

## **Factors Affecting Teachers Motivation**

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### **Abstract**

*The study was designed to examine the factors affecting motivational level of teachers at secondary school level in Rawalpindi city. Major objectives of the study were to identify the factors responsible for low and high the motivation of teachers, to investigate the effects of examination stress, to determine the socio economic status, anxiety in classroom, and effect of peer group and examination stress. Keeping in view the findings it was concluded that teachers were not satisfied with their socio economic status, choice of profession, student's behavior and examination stress. A number of teachers felt that they were not paid according to their abilities. It was recommended that teachers should get teacher training, should be given due respect and should be paid according to their qualifications and abilities.*

**Keywords:** *Motivation, Teacher, Stress, Rewards*

### **1.0 Introduction**

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the students. The importance of motivation in imparting education has raised many questions as, “what is actually motivation? “What are the factors which promote motivation in students?” “Why teachers’ motivation is important?” The motivation of teachers is affected by many factors. Amongst those factors a few are as under:

- a) Personal/social factors
- b) Classroom environment
- c) Socio economic status
- d) Student's behavior
- e) Examination stress
- f) Rewards/incentives
- g) Self confidence/personality of teacher etc.

### **1.1 Statement of the Problem**

This study was an effort to find out the factors affecting the motivational level of teachers at secondary schools in Rawalpindi city. The main objective was to come up with the recommendations for the improvement of motivational level of teachers.

### **1.2 Objective of the Study**

The specific objectives of the study were as under:

- a) To identify the factors responsible for low and high motivation of teachers.
- b) To investigate how far the will of teachers affects/counts.
- c) To determine the socio—economic factors affecting the motivational level of teachers.
- d) To investigate the effect of students’ behavior, classroom environment and examination stress on teacher’s motivational level.

### **1.3 Significance of the Study**

This study is of great importance. This is the era of science and technology and the future of a student depends on the successful completion of the secondary school education. We know that student’s learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers’ motivation. This study may help the principals, teachers and parents who are the basic role players in an educational system.

This study may be helpful for the administrators, educationists, and specially parents who are worried about the study of their children. This study is an attempt to highlight the factors which affects the quality of education imparted to students and, therefore, may help the teachers, parents, educationists and administrators to plan and work towards improvement by enhancing the positive factors revealed in the study.

#### 1.4 Methodology of the Study

The population of the study included the teachers of class X in the secondary schools of Rawalpindi city. A random sample of 10 schools was taken for the purpose of research and 80 teachers were selected for the study. In order to collect the data, a questionnaire was developed, which consisted of 58 items, and had been designed to seek information and opinions about the factors affecting the motivational level of teachers at secondary school level in Rawalpindi city. The questionnaire was distributed to the teachers and collected from them after 15 days. The responses were analyzed and interpreted on percentage basis.

#### 2. Data Analysis, Results and Discussion

The researchers tried to make this study as objective as possible. The data were collected through personal visits. Teachers were very cooperative but the principals or administrators of schools showed less cooperation. The data have been presented in the form of tables.

##### Part I

Part I of the questionnaire was related with the choice of teachers for their profession as a factor of motivation. The data collected through these items have been presented in table 1.

**Table 1: Choice of teachers for their profession**

Items	Responses					
	Yes	%age	No	%age	Total	%age
Did you select teaching profession on your own choice?	64	80	16	20	80	100
Did you want to go to any other profession?	32	40	48	60	80	100
Did some body pressurize you to select this profession?	10	12	70	88	80	100
Didn't you get admission in the field where you wanted to go?	18	22	62	78	80	100
Didn't you get any other job?	26	33	54	67	80	100
Do you have any special objective in this field?	50	63	30	37	80	100

The above table indicates that:

- 80 percent of the respondents agreed that they selected this profession with their own choice.
- 40 percent of the respondents showed that teaching was not their first preference as profession and they wanted to go to some other profession.
- 12 percent of the respondents showed that some-one pressurized them to choose this profession.
- 22 percent of the respondents agreed that they didn't get admission in professional college/higher education for further studies therefore they started teaching.
- 33 percent of the respondents showed that they did not get any other job.
- 63 percent of the respondents expressed that they had certain objectives in teaching profession.

