

An Analysis of Motivational Factors for Teachers in Teaching Profession and Their Impact on Students' Performance

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Abstract

The present study was designed to examine the motivational factors for teachers in teaching profession and their impact on students' performance. The population of the study included 120 Girls primary schools in Peshawar Pakhtunkhwa province of Pakistan and 60(50%) schools were randomly selected as sample. It was concluded from the study that mostly the teachers adopted this profession only to earn more money, fame among students and to enjoy long vacations. The recommendations included that attractive salary packages should be offered to students, practical training should be given and criteria for the selection of teachers should include merit cum seniority.

Keywords: Motivation factors; Teaching profession; Students' performance; Primary schools.

Introduction

Education imparted in the schools is directly concerned with the quality of teachers. A teacher plays very important role in the implementation of all educational reforms. The teacher is just like the yardstick that measures the achievements and aspirations of the nation. "The teacher has to have the energy of the hottest volcano, the memory of an elephant, and the diplomacy of an ambassador".¹ As it is universally accepted that teacher plays important role in teaching learning process. Teachers' motivation directly affects students' interest and academic achievements.

Motivation

Motivation is one of the most important factor affecting human behaviour and performance by energizing it and giving direction towards the desired goals. It is the inner urge or effort made by individuals to achieve their target and satisfy individual's needs.² It

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usually includes achievement, advancement, autonomy, personal growth and responsibility.

Motivational factors

Motivating factors are the factors related to the intrinsic nature of the work. Recently many questions like “What is motivation, “Why teachers’ motivation is important” What are the motivational factors that attract teachers towards teaching profession”? Whether they join this profession by their own choice or there is some other factors that make them bound to pursue this profession.

It is presumed that those who work as teachers are not economically sound as the member in the other professions. The question that remains to be answered is that instead of having charms in the other professions what are the factors which lead to adopt teaching profession? This research undertook to answer these questions.

Statement of the problem

The study was designed to identify the motivational factors responsible for selecting teaching profession and also exploring its impact on teachers’ performance in primary schools of Khyber Pakhtunkhwa province of Pakistan.

Objectives of the study

- i). To identify the factors responsible in the selection of teaching profession by the teachers at primary level.
- ii). To know about the impact of these factors on teachers performance.
- iii). To investigate whether motivational factors of teachers affect students’ achievements.
- iv). To suggest implementable suggestions for improving the current situation.

Significance of the study

The study would be helpful to identify the motivational factors responsible for selecting teacher profession by the teachers. The identification of these factors will help remove flaws in teaching profession. The outcome of the study will suggest certain means for policy makers and administrators to overview the criteria of selection of teachers and to develop strategy as how to attract competent people towards teaching profession.

Limitation of the study

Due to limited time and resources, the study was delimited only to Government Girls Primary Schools of Peshawar, Khyber Pakhtunkhwa province of Pakistan. Boys Government Schools and private sector schools were not included in the purview of the study.

Review of Literature

Manuel and Hughes documented that the quest for personal fulfillment the opportunity to continue meaningful engagement, to teach the subject of their own and to desire to work with young people in order to make difference in their lives as fundamental reasons for people to choose teaching.³

Alama & Farid documented that mostly the teachers were not satisfied with their social status. They want that government should facilitate them more and they should be rewarded and incentives should be given to them on showing good results students should be held responsible for not showing good results. He identified the following factors affecting motivation of teachers which included income status; teachers' respect; self-confidence and, last but not the least, incentives and rewards on showing good performance.⁴

According to Brumback school first priority is to improve students' performance. Research had shown that significant differences existed between teachers with high job satisfaction and those taught by teachers' with low job satisfaction. He also found that teachers' with high job satisfaction showed high scores as compared to the teachers' having low job satisfaction. Strong relationship had been found between teachers' job recognition and students' academic performance.⁵

Maehr concluded that school improvement efforts was mostly concerned with the interest and need of teachers. He found that if the teachers' were highly motivated towards their profession, then their results would also be high. As it is accepted fact that performance and motivation are the sides of the same coin.⁶

Lortie cited that teachers were motivated when they observed students desired results.⁷ The same aspect was also observed by Menlo and Low studied that teachers were mostly excited when students did well and when they understood what was taught.⁸

