



## A Survey of Teachers' Motivational Level in Government Secondary Schools of District Mardan

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### Abstract

*The purpose of the study was to investigate the motivation of secondary school teachers in District Mardan. The sample of 100 teachers from 20 secondary schools of boys and girls in District Mardan were randomly selected for this study. For data collection self-developed, a questionnaire was administered. The questionnaire was consist of thirty-nine items. Items were covered seven constructs of teacher's motivation. The findings of the study showed that the motivational level of the teachers was positive. Gender wise differences were found. The study should provide to maintain teachers' motivation where the teacher's motivation is lacking.*

**Key Words:** teachers, motivation, experience-wise, gender-wise motivational level

### Introduction

Joining the teaching profession caused by a number of factors. For social upbringing, salaries, intellectual concerns direct people to enter the profession is a teacher. These factors consider motivational concerns for the teachers. High and low tendencies influence a teacher's performance accordingly (Börü, 2018). Teachers are the key factors in molding students' ineffective citizens. The effectiveness of the teacher considered directly linked with the future of the students. Students' achievement, proficiency and attitude largely depend on the teachers' proficiency and ambitions of the teaching profession. Research showed a number of concerns responsible for the strong ambitions of the teachers towards the profession (Nawaz & Yasin, 2015). One of the studies conducted to devise a scale for measuring English language teacher's motivation stated that intrinsic and extrinsic motivation determines the overall motivation towards the teaching profession (Alibakhshi & Nezakatgoo, 2019).

A desire for success and non-material sources are the most basic factors of a teacher's motivation. Besides these salaries and other benefits are lying in the hierarchy down the immaterial factors. School policies and attitudes and behavior in the work environment effect teachers' motivation (Börü, 2018). One of the studies on teacher's motivation in Nigeria found that poor motivation results in a low level of work commitment (Adelabu, 2005). All of the man's actions except for involuntary responses depend on his internal or external, low or high level of motivation. Motivation forces him to be energized and ready for work. It sustains a personal effort. A highly motivated person works for achievement for objectives for a longer time (Bateman & Snell, 2007). The importance of teacher, teacher training and education have been highlighted and endorsed by numerous prior studies including the studies of Muhammad and Ahmed (2010), Khan et al. (2014abc); Khan et al. (2015), Muhammad and Ather (2015), Karim and Khan (2018), Khan et al. (2018), Khan and Irshad (2018), Shah et al. (2018), Azam (2019), and Khan et al. (2019).

The number of factors responsible for the teacher's motivation. These factors are in-service development programs, democratic style of management that includes teachers in the decision making process, high salaries, on time appreciation from management for good work, and effective work environment and availability of self-

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grooming resources in terms of teaching and learning. Students' academic performance is directly linked with the teacher's motivation level. Good performance encourages teachers to work more effectively and on task. Public involvement in terms of moral support also matters for this. Motivation refers to "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal-directed" (Kreitner & Kinicki, 2001:205). Besides increasing motivation by a number of factors, it is also observed that a number of factors are responsible for decreasing motivation from its level. Those factors are inappropriate career development opportunities, low increase rates, crowded classrooms that are difficult for teachers to manage it. It is also observed that payment to teachers not on time, the status of teaching as compared to other professions decrease the teachers' motivation level (Hayford, 2013). If the wages are high, provide career opportunities, reduce teacher-student ratio, produce a good work environment, regularize the payment and salaries and create a high status in society for teachers in this way they can be motivated otherwise the system will remain the same. The benefit connected with professions is attracted people to those professions.

### Objectives of the study

The objectives of the study are;

- To investigate the motivational level of secondary school teachers in District Mardan, Khyber Pakhtunkhwa-Pakistan.
- To find out gender-wise differences in motivational levels in secondary schools.
- To find experience wise differences in motivational level in secondary schools.

### Literature Review

The motivation of teachers is one of the emerging aspects of educational research. Not only for educationists but for psychological experts as well (Garrett, 2019). Ahiauzu (1999) suggested that to increase the productivity of any organization the incentives play a significant role, workers need to be motivated. Commitment to the teaching profession is largely due to the extrinsic and intrinsic motivational factors. For these reasons, teachers enjoy their professional life. In this way, the more satisfied people give their best to that profession. The more satisfactory thing is the satisfaction of their needs by that profession. When the teachers are satisfied with their salaries, environment, facilities etc. they will show the best result in their schools. Which means that they are motivated to work. Learning experiences rewarded equally to both of the community and in education is the university level. It deals with the full filing of the needs of higher education institutions and the use of community resources. If the government provides sufficient resources to the institute then the institutes will fulfill the demands of the community. (Strand et al., 2003; Ward & Wolf-Wendel, 2000).

