

Motivation Factors of Self-Financing School Teachers towards their Performance

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Abstract

Motivation is base for all success of human being. Motivating a Teacher is equal to investing for good citizen. So studying motivating factors of teachers is a need of the hour. This particular study is aimed to know the various aspects that motivate the teachers. It is one of the features of this study. It has been studied in relation to their performance. It is discussed categories wise such as intrinsic and extrinsic motivations and it affect the performance of the teachers. The study also attempts to know the various means of school management to motivate their teachers to obtain best performance from them. The study provides with the list of intrinsic and extrinsic motivations and also suggestions or recommendations to the school management for better motivating their teachers.

I. INTRODUCTION

Teacher is one who shapes future of students by providing better education. Studying motivating factors of them is the feature of this particular study. Motivating factors of teachers have been studied in relations to their performance. Motivation is a kind of force which activates an individual to act for accomplishment of desired goal. In this study, it is discussed under two categories such as intrinsic and extrinsic motivations that affect their performance. Most of the school management motivates its teachers in various ways to get best performance out of them. The study also attempts to know the motivating factors that are offered by the management. The study was carried out among teachers who have been serving in the private schools.

II. REVIEW OF LITERATURE

Motivation is evolved from a word of 'motivate'. It means to convince the self to proceed for satisfying their needs (Green & Butkus , 1999). Motivation is defined as an inner state that energizes, moves, channels and sustains behavior towards goal (Hanson, 2003). Motivation has set of internal and external forces. It stimulates the speed of doing any work until the objective is met (Draft, 2006). Motivation guides the actions and behaviors of individuals toward achievement of goals (Analoui, 2000). Motivational factors differ from organization to organization (Gay, 2000). In school setting, class room size, Distance to school, availability of learning resources, type of school (Moleni & Ndalama, 2004) and prompt salaries (Ayeni, 2005) are effective motivators. The motivation is classified into two categories. They are intrinsic and extrinsic motivations. Intrinsic motivation is defined as doing an activity for inherently interesting, enjoyable and satisfactions. Extrinsic motivation means whenever an activity is done it is because to attain some separable outcome. Thus the extrinsic motivation is differ from an intrinsic motivation. Extrinsic motivation comes from outside of the individual. Some general extrinsic motivations are rewards like money, awards, grades, compulsion and threat of punishment (Ryan & Deci, 2000). Motivation has strong impact on performance of employee. Tangible assets can motivate the employees and increase their performance (Stolovitch, 2001). It is also not a surprising phenomenon in school level educational institutions. Teachers who are working in the self financing schools have different level of motivations which would relate their performance. Self financing school teacher refers person who is teaching in the school which is not financially supported by government.

III. STATEMENT OF THE PROBLEM

Organizations can retain employees by motivating them through increasing salaries, benefits and rewards. It is also important to note that different employees are motivated differently. It is difficult to point out what exactly motivates employees. This study attempts to know the motivational factors that affect teachers' performance in the self financing schools.

IV. OBJECTIVES OF THE STUDY

- To study the motivational factors of self financing school teachers
- To study the intrinsic motivation
- To study the extrinsic motivation
- To suggest for better performance

V. METHODOLOGY

The study adopted descriptive design and quantitative methods. Questionnaire was used to collect data. The study was carried out in Tirupattur municipality which is located in Vellore district of Tamilnadu. Data were collected from the teachers who are working in the self financing high and higher secondary schools in the said area. During the study, there are eight self financing schools existed. They are seven higher secondary schools

and one high school. Respondents were identified through convenience sampling technique. There were 92 teachers responded to the study.

VI. MAIN FINDINGS

6.1 Overall Motivation

The results show that more than one tenth (15.7%) of the teachers were highly motivated. Less than three fourth (71.3%) of the teachers have moderate level of motivation and only below fifteen percent of teachers had low level motivation. Further analysis is made to know the motivation factors in depth by classification such as intrinsic and extrinsic motivations.

6.2 Intrinsic Motivation

Intrinsic motivation is determined by an interest or enjoyment in the task itself. It is existed within the individual. But it is not depending on any external pressure (Sharma, 2014). Many researchers have found that it is usually associated with high educational achievement and enjoyment by evaluation theory.

People are likely to be intrinsically motivated if they:

- a. Attribute their performance to factors under their own control
- b. Believe they can be effective agents in reaching desired goals
- c. They are interested in mastering a topic, rather than just rote-learning to achieve good grades.