Wilby documented that teachers' showed good results if they had been given due respect, involved in school-based

decision, provided with conducive environment for teaching and encouraged for their good performance.⁹

Ball suggested that school administrators should work on how the teachers' would be motivated. It needs a lot of planning but once it was identified, practical steps should be taken in order to motivate teachers so that their performance may be improved well.¹⁰

National Institute of Education identified different factors which become source of motivation to teachers. Teachers were mostly motivated when students did well in their studies; some of them were motivated because of religious affiliation, high social status and support of principals.¹¹

However, Hellsten & Prytula conducted research with 279 beginning teachers explored that teaching attracts people because it provide opportunity to work with the children and to teach their favourite subject, salary and benefits, teaching as alternative option, inspiration from their own teachers and significant others as role model teachers and as a good match for interest and skills.¹²

Akinjide & Sehide concluded that mostly students adopt teaching profession as their career because they are very much impressed by attractive appearance of their teachers, their strong communication skills and quality of teaching. He further stated that we need to re-examine teaching strategies and methodologies as a profession that will further attract the interest of people.¹³

Rice, LaVergne & Gartin conducted a study for examining what are the major indicators for teachers to continue the teaching profession and also discontinue it.¹⁴ They concluded that highly motivated students and having good classroom and laboratory conditions were the top motivational factors for teachers to remain in job and the top de-motivational factors were a lack of student motivation and their discipline problems in classrooms and laboratories.

A Study conducted by Ozturk Akar explored that the social and personal utility value and prior teaching and learning experiences, working with adolescents and making a social contribution were the highly rated factors for choosing teaching as a career.¹⁵ Different researchers identified different factors responsible for selecting teaching as a profession. A recent study by Sinclair held following factors responsible for becoming a teacher:

- A desire to work with young ones;
- A desire to make difference in student life;
- Teaching as a call from inside;

- A love to teach favourite subject;
- The influence of significant others;
- The nature of work the benefits of being teacher;
- A wish for career change;
- Easy access to teaching profession; and
- The social status that accompanies teaching.¹⁶

Williams & Forgasz reported that people chose teaching profession just primarily for altruistic or intrinsic reasons rather than for extrinsic rewards such as pay, status, career opportunities or working conditions.¹⁷ Whereas Porter, Bigiey & Steers reported that three things were essential for human's motivation which included: what energizes human behavior, directed that behavior and how this behavior is maintained.¹⁸

Methodology

The study was descriptive in nature and used meta-analysis design. The population of the study included 120 primary school teachers in Peshawar city, Khyber Pakhtunkhwa. The sample included 60 (50%) primary teachers by using Likert's five point scale. The primary data were collected from teachers while secondary data were collected from office record, documents and review of literature.

Data collection

The study used both qualitative and quantitative technique of research. The researcher visited all the schools personally and administered all the questionnaires among respondents.

Data analysis

The data obtained were tabulated and analyzed by using statistical technique such as mean score. On the basis of analysis and interpretation of data, conclusions were drawn and recommendations were made.

Results and Discussion

Table.1: Responses of Teachers (60)

S.No.	Statements: I adopted teaching profession because	SA	A	UD	DA	SDA	Total	M. Score

1.	I want to have an experience & joy of making difference in students' life.	29	25	2	0	4	60	4
2.	This is an easy profession	18	15	1	14	12	60	2
3.	Due to my parents pressure	7	8	6	27	12	60	2
4.	Due to unavailability of any other attractive job	8	17	6	17	12	60	4
5.	Of the suggestion of my friends	5	5	5	28	17	60	4
6.	To gain experience of teaching to variety of students	21	33	2	3	1	60	4
7.	To learn better by teaching	39	18	3	0	0	60	4
8.	To become more energetic, having new spirit and excitement to teach everyday.	20	27	7	2	4	60	3
9.	To gain high level of autonomous and creativity.	22	25	6	5	2	60	3
10.	To earn reputation with the help of pupils	4	25	12	12	7	60	2
11.	Able to spend more time with family	9	12	14	20	5	60	3
12.	In order to gain social prestige	6	37	5	9	3	60	3
13.	Of religious affiliation	18	33	4	4	1	60	4
14.	To earn money by mean of private tuitions	3	8	9	18	22	60	2

	and books							
15.	Teeling pleasure working with children	14	30	7	6	3	60	3
16.	There are long vacations every year	17	22	4	9	8	60	3
17.	Provides opportunity to continue one's studies	14	38	4	3	1	60	4
18.	Could afford the expenses of studies	1	28	13	13	5	60	3
19.	To prepare young generation to play their roles effectively in the national development of the country	32	19	0	0	9	60	4
20.	It is based upon principle of honesty.	28	22	1	3	6	60	4
21.	Influenced by your own teachers' help, encouragement and assistance	14	32	8	3	3	60	3