Performance-based assessment and accountability are used in many areas of education. In this process, teachers are rewarded for good work and punishment given for tasks that have been done faulty. (Fuhrman, 1999). Providing incentives by authorities in terms of teachers' compensation also use for teachers' motivation. Failure gives a learning opportunities for making tasks correctly done. This aligns with teachers' pay system with their performance (Murnane & Cohen, 1986). In the 1990s, it focused on school-based performance by states and districts. Teachers have rewarded compensation on this school-based performance. It is called as school-based performance awards (SBPAs). This is thought to be a better way of supporting mutual cultures in schools (Odden & Kelley, 1997). When teaching is judged by its outcome and performance, the process automatically moves towards the best (Solomon & Podgursky, 2001). Since specification must be in consideration when rewarding on the basis of outcomes. The number of areas should be kept in mind when deciding these rewards. Like gender, socio-economic status and other demographics. When there is a reward system in an educational setup the staff is motivated through different types of rewards.

According to Sumra, (2004), the teaching profession is not respected by people. This is the perception of the majority of people. Because they feel that they have little status in society and have poor living conditions. So if the government considers these aspects of the teachers and provided them good salaries and benefits in order to make the teachers motivated. When the salaries are high and fulfill the requirements of the teacher. They will show commitment to their work. Job satisfaction is the active element of a teacher's motivation. Schools teachers

thought of it as fundamental for their work. It is a psychological phenomenon. The concept is complex and varies from person to person as subjective in nature. Basically, it says that how an individual is happy with his/her job. It is a connection between the work and how the work rewarded by the institute. Satisfaction gives courage to the teachers to listen to their students carefully and meet their students' problems. This satisfaction comes with a set of factors. This set of factors based on extrinsic and intrinsic motivators. It is usually self-administered. One is internally attached to their given set of tasks. Work autonomy which allows an individual to opt one's own work by their own well and satisfaction level. So this comes as intrinsic motivators. (Manju, 2013).

Teaching models and activities have an effect on the effects on students learning. Supporting materials are used by teachers to improve their teaching capacity. It is largely accepted by the teachers that using aids in the teaching process makes clear the hard concepts in an easy way. According to teachers healthy classroom environment can improve the students' learning ability. Among other activities of the teachers. It is also noted that teachers taught the students how they can change their learning environment in a more conducive shape. Teachers agreed that learning ability can be better with the test results. (Rehman&Haider, 2013). The teaching profession is a missionary occupation is the thought of the number of people (Millman 1985). The author insists that "the misleading concept of teaching as a missionary occupation if it ever did have any validity, is no longer a possible underlying principle for expecting teachers to accept a lower standard of living and less security for the future than other civil servants" Millman (1985:35). It is not and old but still considered by officials at the government level. Especially when it is time to pay to teachers. About the teaching profession, it thought of as volunteers' profession. It is not true. It is a profession like other professions. For effective working, it needs to be honored and paid properly. Bear& Quinn, (2002) said that discipline is also the factor of motivation. When there is the discipline they feel happy and there is a conducive environment in which he can teach easily. Good discipline can be maintained by, an adequate ratio of student and teacher. Highly trained staff, a good working environment, culturally-based staff make easy to maintain good discipline. Likewise, the use of the modernized mechanism of teaching. Curriculum having flexibility and adaptability also ensure the discipline issues.

## **Data and Methodology**

The study was a survey. Secondary school teachers of District Mardan, KP- Pakistan were the population of this study. The study sample was comprised of 100 teachers form twenty schools. The sample of 100 is further divided into 50 males and 50 females. Schools were randomly selected. Five teachers from each of twenty schools were selected by random sampling. Simple random sampling was used. The self-made questionnaire was used for data collection. 140 questionnaires were distributed to ensure maximizing the response rate. 113 questionnaire was returned by respondents. Among 113 respondents 59 were female and 54 were male. The questionnaire was consist of 39 items. Most of the sample personally contacted for collection of the data. The teachers were asked to rate their responses about Professional work-life, Reward/evaluation system, Collegial (friendly) relations, Personal Factors, Support Services, Work-life, Institution and Communication.

