

FACTORS AFFECTING THE LEVEL OF MOTIVATION AND COMMITMENT OF TEACHERS

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ABSTRACT

One should bear in mind that a nation's strength depends on the quality of its education system and the strength of such a system, in turn, relies on how motivated and committed teachers are. Thus, teacher's motivation and commitment plays a dominant role in enhancing children's learning outcomes. However, without adequate support and resources, teachers will not be motivated although they may be highly qualified. It is sad to note that teachers, the most valuable human resource, are often neglected. The objectives of this study were to study the factors affecting the level of motivation and commitment among primary teachers, and to study the perception of school heads on the level of motivation and commitment among primary teachers in Arunachal Pradesh. The tools for data collection were Motivation and Commitment Questionnaire for teachers and for heads of the schools which was prepared by the investigators based on Five Point Scale. The findings of the study show that recognition and rewards as one of the dimensions that contributes or affect teachers' motivation and commitment. School environment, infrastructure, job satisfaction, relationships were also some of the factors which affect teachers motivation and commitment.

Keywords: Motivation, Commitment, Teachers, Primary Level.

Introduction

Education aims at preparing and developing the child for future life and schools are being set up to educate the child for this purpose. Teachers as one of the components have a major role to play in helping achieve the aims of education. However without proper motivation and commitment on the part of the teachers there is less chances of success of any educational aims. Teacher's motivation and commitment plays a dominant role in enhancing children's learning. Motivation is a fundamental ingredient in the performance and success of students learning. It involves both internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or to make an effort to attain the desired goal.

Schools exist, primarily to educate children. It is for this purpose that teachers are employed in schools. Teachers are, thus, the most important professionals for any nation's future. However, without adequate support and resources, teachers will not be motivated enough although they may be highly qualified. It is sad to note that teachers, the

most valuable human resource, are often neglected. One should bear in mind that a nation's strength depends on the quality of its education system and the strength of such a system, in turn, relies on qualified and motivated teachers. Inspired and motivated teachers are essential in providing quality education.

Research has played an important role in assisting educators, administrators; policy makers to understand the behaviour of teachers, their performances, level of motivation and commitment. Research has also shown that there are various factors which contributed towards performances, motivation and commitment of teachers. Several studies have suggested that motivation and commitment on the part of teachers plays a major role in ensuring children level of learning, performances and achievement.

Few of the review of related literature are- A study conducted by Firestone (1996) to find out the relationship between teachers' motivation, efficacy, job satisfaction and commitment shows that there exist a positive correlation between job satisfaction and commitment of teachers. The study also concluded that the motivation effects positively the

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commitment of the teachers. Therefore, it can be said that motivation is also one of the predictable attribute of commitment. Patel and Tailor (2005) examined the determinants of teachers' motivation and performance towards school improvement. The study led to identification of twenty seven factors/sub factors within teachers and school which influenced teachers' motivation and performance in relation to the performance of the schools. The findings revealed that the major contributors to teacher motivation and their performance as preferred by the respondents were: individual ability of teacher (100 percent), understanding of role and responsibility by teachers (93 percent), concern of the head of school for administrative efficiency (93 percent), concern of the head of the school for academic efficiency (90 percent) and supportive classroom environment (90 percent). Among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were found to be significantly correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation whereas the current compensation package for teachers was negatively correlated with the motivation of the teachers. Magdalena (2009) conducted a study to assess the professional commitment in teachers working in the primary and pre-schools. The main objective of the study was to find out the effect of age and professional experience differences on the professional commitment. The survey was held in two southern provinces of Poland. The groups consisted of 200 teachers randomly assigned from primary schools (25-30) years old and above 30 years. A significant effect of age and professional commitment findings showed a considerably low level of commitment of teachers having age above thirty years. The highly experienced teachers are less committed.

