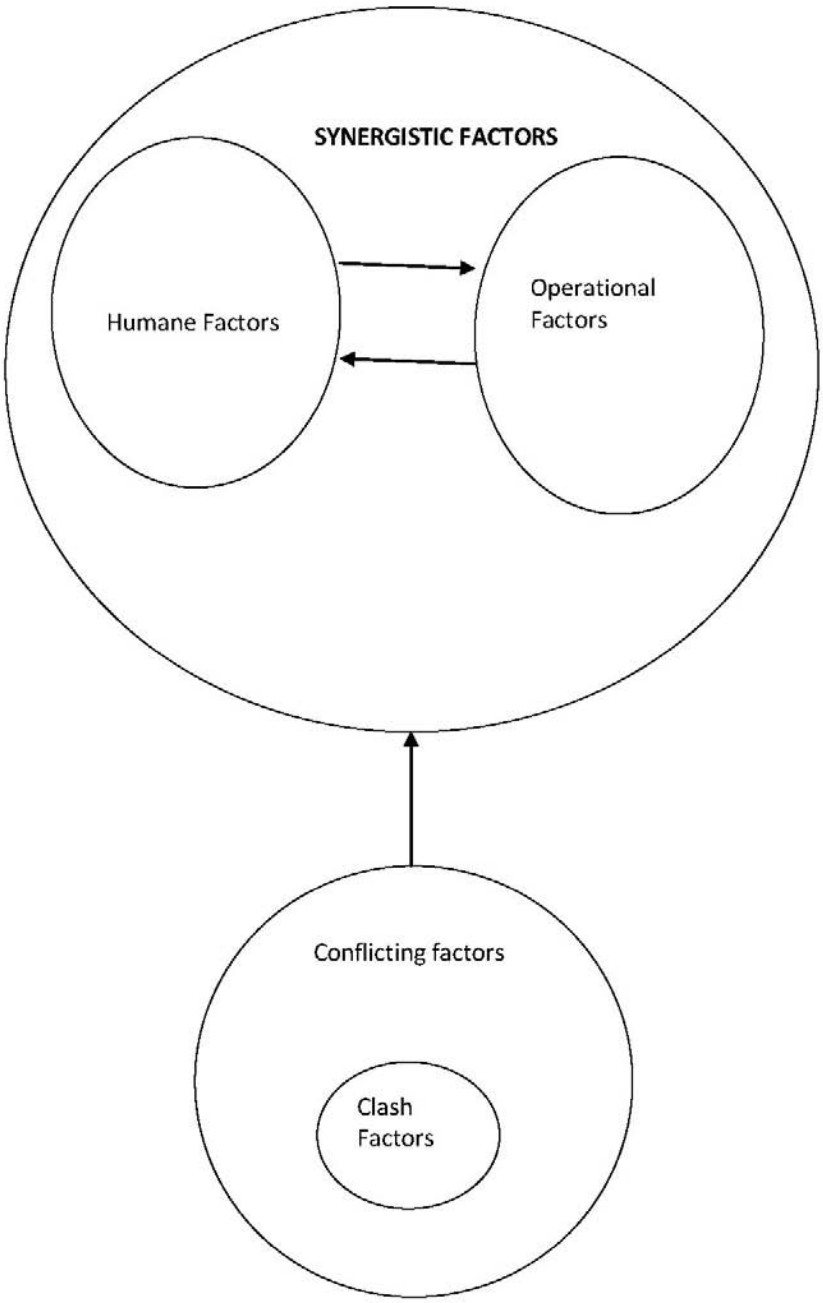

Figure 6. Management oriented Motivation System

(Conceptual framework developed by the researchers)

leadership style and a participative management philosophy helps in augmenting teacher motivation.

Harsh and unreasonable management diminishes teachers' motivation towards their work.

These findings can be used by the management of schools to design teacher management policies and programs,and to create a work culture inschools wherein intrinsic models are created and built into the system for teacher motivation. School should design systems for maximizing motivation systems through relationship management and operational efficacy. School should provide adequate emphasis on career development and foster competitive spirit but not beyond a certain threshold which will create avenues for conflict and work place politics.