## **Results and Discussion**

**Table1.** Sample Distribution

<b>Target Population</b>	<b>Research Method</b>	<b>Sample Size</b>
Secondary School Teachers	Survey	50m 50f
Total		100

## **Factors responsible for Teachers Motivation**

The respondents were asked regarding what motivates them for the teaching profession. Eight different factors were derived from the available literature. These factors were investigated in the teachers of secondary schools in district Mardan.

Most of the respondents consider the professional working environment is the factor that motivates them

more. As the mean score for the professional working environment is  $M=29.59$ . Which is highest among all factors considered responsible for changing the motivational level of the teachers towards the profession.

Likewise, work-life with mean score  $M = 23.70$  the second most motivational factor. Teachers considered it give support for upward movement in the teaching profession for teachers.

The role of support services and nature of the institution is matters least in building teachers' motivation for the profession having a mean score of 9.88 and 12.46 respectively.

**Table 2.** Factors responsible for Teachers Motivation

Factors	N	Mean	Std. Deviation
Professional working	100	29.59	6.26
Reward evaluation system	100	18.13	4.62
Collegial relations	100	20.06	3.35
Personal Factors	100	12.88	3.49
Support Services	100	9.88	4.60
Work-life	100	23.70	4.79
Institution	100	12.46	2.04
Communication	100	15.62	2.36

**Gender wise differences among Secondary Schools Teachers regarding Motivation**

In comparison between males and females regarding the factors of motivation, since  $p = 0.166 > \alpha = 0.05$ , and  $p = 0.356 > \alpha = 0.05$  reveals that there are no insignificant differences in the views of male teachers and female teachers about support services and communication respectively.

Both genders equally considered communication and support services are equally important. These factors affect the teacher’s motivation.

In the case of the professional environment, collegial relations, personal factors and work-life with a p value below than 0.05 exhibit the difference is significant in the opinions of male teachers and female teachers.

The role of the environment and communication is worthy of building the motivation of the teachers for completion and stay in the profession.

All other factors equally significant according to the mean score of the male and female teachers. There are no gender-wise differences in these factors.

For male and female professional working environment is the most influencing and having the highest mean score among all the factors  $M= 36$  and  $32$  respectively.

**Table 2.** Gender wise differences among Secondary Schools Teachers regarding Motivation

S.No	Factors	Gender	N	Mean	Std. Deviation	T	df	Sign																																																												
1	Professional working	male	50	26.36	5.923	-5.993	98	.000																																																												
		female	50	32.82	4.796				2	Reward evaluation system	male	50	15.32	3.700	-7.646	98	.000	female	50	20.94	3.650	3	Collegial relations	male	50	17.72	2.166	-9.736	98	.000	female	50	22.40	2.618	4	Personal Factors	male	50	11.36	3.701	-4.813	98	.000	female	50	14.40	2.498	5	Support Services	male	50	9.24	4.438	-1.395	98	.166	female	50	10.52	4.730	6	Work life	male	50	21.32	4.76	-5.693	98
2	Reward evaluation system	male	50	15.32	3.700	-7.646	98	.000																																																												
		female	50	20.94	3.650				3	Collegial relations	male	50	17.72	2.166	-9.736	98	.000	female	50	22.40	2.618	4	Personal Factors	male	50	11.36	3.701	-4.813	98	.000	female	50	14.40	2.498	5	Support Services	male	50	9.24	4.438	-1.395	98	.166	female	50	10.52	4.730	6	Work life	male	50	21.32	4.76	-5.693	98	.000	female	50	26.08	3.504								
3	Collegial relations	male	50	17.72	2.166	-9.736	98	.000																																																												
		female	50	22.40	2.618				4	Personal Factors	male	50	11.36	3.701	-4.813	98	.000	female	50	14.40	2.498	5	Support Services	male	50	9.24	4.438	-1.395	98	.166	female	50	10.52	4.730	6	Work life	male	50	21.32	4.76	-5.693	98	.000	female	50	26.08	3.504																					
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		female	50	26.08	3.504																																																															

7	Institution	male	50	12.04	2.089	-2.091	98	.039
		female	50	12.88	1.923			
8	communication	male	50	15.40	2.407	-.928	98	.356
		female	50	15.84	2.333			

### Qualification wise differences Regarding Factors of Motivation

The table.3 shows that  $F(2, 97) = 2.671$  since  $p = 0.074 > \alpha = 0.05$ , and  $F(2, 97) = 0.669$  since  $p = 0.515 > \alpha = 0.05$  reveals that respondent with different experiences have similar views regarding work life and communication respectively while teachers with different experiences have different opinions regarding professional work life, reward and evaluation system, collegial relations, personal factors, support services and institution as factors of motivation.