Need and Justification of the Study

Any institution aims at giving the bests to its students this needs a motivated and committed work force so as to accomplish and achieve their objectives. Motivation is crucial to both individual

and organizational performance and even very able and well-trained teachers or staff will not perform effectively unless they are motivated to do so. Therefore, it was important to identify the factors which affect the level of motivation and commitment among teachers. Therefore, this research was taken in order to find out factors which hinders teacher's performances. In this study motivation would mean the psychological state which makes the individuals act, behave or engage in some work and commitment is the involvement, loyalty and belief in the institutional values. Hence, there is a need to study on the factors responsible for affecting the level of motivation and commitment of teachers teaching at the primary level of Arunachal Pradesh.

Objectives of the Study

The objectives of the research were (i) to study the factors affecting the level of motivation and commitment among primary teachers, (ii) to examine the level of motivation and commitment of primary teachers and (iii) to find out the perception of school heads on the level of motivation among primary teachers.

Methodology

Descriptive survey method was used in this present study.

Population of the Study

The population of the study includes all the teachers teaching at the primary level and all the heads of schools and teachers of Arunachal Pradesh.

Sample of the Study

For the present study a sample of 40 schools from four districts of Arunachal Pradesh was selected that is 10 schools from each district. The sample for the study were 120 (30 from each district) teachers teaching at primary level and 40 head/in charge of the schools. For selection of sample stratified random sampling was adopted.

Tools

For the purpose of data collection, the tools were Motivation and Commitment Questionnaire for teachers and heads of schools which was prepared by the investigators. The Questionnaires which was

used in the study, is a Five Point Scale. It contains statements to find out the level of teachers motivation and commitment and these were of mixed statements, both negative and positive statements. There were seven dimensions identified in this study viz., Recognition and Rewards, Accomplishment and Achievement, Personal Growth and Development, Relationship with others, Responsibility towards Work, Job Status and Security and School Environment. These dimensions were identified based on previous research studies. Statements exploring views on the identified dimensions were included in the scale and respondents were asked to rate their level of agreement on how these factors affect their motivation.

Analysis of Data

The data collected was analysed using both qualitative and quantitative technique.

Findings of the Study

From the study it was found out that 61.40 % of the teachers agreed that they were being recognised for their hard work and majority agreed that they were being appreciated for their contribution in the class. When it comes to remuneration the findings shows that more than 50 percent were of the opinion that they were being given remuneration for their hard work and negligible number of teachers disagreed. It was also seen that majority of the teachers (88.59 %) were happy when responsibility or works are being assigned to them and maybe because of this 89.40 % felt that they were an important part of the school. The study also reflects that 57.88 % were of the opinion that teachers have to put up long period of working without promotion and only 24.55 % disagree with the long hours of working. Surprisingly, majority i.e. 89.46 % agreed that teaching gives them recognition and respect from the community. From the findings it was seen that majority of the teachers 97.36 % were happy with their career and that they enjoyed teaching young children. 91.21 % look forward to meeting their students every day.

Further the results indicate that around 90 % of the teachers agreed that due to the challenging nature of the work it has kept them in the teaching

job and an insignificant number of teachers disagree with the statement. Again, majority of the teachers were of the opinion that they do learn more by teaching and interacting with students. When it comes to performances and completion of tasks by the students it is seen that all of the teachers feel happy and satisfied when students complete their task on time. From the data collected about 70 % of the teachers opined that the school encourages and provides opportunity for teachers to improve themselves and only a negligible number felt that they were not encouraged and provided with opportunity for personal growth. Again majority i.e. 61.40 % felt that training will help them to perform better and keep themselves updated with new methods and technology. Further from the data it was seen that around 50 % agreed that it is important for teachers to prepare before going to class and to have clarity in content. When it comes to learning new things, improving their skills and implementing them in the class it can be seen that half of the respondents strongly agreed that they are happy to learn new things, 57.89 % to improving one's skills and 68.42 % are happy to implement, in the class.

