

Determinants of Motivation in Teachers: A Study of Private Secondary Schools Chain Networks in Bahawalpur

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Abstract

Retaining quality employees is the dream of every organization. This research focuses on a big issue arising in the education sector. A large number of teachers are incoming and leaving the private schools of Bahawalpur. Lack of motivation is a major cause of teachers' turnover. Aspire of this research is to find the factors which can motivate private secondary school teachers of Bahawalpur. Five chain-networked secondary schools are included in this study. Sample size of 136 is selected for this population. Questionnaires are distributed to these 136 teachers and interviews are also conducted. Regression coefficient is calculated between motivation and other independent variables identified by other researchers in order to motivate employees. Regression coefficients between motivation and independent variables revealed that employees are motivated by handsome prompt salary, unbiased appraisals, positive behavior of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, less distance from the school, selecting upper class as target market and autonomy given to school teachers.

Keywords: motivation factors, teachers, private schools, turnover

1. Introduction

Teachers are essential for developing the future of students. Achievement level of students is directly related with the effectiveness of teachers. But a main problem exists in the private schools of Bahawalpur, due to which performance of students is declining. A large number of teachers are incoming and leaving in the private schools of Bahawalpur. Due to this reason, teaching has become a revolving door occupation. Moreover, a large number of teachers are switching to other non-teaching jobs. Due to this, shortage of competent teachers is happening. Schools are fulfilling these positions with ineffective teachers.

This turnover of competent teachers and fulfilling of these vacant positions with inefficient teachers decrease the standard of instruction & due to low quality of instruction, student's performance is declined. Excessive teacher's turnover has a deep impact on the achievement level of students. This excessive turnover is capturing the attention of education research and development. The main goal of educationalists is to know about the reasons of excessive teacher's turnover. This problem is not only prevailing in Bahawalpur but also the same situation is prevailing in the other cities of Pakistan as well as in other countries. According to Kritsonis (2008), America is spending over a billion dollar on teacher's turnover.

According to a survey, 157000 men and women are leaving the teaching field every year (Issue brief, Feb 2008). Quality of education can be improved only in this situation that competent and efficient teachers should be hired and retained in a school. Due to turnover of competent teachers and incoming of ineffective teachers, students are disturbing very much. Actually the main purpose of every school is to present quality education to every student and this purpose cannot be fulfilled in the absence of qualified and competent teachers. The cost of teacher's turnover cannot be counted.

Students are indeed the future of any country. So, it is the great responsibility of educationalist and researchers to search the reason of this problem. Education research and development departments should research about the reason of teacher's turnover and should develop the strategies to retain the talented teachers in the schools. The current research is also conducted in this context. The major research questions answered by this piece of investigation include:

Q1: what are the factors which motivate teachers to stay with the institute for longer period of time?

Q2: which factors have more influence on teacher's motivation than others?

1.1. Research Objectives

This study is conducted:

- To determine the factors affecting the motivational level of secondary school teachers of Bahawalpur.
- To determine how intense is the effect of these variables on the motivational level of secondary school teachers.
- To determine whether secondary school teachers are motivated by only one factor or there are a group of factors that motivate them.
- To determine that if employees are motivated by more than one variable, then which variables are more important and effective as compare to others.

1.2. Significance of the study

The study is significant as

- It tends to reveal the information which can be utilized by the policy makers to make effective decisions to reduce teacher's turnover.
- It produces information for practitioners to enhance the level of motivation in employees specifically teachers.

2. Literature Review

Motivation is derivative of the word "motivate", means to convince to take action for need satisfaction (Butkus & Green, 1999). Hanson (2003) defines motivation as, "An inner state that energizes, moves, channels and sustains behavior towards goal". Motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved (Draft, 2006). Baron defines the word "Motivation" in the following way, "Motivation is a set of processes concerned with a force that energizes behavior and directs it towards achieving some specific goals". A motivated employee has the consciousness of the objectives of the organization and work hard to achieve those objectives (Nel et al., 2001).

Motivation has a deep impact on the performance of employees. Smithers & Walker (2000) have the viewpoint that motivation has a big contribution in improving productivity. According to Malik (2010), motivation improves the performance of employees and in return employee motivation develops the organization. Effective motivation causes increase in outputs and reduction in costs, as a result profit is enhanced (Davidmann, 1989).

Motivation has instantaneous effect on the course of employees (Atkinson, 1964). Productivity of a worker can be enhanced from 25% to 85-90%, when they are motivated (Hersey & Blanchard, 1988). According to Kreitner (1995), motivation inspires the employees to put all their efforts to achieve organizational goals.