##### Part II

Part II of the questionnaire was related with the socio economic status of teachers as a factor of motivation. The data collected through these items have been presented in Table 2.

**Table 2: Socio-Economic Status of the Teachers**

Items	Responses					
	Yes	%	No	%	Total	%
Do you have a reasonable salary?	19	24	61	76	80	100
Do you receive your salary in time?	24	30	56	70	80	100
Is there any other earning hand in your family?	43	54	37	46	80	100
Do you live in a joint family system?	37	46	43	54	80	100
Is your income sufficient to meet your basic financial requirements?	18	23	62	77	80	100
Are you satisfied with the economic level of your family?	20	25	60	75	80	100
Do you have all necessities of life?	8	10	72	90	80	100
Do you aspire that your present economic status should improve?	72	90	8	10	80	100
Do you think that you receive less salary as compared to the work you do?	64	80	16	20	80	100
Does the low income affect your teaching work?	51	64	29	36	80	100

The above table indicates that:

- i. Only 24 percent teachers agreed that they had reasonable salary, whereas 30 percent teachers agreed that they received their salary in time.
- ii. Only 54 percent teachers said that there were more than one earning hands in their families and 46 percent of the respondents said that they lived in joint family system.
- iii. Only 23 percent of the respondents agreed that their income fulfilled the requirements of life easily and only 25 percent teachers were satisfied with the economic status of their family.
- iv. Only 10 percent teachers said that necessities of life were available to them, whereas 90 percent teachers think that the economic status of life needs to be improved. At the same time 80 percent teachers think that they received less salary as compared to their work. Sixty four percent teachers are in favour of the statement that their teaching is affected due to less salary, which needs to be raised.

### Part III

Part III of the questionnaire was related with the self-confidence of teachers as a factor of motivation. The data collected through these items have been presented in table 3.

**Table 3: Self Confidence**

Items	Responses					
	Yes	%	No	%	Total	%
Do you feel that you are given importance in the society?	39	49	41	51	80	100
Are you ready to face all kinds of situations in class?	52	65	28	35	80	100
Do you think that you have a lot of abilities?	59	74	21	26	80	100
Does your family depend on you?	47	59	33	41	80	100
Do you feel yourself better than others?	62	76	18	24	80	100
Do you like yourself?	51	64	29	36	80	100
Do you hesitate to meet other people?	31	39	49	61	80	100
Are you satisfied with your present performance?	19	24	61	76	80	100
Do you think that you are a good person?	53	66	27	34	80	100
Do people love you?	41	51	39	49	80	100
Are you affected with any physical disease?	16	20	64	80	80	100
Does your disease affect your teaching?	21	26	59	74	80	100
Have you self-confidence?	10	13	70	87	80	100

It is revealed from the data given in Table 4 that:

- i. Forty-nine percent teachers agreed that they were given importance in the society, whereas 65 percent teachers stated that they were ready to face all types of situations in the classroom.
- ii. Seventy-four percent teachers think that they have a lot of talent and abilities, whereas, 76 percent teachers feel themselves better than others. At the same time 64 percent teachers agreed that they liked themselves. It has also been revealed that 39 percent teachers hesitated to meet other people whereas 66 percent teachers think that they are good persons, and according to the thinking of 51 percent teachers, other people loved them, and 84 percent teachers were of the view that they had self-confidence.
- iii. Fifty-nine percent teachers agreed that family members relied on them and 24 percent teachers think that they are satisfied with their own performance while 20 percent teachers think that people make fun of them.
- iv. Responding to the items on physical diseases, it was noted that 26 percent teachers are affected with some physical disease, whereas 13 percent teachers were of the view that this disease affected the quality of their teaching performance.