The results of the data collected shows that about 98.23 % agreed to the fact that good leader or head will help in improving the performance and also increase level of motivation of teachers. The data also revealed that majority of the teachers i.e. 62.28 % felt that teachers are supportive of each other and that there is good understanding among colleagues. Again, from the study 97.36 % teachers were of the opinion that teaching enables them to interact and develop relationship with people from all fields. When it comes to maintaining relationship with student's majority of the teachers don't have any problem handling students and express that students are close to them. Further, majority of the teachers i.e. 80.69 % interact with parents of the students. 97.36 % teachers do maintain a cordial relationship with the head of the school. With regards to responsibility towards work the study indicates that majority of the teachers (66.61 %) agreed that their workload is enough to keep them busy and 63.15 % agreed that they do not mind doing more than the regular work assigned to them. Again, two

third of the teachers agreed to the statement that they were given extra responsibilities in their school whereas 26.31 % disagree to being given extra responsibilities. This may be due to the fact that teachers have to perform only duties related to teaching learning only.

Overall we may conclude that teacher's attitude when it comes to their responsibilities towards their work indicates their level of motivations and commitment. Here it may be concluded that teachers shows positive attitude towards work and are professionals.

When it comes to payment or salary around 53 % of the teachers disagreed and to the fact that they were being paid as per their qualification whereas 34.20 % were of the view that they were paid as per their qualification. The data also revealed that 82.44 % agreed that teaching is their first choice as a career and not due to the pressure from their parents whereas 7.89 % felt that they choose teaching as a career due to pressure from parents. Again, the findings show that even though 52.62 % agreed that the school has all the basic facilities surprisingly 36.83 % do not agree that their school has all the basic facilities. When it comes to the response whether there is a need to improve the school infrastructure a large number of teachers strongly agrees to it. Majority i.e. 94.73 % of the teachers actively participate and assist in organising co-curricular activities in their school. However from the study majority of the teachers also agreed that teaching learning resources are inadequate in the school thus demotivating them in giving their best to their students. Further 71.05 % agreed that they would like to have comfortable working conditions such as adequate infrastructure, teaching learning materials.

From the above it can be summarize that recognition and rewards play an important part in enhancing teacher's performances. From the data further it may be concluded that sharing and delegating of responsibilities to teachers helps to bring them closer to school and have a sense of being an important part of the school. This will ensure support and commitment for doing the best for the students and schools. Again, it may be concluded that teacher's shows positive attitude towards work and are

professionals. Schools need to improve their infrastructure and that teaching learning resources maybe provided so as to enhance teachers performance. Majority of the teachers would like their schools to have better facilities and better work conditions. But it can be summarize that this does not stop teachers from giving their best to the students and schools.

Perception of Heads of Schools

It is also important to find out the perception of the head of the institution regarding level of motivation and commitment of primary teachers. Some of the factors considered were personal growth and development, school environment, job status, relationship, responsibility, recognition and rewards. For this also a five point scales items were prepared and analysed accordingly. A total number of 40 schools i.e. 40 head of schools/head teachers/ in charge head was taken as a sample. As per the responses of the head of the school it was found that out of 40 respondents 47.5 % agreed that there were adequate number of teachers in the school and 22.5 % felt that the number of teachers in their schools are not adequate.

Looking at the personal growth and development it was found that majority of the respondents believes that frequent training is essential for better performance of teachers. The data also revealed that the management (100 %) encourages teachers to attend trainings so as to improve their teaching skills. Again around 90 % felt that teachers were given the opportunities to be creative and innovative in the class and are free to choose their own method and style of teaching learning but a negligible percentage disagreed with this statement.

When it comes to the school environment which is also one of the important factors in contributing towards positive and better performances of teachers it was seen that 45 % of the head of schools felt that teachers are not satisfied with the facilities available and another 45 % felt that teachers are satisfied with the available facilities. However, it is also important to see that 62.5 % agrees that teachers were being provided with the basic facilities. Again majority i.e. 87.5 %

were of the opinion that poor infrastructure can make teaching learning difficult only 10 % disagreed that poor infrastructure hampers teaching learning. Further the data also revealed that majority i.e. 95 % of the heads of schools tries to removes obstacles and problems faced by the teachers by organising regular meetings for discussion on related issues this can help in keeping the teaching learning environment conducive and positive.