According to Stolovitch & his colleagues (2001), Tangible assets can motivate the employees and increase their performance. According to Maslow theory of hierarchy (1943), first and foremost need of every employee is physical need and this physical need can only be fulfilled by money. So, in the start of the career, only money can motivate the employees of every industry. Comfortable life attracts more to the employees as compare to the polite nature of employer (Krishnan, 2003).

Some researchers have concluded that the most important reason of demotivation of employees is low salaries. According to Nbina (2010), secondary school teachers become demotivated due to low salaries and poor facilities like lack of developmental programmes.

But only money is not able to fulfill the needs of human beings. According to Mullins (1996), Worker's productivity increases when satisfactory feedback is provided to them. Hoy & Miskel (2004) also supports the above viewpoint by saying that feedback plays a crucial role in the motivation of teachers. Like Hoy & Miskel, Kyriacou (1995) has also conducted his research on teachers and concluded the same result that feedback plays an imperative role in improving the morale of teachers.

Some other researchers, who conducted their researches on employee motivation, especially on teacher's motivation, conclude that appraisal contributes much in employee motivation. Appraisals have a great input in motivating employees (Mullins, 1996). In addition, P.Monyatsi (2006) has concluded that appraisals play an important role in modifying teacher's behavior.

According to many researches, environment has vital contribution in employee motivation. Employees are motivated when such a work environment is created that is friendly and pleasurable (Nelson, 1996). Kazeem (1999) supports the same viewpoint by saying that excellent working conditions also motivate the motivational level of teachers.

Family has a great importance in the life of every employee. Many employees do low working hours jobs because they want to give time to their family members. It means that work-life balance is also a motivator for the employees.

So far, only extrinsic motivators have been discussed. But intrinsic motivators also have a vital part in the motivation of employees. Even in some conditions, only intrinsic motivators can improve the motivational level of different employees. Employee engagement to their work can motivate the employees. According to Gallup management group (reported in Dernovsek, 2008), employees which are engaged in their work, their turnover rate is 51% less as compare to other employees, absenteeism rate is 27% less, Productivity level is 18% greater and profitability is 12% higher as compare to other employees. Employee engagement means employees should understand that their workplace is a place for work not for money (Al-Aamri, 2010).

According to Herzberg hygiene theory of motivation (1959), only the intrinsic factors can cause motivation in the employees. Extrinsic factors only eliminate the job dissatisfaction. Intrinsic factors that cause motivation are achievement, recognition, work itself, responsibility, advancement and growth. He further explained that the external factors like salary, environment, supervision have effect on job dissatisfaction level not on motivational level. Autonomy plays an important role in employee motivation (Gagne & Deci, 2005).

There is a proper link between motivational level and job satisfaction of teachers (Kadzamira, 2006). Sense of responsibility increases the motivation of employees (Josefowitz, 1983). According to Osterloh and Frey (2002), employees can intrinsically get motivated, when their relationships improve within an organization. Different researchers ranked different motivators differently. Malik (2010) conducted his research on the University of Balochistan. After data analysis, he ranked different motivators in this sequence from most effective to least effective. Living in a safe area, Good salary, Promotions, Interesting work, Conducive working conditions, sympathetic help with personal problems, appreciation of work done and personal loyalty to employees respectively.

Herzberg and his colleagues (1957) concluded from the meta-analysis of 16 studies that pay is ranked sixth to motivate the employees. Motivators placed above pay are challenging work, opportunity for career development, job security, appreciation and management. Lawler (1971) concluded from the meta-analysis of 49 studies that pay can be ranked at 3rd to motivate the employees. According to Jurgenson (1978), importance of pay is different for men and women. For men, pay is ranked 5th, but for women, it is ranked at 7th. According to him, for men, motivators ranked above money are job security, attractive work, chance for advancement and the value of the firm. For women, motivators above pay are challenging work, opportunity for career development, job security, appreciation, management supervision and co-workers behavior.

Motivational factors also differ from industry to industry (Gay, 2000). He also emphasized that employees of every industry are motivated by different ways. For hospitality workers, salary is a valuable motivator, for industrial workers interesting work is an important motivator (Gay, 2000). But for school teachers, small class size, Distance from school, availability of learning resources, type of school (Moleni & Ndalama, 2004) and prompt salaries (Ayeni, 2005) are effective motivators.

Different researchers offered different combinations of motivators that can motivate the employees. According to Luthans (1973), when monetary rewards are combined with proper feedback and recognition, motivational level of employees will be increased. Houran & Kefgen (2007) gave another combination of different motivators. According to them, money may be the most important motivator when it is combined with non-monetary rewards. The Best Companies Guide UK (2008) identifies factors that help in employee commitment to their work. These factors are:

- Leadership: When managers involve their employees in decision-making (Democratic style of leadership), it creates positive changes in the organizational environment.
- My company: Worth of company in the minds of workers.
- Growth: If employees feel that their growth is happening as a result of that particular job, they become motivated.
- Manager: If manager's behavior is friendly with employees, their motivational level increases.
- Fair agreement: If employees are gaining fair wages for their work, they are motivated.