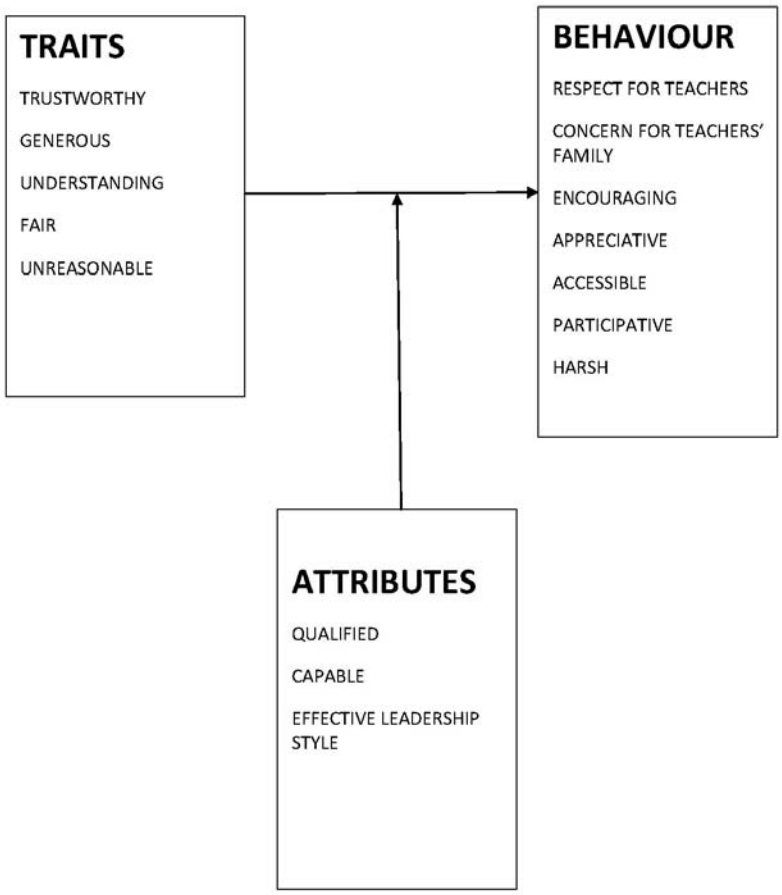

Figure 7: TBA Pattern Mapping

The Trait-Behaviour-Attribute pattern as put forward by this study can be mapped as shown in Figure 7.

Conceptual framework developed by the researchers

CONCLUSION AND SUMMARY

This study dwelt into the impact of the school management on the motivation of teachers. It was a descriptive research survey and involved a random sample of 111 teachers from two districts of Darjeeling and Jalpaiguri in North Bengal. It was noted that the motivation of teachers had a positive correlation with their experience with the school management. Principal component analysis extracted three factors which were labeled as humane factors, operational factors and clash factors. Humane and operational factors had a positive impact on teacher motivation while clash factors had a negative impact on teacher motivation. A system model was drawn up using these factors and their impact on the motivation of teacher. Traits are particular characteristics of people which produce certain behavior while attributes are quality characteristics that people individually have. A TBA pattern mapping was drawn up to illustrate how the different factors behave as a process. The traits initiate a behaviour and the process is augmented by the attributes of individual managers.

The present study contributes to the present body of literature related to teachers' motivation in being a comprehensive study which vertically analyses indepth the influence of factors related to the management of a school on the motivation of school teachers. It is now widely recognized that the motivation of teachers is important for student performance (Brumback, 1986). In a competitive world student motivation is of utmost importance, and thus motivated teachers are essential for effective school process. The management of schools has changed from being controlled by religious orders and government servants to that of being managed by specialized professional managers. In this context if school performance and efficacy is to be maximized, it is imperative to know how management can organise processes and functions to maximize teacher motivation. This paper provides a groundwork to design those processes.

The study was conducted on only 111 teachers and that too in one part of India. This might limit the scope of study and a wider study may be conducted. Further, since several respondents were not adequately conversant in English and some questions had to be verbally translated into Hindi or Bengali for them, some bias may have crept in. It is not clear

though whether that bias is significant. A wider study based on this study involving teachers and school management is thus proposed for further research.

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APPENDIX – THE QUESTIONNAIRE

Hello,

Thank you for taking time to answer this questionnaire. We will appreciate if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential.Please do not write your name or any identification on any of the response sheets.

Wish you all the best for an enriching career ahead.

Thank you.

SECTION A

A1. Rate your efforts to give things your best at work in school?

1. Terrible ☐ 2. Not Satisfactory ☐ 3. Satisfactory ☐
4. Good ☐ 5. Excellent ☐

A2. Rate your experience with the school management of your school?

1. Terrible ☐ 2. Not Satisfactory ☐ 3. Satisfactory ☐
4. Good ☐ 5. Excellent ☐

SECTION B

Please rate your school's management on the following :-

C1. Understanding

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4.Mostly ☐ 5. Always ☐

C2. Fair

1. Never ☐ 2. Not common ☐ 3. Sometimes
4. Mostly ☐ 5. Always ☐

C3. Respect for Teachers

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C4. Concern for Teacher's families

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C5. Trustworthy

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C6 .Generous

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C7.Participative

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C8. Qualified

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C9. Capable

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C10. Harsh

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C11. Effective leadership Style

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always

C12. Accessible

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C13. Encouraging

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C14. Appreciative

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

C15. Unreasonable

1. Never ☐ 2. Not common ☐ 3. Sometimes ☐
4. Mostly ☐ 5. Always ☐

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