The study analyzed the levels of the intrinsic motivation of the teachers. The results show that more than one third (68.3%) of the respondents has moderate level of intrinsic motivation and more than one tenth (13.3%) of the respondents have high level of intrinsic motivation. Both moderate and high level comes around more than three fourth (81.6%) which contributes for better performance in teaching. In addition, the study discovered that following aspects that contribute to intrinsic motivation in better performance of teaching in schools. Three fourth (74.3%) of the respondents have achieved the goal of an effective teacher to a good extent and one fifth (20.3%) of the respondents have achieved to an excellent level. Three fourth (75.6%) of the respondents are regularly checking their performance with their objectives and controlling their deviations. Majority (93.7%) of the respondents proud to work for the school always. More than four fifth (87.9%) of the respondents proud to be part of the department the school. Majority (94.1%) of the respondents always believe in their performance. More than three fifth (61.7%) of the respondents said that performance is one way to measure one's ability. A little more three fifth (61.2%) of the respondents are satisfied and more than one third (38.2%) of the respondents are highly satisfied with their performance. Vast majority (97.5%) of the respondents love the profession. Two fifth (40.2%) of the respondents seeks for additional responsibility. A little more than two third (68.1%) of the respondents grab the opportunities to refresh themselves to perform better in teaching. A little less

three fourth (84.8%) of the respondents arrive at the office on time and do not leave early. More than two third (70.3%) of the respondents do not encourage gossip. A little more three fourth (76.3%) of the respondents do not blame others and they take responsibility for their mistakes. A little more half of the (51.0%) respondents feel that they can openly talk about their future and ambitions. A little more two fifth (41.7%) of the respondents feel that they can express their opinion without fear of being marginalized or losing favour. One fourth (25.0%) of the respondents never try to avail all possible leaves.

6.3 Extrinsic Motivation

Extrinsic motivation comes from outside of the individual. Self-determination theory proposes that extrinsic motivation can be internalised by the individual, if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs. From the study, It could be understood that one tenth (16%) of the respondents had high level of extrinsic motivation. Three fourth (87%) of the respondents had moderate level of extrinsic motivation. But only fifteen percent of the respondents fall in the low level of extrinsic motivation. Further analysis made to spell out the factor that contributes for the various levels of extrinsic motivation. More than two third (67.9%) of the respondents feel that they are valued by the college. More than half (53.2%) of the respondents are satisfied and more than one third (36.5%) of the respondents are highly satisfied with the ethical standard of the school. Three fourth (75.7%) of the respondents fully understand the objectives of the school in which they work. Less than three fourth (71.3%) of the respondents feel that always the staff have an active role in developing objectives for themselves, their team and the school as a whole. Half (50.0%) of the respondents always get encouragement from their bosses. More than half (55.1%) of the respondents always get support and encouragement from their teammates. More than two third (72.6%) of the respondents do not afraid to make mistakes. They are encouraged to learn from their experiences but the management does not held against them later on. More than half (57.6%) of the respondents are satisfied with the existing reward system. More than half (56%) of the respondents are satisfied with the job security at schools. Half (50.4%) of the respondents could access the management team easily for guidance, grievance, etc., Half (51.3%) of the respondents see the future for them in this school. More than half (53.3%) of the respondents have the opportunity to develop new skills. Less than half (41.3%) of the respondents can exhibit their talents and creativity without difficulties. More than half (51.8%) of the respondents always participate in the trainings to improve their skills and competencies. A little more three fourth (73.3%) of the respondents have reasonable workload. More than three fourth (76.5%) of the respondents expressed that noise and other distractions are minimal in their work place. Three fifth (61.3%) of the respondents are satisfied with the teaching aids of the school.

More than two third (66.4%) of the respondents are satisfied with recreational activities of the school.

6.3 Motivational Factors for better Performance

The study brings out factors that motivate the teachers for better performance. The factors are (i) management staff salary to be raised periodically, (ii) Remuneration and awards for outstanding performance, additional responsibility, activities, etc., (iii) Recognition and appreciation, (iv) Justified freedom and workload, (v) Developmental trainings (Refresher course, Orientation, Workshop, etc.), (vi) Maintaining Good Relationship, (vii) Participatory decision making (viii) Infrastructure, atmosphere, teaching aids, etc., (ix) Recreational activities, (x) Self motivation of the staff, (xi) Evaluation. If the institute works on the above discussed aspects, it can see the growth in the performance of teachers in their schools.

6.4 General Suggestions for Schools

The study received suggestions from the respondents for betterment of the institute. The suggestions are 1) need more team building opportunities, 2) self evaluations by standard indicators, 2) appropriate rewards and recognitions, 3) feedbacks from the staff about management, 4) need library, 5) staff tour can be organized and 6) increase the importance of games and culture.

VII. CONCLUSION

Motivation to perform better is paramount to teacher success. The sources of motivation are complex. The motivation of better performance is personal and comes from within an individual, but can be influenced by external factors. Institutions must keep the principles of motivation at the forefront of all instructional design. The applications of motivation theory are limited only by one's imagination. So considering the outcome of this study, it may help the stakeholders to fulfill their objectives.

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