There was no difference among the respondents having varying type and levels of experience

**Table 3.** Experience wise Differences in views of respondents about motivation

S.No	Factors		Sum of Squares	df	Mean Square	F	Sig.
1	Professional working	Between Groups	708.664	2	354.332	10.803	.000
		Within Groups	3181.526	97	32.799		
		Total	3890.190	99			
2	Reward evaluation system	Between Groups	449.116	2	224.558	13.089	.000
		Within Groups	1664.194	97	17.157		
		Total	2113.310	99			
3	Collegial relations	Between Groups	161.089	2	80.544	8.202	.001
		Within Groups	952.551	97	9.820		
		Total	11.000	99			
4	Personal Factors	Between Groups	96.396	2	48.198	4.204	.018
		Within Groups	1112.164	97	11.466		
		Total	1208.560	99			
5	Support Services	Between Groups	281.672	2	140.836	7.502	.001
		Within Groups	1820.888	97	18.772		
		Total	2102.560	99			
6	Work life	Between Groups	118.966	2	59.483	2.671	.074
		Within Groups	2160.034	97	22.268		
		Total	2279.000	99			
7	Institution	Between Groups	25.858	2	12.929	3.241	.043
		Within	386.982	97	3.990		

		Groups				
		Total	412.840	99		
		Between				
		Groups	7.560	2	3.780	.669 .515
8	communication	Within				
		Groups	548.000	97	5.649	
		Total	555.560	99		

## Summary and Conclusion

The envisaged findings of this study have confirmed the factors of motivation discussed in the literature for motivation. The study of Atkinson (2000) supports the findings of the study. These factors affect motivation with varying degrees. The school environment depends on the leadership skills of the school principal. The study findings also revealed that the environment is one of the influencing factors of the teacher's motivation. The number of other studies revealed the same results. School heads leadership skills also supported by Thoonen *et al.*'s (2011). The findings of the study observed these factors effect it positively. The findings of Öztürk & Dündar, (2003), Doğan & Koçak, (2014) and Yaman *et al.*, (2010) found communication effects the motivation of the teachers towards the profession. Effective communication channels in the school environment direct the teachers for reaching the goals of the institute and as a result, the teachers become motivated professionals. reveal the importance of courtesy in the communication. Among all the factors professional working and Work-life are positive factors for teacher's motivation in secondary schools and the reasons maybe

- Teaching load is appropriate in schools
- The work environment is pleasant
- Opportunities for professional development are beneficent
- Students success

On the other hand in the comparison between males and females, the study showed the majority of male and female teachers on the same page regarding these factors. Gender wise differences were found for reward & evaluation system, Personal Factors and Collegial Support while qualification wise differences were found for Professional as the domains of the motivation of teachers for their profession. Factors like professional work life, reward and evaluation system, collegial relations, personal factors, support services and institution as factors of motivation for male and female teachers and experience-wise are observed as different as:

- Their environment is different
- The recognition process may be unfair
- lack of support from headmaster/headmistress
- Lack of empowerment etc.

Furthermore, teachers, experience does not matter to influence the motivational level of the teachers. Experience does not affect the teacher's motivation. All teachers had varying levels of experience confirmed these factors. Experience does not matter the high and low level of motivation. Senior and fresh teachers have the same views upon these factors. The reason for this is the forwarding objectives for them is the same. While new entry in terms of students is there. For all teachers, these are equally important. The reason for this uniformity may be:

- All teachers work for the same objectives
- Intentions do not vary among the teachers

The study findings support the factors in the literature (Gambell & Hunter, 1999; McGeown, 2016 Goodwin, Henderson, & Wright, 2012; Meece, Glienke, & Burg, 2006; Mullis, Martin, Gonzalez, & Kennedy, 2003). It also showed the majority of factors equally considered by male and female teachers, although they have to deal with two different types of environments. Thirdly this study identified that experience does not matter in motivating teachers in the profession. As all teachers have the same perceptions regarding motivation and what motivates them. Teachers considered those factors for motivating them and lead them to success.

## **Recommendations**

- The teacher and principals may be provide training in order to support each other, to raise their commitment to the profession, instructional supervision, fair reward, and evaluation process.
- The teachers may be given the opportunity to share their views in the decision making process.
- The salary of teachers may be raised like another profession i.e. doctors, engineers etc.
- Support services may be provided to teachers that they may easily perform their duties

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