Regarding responsibilities and workload of the teachers the data also shows that even though majority i.e. 92.5 % says that workload is equally distributed among teachers however 60 percent of the head of schools opined that teachers are overloaded and overburdened with works. Further the data revealed that 95% that teachers are assigned works or responsibilities as per their ability and that teacher were also involved in decision making. When it comes to recognition and rewards of teachers performances it was found that 77.5 % were in agreement that teachers who perform well were given due recognition however 12.5 % were undecided. About 95 % also agreed that teachers were being appreciated for their contribution in the class as well as in the school. With regards to remuneration it was also found that only 47.5 % agrees that teachers are adequately remunerated for their work. Surprisingly, the data also revealed that about 60 % of the heads felt that parents do not pay much attention to the teachers.

Regarding job security it was found that 50 % of the head of schools were of the opinion that teachers are unhappy with the promotion rules and regulations and only 22.5 % disagreed and another 22.5 % were undecided. When it comes to promotion on the basis of seniority it was seen that 57.5 % agrees to it and 27.5 % disagree with the statement that promotion is based on seniority. Again 42.5 % opined that promotion is based on performance. Another finding is that 52.5 % agrees that teachers are unhappy with the government indifference to the needs of the schools whereas 32.5 % disagree with the statement that government were indifference and surprisingly 12.5 % were undecided. When it comes to job security all of the heads believes that job security is important for better

performance of teachers. Maintaining relationship among members of the school community is very important for proper development and progress of the school. From the data collected it was seen that majority of the schools head felt that they have a good relation with their teachers. Almost 97.5 % agreed that they have good understanding with their teaching staff and further agreed that they also learn new things from their teaching staff. All of the heads were in favour to the statement that that they work as a team and that there is a cordial relationship amongst them.

Overall it may be concluded that teachers were encouraged to attend training programmes and other short term courses and the reason may be that this will enrich and upgrade their knowledge, learn new methods and technology. The finding also revealed that infrastructure plays an important role in making the school a healthy conducive place to work. If good infrastructure is available teachers motivation will increase and if motivation level is high they will be more committed to their work the findings also shows that teachers were given recognition and rewarded for their hard work and contributions towards the class and school as a whole. This may ensure better performance from the teachers. Further from the findings it was also revealed that parents do not pay much attention to teachers. The reason may be due to lack of communication between teachers and parents and not holding meetings with parents at a regular interval. According to another finding it was seen that job security is very important for teachers to be motivated and committed to their teaching. One of the factors which play an important role in improving teacher's performance is promotion the finding revealed that majority of the teachers were not happy with the promotion rules and regulations and hence this may hamper or demotivate them from doing their work.

Educational Implications

The findings of this study may be beneficial to all the stakeholders such as the schools itself, management committee, parents, teachers, and most importantly the educational authorities so that they can work for the betterment and improvement of the school environment, working conditions of

teachers who are the backbone as well as nation builder in particular and in general improve the teaching learning process.

Suggestions for further Studies

The study needs to be made on a larger sample which will include all districts of Arunachal Pradesh and number of schools. A comparative study between male and female teachers, between government, government aided and private schools teachers may be taken up, to see their level of motivation and commitment. A similar study for elementary, secondary and higher secondary school teachers may also be taken up and also similar study may be taken in other states of North East and other Region in the Country.

Conclusion

To sum up it may be concluded that majority of the primary teachers are motivated and committed to fulfil their responsibilities and duties towards their students and school. However providing support in the form of improving the infrastructure and overall working conditions can motivate them further which in turn will help in achieving the desired learning outcome of the students. However, the teachers were encouraged to attend training programmes and other short term courses. The finding also revealed that infrastructure plays an important role in making the school a healthy conducive place to work. If good infrastructure is available teachers motivation will increase and if motivation level is high they will be more committed to their work the findings also shows that teachers were given recognition and rewarded for their hard work and contributions towards the class and school as a whole. This may ensure better performance from the teachers. Further from the findings it was also revealed that parents do not pay much attention to teachers. The reason may be due to lack of communication between teachers and parents and not holding meetings with parents at a regular interval. Moreover, according to another finding it was seen that job security is very important for teachers to be motivated and committed to their teaching. One of the factors which play an important role in improving teacher's performance is promotion the finding

revealed that majority of the teachers were not happy with the promotion rules and regulations and hence this may hamper or demotivate them from doing their work.

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