#### Part IV

Part 4 of the questionnaire was related with the anxiety of teachers in classroom as a factor of motivation. The data collected through these items have been presented in table 4.

**Table 4 Anxiety in classroom**

Items	Responses					
	Yes	%	No	%	Total	%
Do you feel anxious in class?	22	28	58	72	80	100
Do you think that you can control the classroom carefully?	51	64	29	36	80	100
Do you think that your students feel comfortable with you?	59	74	21	26	80	100
Do you think students understand what you want to communicate?	62	78	18	22	80	100
Do you think that students like you?	66	83	14	17	80	100

The above table indicates that:

- i. Twenty-eight percent teachers felt nervousness in the classroom whereas 64 percent teachers are of the opinion that they can control the class successfully.
- ii. Seventy-four percent teachers were confident and stated that students felt comfortable with them.
- iii. Seventy-eight percent teachers thought that students understood what they wanted to tell them and according to 83 percent of the respondents, the students had a likeness for them.

#### Part V

Part V of the questionnaire was related with the colleagues as a factor of motivation. The data collected through these items have been presented in table 5.

**Table 5 Relation of Teachers with their Colleagues**

Items	Responses					
	Yes	%	No	%	Total	%
Do you think that you have more abilities than your colleagues?	64	80	16	20	80	100
Do you think that your colleagues are happy with you?	60	75	20	25	80	100
Do you think that your colleagues feel jealous of you?	18	23	62	77	80	100

It is evident from the data in table 5 that: -

- i. According to 80 percent teachers, they have more abilities than their colleagues.
- ii. Seventy-five percent teachers think that their colleagues are happy with them.
- iii. Twenty-three percent teachers feel that their colleagues are jealous.

## Part VI

Part VI of the questionnaire was related with the examination stress and rewards as a factor of motivation. The data collected through these items have been presented in table 6.

**Table 6: Examination stress and rewards**

Items	Responses					
	Yes	%	No	%	Total	%
Do you think that examination affects your teaching?	65	70	24	30	80	100
Are you accountable to the principal for the low results of your classes?	69	86	11	14	80	100
Are you blamed for low results?	70	88	10	12	80	100
Do you think that you are responsible for their low result?	27	34	53	66	80	100
Do you think that students should be responsible for their low result?	61	76	19	24	80	100
Do you think that you are given incentives according to your abilities?	14	16	66	84	80	100
Do you think teachers should be held responsible for low results?	21	26	59	74	80	100
Do you think that teachers should be rewarded on showing good results?	40	50	40	50	80	100

The above table indicates that:

- i. 70 percent teachers agreed that examination was a constraint on their teaching and according to 86 percent teachers, they were accountable to their principals for showing low results of their classes.
- ii. 88 percent teachers stated that they were blamed for their low results, whereas only 34 percent teachers believes that they should be held responsible if the results of their classes are low. On the other hand 76 percent teachers believed that the students should be held responsible for showing low results.
- iii. 16 percent teachers stated that teachers should be given incentives according to their abilities while according to 50 percent teachers; they should be rewarded for showing good results.

### 3. Findings

1. Eighty percent of the respondents agreed that they selected this profession on their own choice while 40 percent of the respondents wanted to choose some other profession.
2. Twelve percent of the respondents showed that some one pressurized them to join this profession and teaching profession was not their first choice.
3. One third of the respondents stated that they did not get any other job, hence they joined teaching profession.
4. Only 24 percent teachers agreed that they had reasonable salary.
5. Fifty four percent teachers said that there were more than one earning hands in their families whereas 46 percent of respondent said that they lived in joint family system.
6. Only 23 percent of the respondents stated that their income fulfilled their basic requirements and only 25 percent teachers were satisfied with the economic status of their families.
7. Only 10 percent teachers said that basic necessities of life were available to them, whereas, 90 percent teachers were of the view the economic status needed to be improved and they deserved more than what was available to them and what they could afford. Eighty percent of the teachers thought that they received less salary as compared to their work and responsibilities and there was a need for improvement in their salaries. Sixty four percent teachers were in favour of the statement that their teaching was affected due to less salary and due to their financial constraints.
8. Forty-nine percent teachers agreed that they were given importance. Sixty five percent teachers stated that they were prepared to face all types of situations in the classroom.