3. Research Methodology

Basic purpose of this study is to know about the factors which can motivate teachers of private secondary schools of Bahawalpur. So that, teachers' turnover can be reduced.

The target population for this survey consisted of the teachers of five chain networked private secondary schools in Bahawalpur City. In which Beacon house school system, Allied schools, APWA, City and The educators are included. Stratified proportionate random sampling is used for choosing the sample size. Every school is considered as one stratum. Sample size of 136 is calculated by using the formula i.e. $n = N/1+N(e)^2$ with $N=208$, $e=0.05$.

A survey was designed for this study. Questionnaires and interviews were used for the data collection. Teachers are asked about different factors that these factors are motivating for them or not? If these factors are motivating them, then what is the intensity of motivation by these factors? Likert scale is used in order to measure different variables in the questionnaires.

All the data collected by means of questionnaires is analyzed by using SPSS version 15 for interpretation of results. Regression values are found between motivation (dependent variable) and all other independent variables that are mentioned in the literature review of this study.

4. Results and Discussion

On the basis of regression coefficient, independent variables can be ranked in the following way:

Table 1: Ranking of motivators

5. Conclusion

Out of the factors mentioned in data analysis salary is ranked 1st. It means that the motivational power of salary is greater as compare to other motivational factors for the private secondary school teachers of Bahawalpur. Average salary package for teachers in these private schools is 8 to 10 thousand. Paying them handsome salary

packages can reduce teachers' turnover in the private secondary schools of Bahawalpur. It is basically the low salary due to which many private secondary school teachers switch to other non-teaching jobs. Prompt salary is ranked 2nd. In many private schools of Bahawalpur, salaries are not paid on time. Due to this reason, school teachers cannot meet their needs immediately. Third ranked motivator of this study is appraisal. In many private secondary schools of Bahawalpur, there is no concept of appraisals. No one is there to monitor and measure the performance of school teachers. In some schools, performance is measured with biasness. Due to these reasons, private secondary school teachers are dissatisfied with their jobs and efficient teachers feel demotivated when their performance is not measured. 4th ranked motivator of this study is positive behavior of students. Almost all the private schools in Bahawalpur are commercial based, in which student is treated like a boss. Due to this reason, students in some schools show negative behavior with teachers. School administration gives more importance to students as compare to teachers and teachers don't feel themselves as a valuable asset of these schools. Another motivator for private secondary school teachers is presence of staff rooms. Staff room is a place for teachers, where they can take rest in their free time, check students' work sheets and notebooks and make lesson planning. In many private secondary schools of Bahawalpur, there are no separate staff rooms for school teachers. It is demotivating for those female teachers, who dress up in hijab. Another ranked motivator for private secondary school teachers is friendly environment. In most of the private secondary schools of Bahawalpur, teachers feel demotivated as a result of strict supervision by the school administration.

In short, Regression coefficients calculated between motivation and all other independent variables have displayed that motivational level of secondary school teachers is affected by all these factors including salary, prompt salary, appraisals, positive behavior of students, presence of staff rooms, friendly environment, availability of learning resources, small class size, target market, distance from the school and autonomy. All factors except workload have positive relation with motivational level of secondary school teachers. These factors are ranked according to their motivational power on the basis of regression coefficients.

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Table 1: Ranking of motivators

Rank	Motivator	Regression coefficient
1	Salary	0.890
2	Prompt Salary	0.861
3	Appraisals	0.847
4	Positive behavior of students	0.843
5	Presence of staff rooms	0.778
6	Friendly environment	0.748
7	Availability of learning resources	0.704
8	Small class size	0.663
9	Target market	0.639
10	Distance from the school	0.630
11	Autonomy	0.616

Following mathematical equation best describes the degree of dependence of motivation on the independent variables:

$$\text{Motivation} = 0.890 (\text{Salary}) + 0.861 (\text{Prompt Salary}) + 0.847 (\text{Appraisals}) + 0.843 (\text{Positive behavior of students}) + 0.778 (\text{Presence of staff rooms}) + 0.748 (\text{Friendly environment}) + 0.704 (\text{Availability of learning resources}) + 0.663 (\text{Small class size}) + 0.630 (\text{Distance from the school}) + 0.639 (\text{Target market}) + 0.616 (\text{Autonomy}) - 0.624 (\text{Workload}).$$

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