The data in table revealed that out of 60 respondents 29 strongly agreed to the statement that they joined teaching profession because they wanted to have an experience and joy of making difference in students' life. Another 18 respondents are strongly agreed that they adopted this job because this was an easy profession. Thus 27 respondents disagreed that they did not join this profession due to their parents' pressure. The data further transpired that 17 respondents disagreed that they did not join this profession due to unavailability of other attractive job. Moreover, 28 respondents disagreed that they did not join this job because of their friends' suggestions. Majority i.e. 33 respondents agreed that they joined this profession in order to gain experience of teaching to variety of students and because of religious affiliation. 39 respondents strongly agreed that they joined this service because

they wanted to learn better by teaching. While 27 respondents agreed that they joined this profession to become more energetic and having new spirit and excitement to teach every day. Another, 25 respondents agreed that they accepted this job to gain high level of autonomous and creativity and to earn reputation with the help of pupils. 20 respondents disagreed that they did not join this profession because they wanted to spend more time with their family. 37 respondents agreed that they like this profession in order to gain social prestige. 22 respondents strongly disagreed that they did not adopt this profession to earn money. 30 respondents agreed that they adopt this profession because they feel pleasure working with children. 22 agreed that they had long vacations and 38 agreed that they joined this job because they could afford the expenses of their studies. 32 respondents strongly agreed that they join this job in order to prepare young generation to play their role effectively in the national development of the country whereas 32 agreed that their teachers' help and assistance inspired them to adopt this noble profession.

Conclusion

The following conclusions were drawn from the study:

- It was concluded that majority of the respondents joined this profession because they wanted to gain new experience, feel pleasure to teach children, because of religious affiliation. And think that they can learn better and receive new spirit and excitement to teach every day.
- Some of the teachers respond that they have chosen teaching profession because they want to earn money in the form of salary and tuition and respect. They also enjoy number of holidays.
- It was concluded that majority of the teachers were accidental. When they did not get better chance in other profession they thought it is better to serve the nation.
- Majority of the teachers adopted this profession because of religious affiliation and keeping in view that it is a prophet hood profession.
- It was concluded that teacher becomes life time learner. He opens new paths of knowledge by changing the trends and technologies to meet the regional, national and international challenges.

- It was also concluded that teachers want to inculcate Islamic values and norms and truthfulness honesty and sincerity in the young generation.

Recommendations

The following recommendations were made in the study:

- Mostly the talented people do not want to join the teaching profession because of unattractive salary packages and low status in society. These two things should be removed, and then the talented people will definitely join this profession.
- Proper and sufficient instructional facilities should be provided to the teachers for better teaching- learning process.
- There should be proper interaction and relationship between the community and schools.
- Unwarranted political involvement in the selection and transfer of teachers and school affairs should be totally banned.
- In order to check the performance of teachers from their schools, the monitoring and supervisory system should be made effective.
- Proper transport facilities should be provided to teachers and the needed professional and administrative support should also be available to them.
- There should be balance between teacher student ratio and the strength of teachers as it contributes a major role in students' performance.
- In order to get the commitment of teachers to teaching, teacher training programmes should be improved and restructured.
- Incentives should be provided to teachers based on their performance and result. It will also be example for other teachers and they will follow good teaching practices.
- Frequent visits and inspection by EDO should be made after short intervals and teachers should be answerable to education officers for their performance.
- Aptitude test should be designed for the teachers and that these tests should be conducted at the time of selection of teachers.
- To bring improvement in teaching skills of teachers' different workshops as well as refresher courses should be arranged for them. It will update the teachers in the

contents of the related subjects as well as in the area of teaching skills.

- Practical training should be the part of teacher-training programme in which teacher should be taught how to use new electronic technologies in order to make the lesson interesting for students.
- 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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