9. Seventy four percent teachers thought that they had a lot of abilities. Seventy-six percent teachers rated themselves better than others. Sixty- four percent teachers agreed that they liked themselves. It has also been revealed that 39 percent teachers hesitated to meet other people whereas 66 percent teacher though that they were good as human beings. According to the 51 percent teachers, other people had positive feelings about them, whereas 84 percent teachers were of the view that they had self-confidence.
10. Fifty-nine percent of the teachers agreed that their family members relied on them and involved them in important decisions. Twenty four percent teachers were satisfied with their own performance and 20 percent teachers thought that people made fun of them.
11. Responding on health status of the teachers it was noted that 26 percent teachers were affected with one or other type of physical disease, whereas 13 percent teachers were of the view that one or other types of health problem affected their teaching.
12. Eighty percent teachers thought that they had more abilities than their colleagues.
13. Seventy five percent teachers thought that their colleagues were happy with them whereas 23 percent teachers felt that their colleagues were jealous of them.
14. Twenty eight percent teachers feel nervousness in the classroom whereas 64 percent teachers claimed that they could control the class successfully.
15. Seventy eight percent teachers stated that they were successful in making their students understand the content of the subject and they had no communication problem. Interestingly 83 percent teachers claimed that their students liked them.
16. Seventy percent teachers agreed that examination was a constraint on their teaching and according to 86 percent teachers; they were accountable to their principals for the results of their classes.
17. Eighty-eight percent teachers said that they were blamed for their low results whereas 34 percent teachers believed that they were likely to be held responsible for the results of their classes. On the other hand 76 percent teachers believed that the students should be held responsible for showing low results.
18. Sixteen percent teachers thought that teachers should be given incentives according to their abilities and 50 percent teachers stated that they should be rewarded for showing good results and their efforts should be acknowledged.

#### **4. Conclusion**

1. Most of the teachers were not satisfied with their salaries and it was concluded that low salaries of the teachers affected their teaching.
2. Most of the teachers were not fully satisfied with their economic states. They wanted to upgrade the standard of life but they could not manage to do that.
3. A good number of teachers felt that they had more capabilities than others.
4. Most of teachers were of the opinion that students should be held responsible for their low results and not teachers.
5. A number of teachers were of the view that teachers should be given incentives and rewarded on showing good results.
6. Factors affecting motivation of teachers were investigated as follow
  - a. Income status
  - b. Importance in the society
  - c. Self confidence
  - d. Incentives and rewards on showing good results.

#### **5. Recommendations**

As the teachers expressed their views on the need of academic enhancement and professional growth of teachers, it is recommended that no teachers should be appointed without a professional training in education and that refresher and in service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills.

1. It is proposed that aptitude tests be designed and implemented for the propose of teacher education and that these tests be conducted at the time of the selection of teachers both for the pre=service teacher training and for the appointment of teachers. This will identify positive attitudes of teachers towards teaching profession.
2. It is also recommended that the salaries of the teachers be increased and fixed according to their qualifications and incentives be provided to the good teachers so as to acknowledge their efforts and motivate them to continue with their better performance. It will also be an incentive for other teachers and they will follow good teaching practices. Recognition of teachers work on showing good results may be an incentive for the improvement of their efficiency.
3. There is a strong need to create awareness in the society to recognize the status and important role of teachers in education of students. Mass media needs to be mobilized. Radio and T.V programmes can better achieve this target. Print media can also be used to achieve this end.
4. Teachers are the backbone of the educational institutes and future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

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