FACTOR AFFECTING TEACHER MOTIVATION AT SECONDARY SCHOOL LEVEL IN KOHAT CITY

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Abstract

In this research study, the authors were to examine the factors affecting motivational level of teachers at secondary school level in Kohat city. Motivation is defined as internal states that stimulate, express and sustain behaviour a certain period of time. Definitions of motivation vary greatly partly due to the complexity of concept and partly because many authors tend to define motivation in terms of specific disciplines theories. However, motivation is one of the most important components of learning. It holds a pivotal role in the teaching learning process. The main objective of the study was to identify the factors affecting the motivation of teacher at secondary level. The nature of this study was descriptive cum survey type. Population of this study were included of the following all the teachers of the government secondary schools of Kohat city. For choosing the sample from this population, random sampling type was used. The sample of 4 male and 4 female secondary level schools were taken for the purpose of research and 40 teachers were selected for the study. A questionnaire was used as research instrument for collection of data. The data obtained were tabulated and analyzed by using statistical techniques of mean and standard deviation. On the basis of analysis it was concluded that rewards and incentives, self-confidence, economic status of teacher and financial incentive more affect the performance of teachers, while socio-status of the teacher, examination stress and teaching as first Choice of the teacher less affect the performance of teachers. Therefore, it is recommended that handsome salary package enhance the teacher performance so that the salary must be competitive to other government...
department, provision of attractive salary package for yearly based revised and first step should be taken by district education office to understand the teacher problem and satisfaction level.

**Key words:** Motivation, Motivation factor, Teacher, Secondary level

1. **Introduction**

   It is a general tendency to believe that motivation is a personal trait. Some people have it and the others don’t. In practice, some are labeled to be lazy because they do not display an outward sign of motivation. However, individuals differ in their basic motivational drives. It also depends upon their areas of interest. The concept of motivation is situational and its level varies between different individuals and at different times. If the people understand what motivates people, the people have at your command the most powerful tool for dealing with them.

   Motivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person’s perceptions and needs (Ricks et al; 1995). The term motivation derives from the Latin word movers, “to move”. It is virtually impossible to determine a person’s motivation until that person behaviour or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal - directed activity (Mifflin, 1995).

   Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward. Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment (Cook, 1991).

   There are many factors that determine people's behaviour to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on.

   People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Our behaviour is not always. Human motivation then, is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives.

1.1 **Statement of the Problem**

   The main purpose of this study was to find out the factors affect the motivation of teacher at secondary level school in Kohat city.
1.2 Objectives of the Study
The study was based on the following objectives:

(i) To identify the factors affecting teacher motivation at secondary level.
(ii) To find out mean score of factors affecting teacher motivation at secondary level.

1.3 Significance of the Study

The study would be helpful to identify the Factor affecting teacher motivation at secondary school level in Kohat city. This study would focus on effectiveness of Secondary education. Moreover this research detailed on studying the motivational ability of teachers. Teachers is one of the great asset in our educational institutions specially at elementary and secondary level.

1.4 Delimitation of the Study

Due to limited time and resources, the study was delimited to Government secondary schools of District Kohat. The institutions in private sector were not being included in the sample.

2. Review of Literature

Motivation is one of the constructs psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is an elusive concept including both the directing and energizing of behaviour. While controlling people’s behaviour can produce quick and dramatic results, the desired behaviour tends to vanish when external controls fade away. Motivation is the process of arousing, directing and maintaining behavior towards a goal. The act of arousing is related to the desire and vigor to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met (Greenberg 1999).

Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of that behaviour. They make effective contributions at work because of strongly developed feelings of behavioural commitment. They must acknowledge that their efforts are required to further both the need of the organization and their own interests. In other words motivation is a
management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour (Tolman, 1958).

According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. The exceptional leader realizes it is his/her responsibility to provide a highly motivating environment for employees.

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Motivation is a feeling of interest that makes you want to do something, a reason for doing something or behaving in a certain way. Motivation comes from within, so it is up to each individual to motivate him/herself (Korman, 1974).

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the college. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is very important too strong in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for college improvement (Kerlinger, 1993).
3. Methods and Procedure

This is a survey type of research designed to obtain suitable and information concerning the current status of the problem. General conclusions are drawn about the actual facts.

3.1 Population:

The Study was descriptive cum survey in nature. All the government teachers of secondary schools of boys and girls of the District Kohat constituted population of the study.

3.2 Delimitation of the Study

This study was delimited to the following:
(a) Four male secondary schools of Kohat city.
(b) Four female secondary schools of Kohat city.

3.3 Sample:

The sample of this study consisted of eight secondary schools of the District Kohat. It is further included 40 teachers were selected randomly from 8 secondary schools 4 male and 4 female as a sample out of which 20 were male teachers and 20 were female teachers.

3.4 Research Instruments:

Questionnaires were used as a research instruments. One questionnaire was prepared for teachers of secondary schools of the District Kohat. The questionnaires were developed on the format of closed ended questions which covered all the aspects of teacher related factor such as reward and incentive at secondary schools level.

3.5 Data Collection:

Data from the field was collected through questionnaires. The researcher administered the questionnaires personally. The researcher visited the schools mentioned in the sample for obtaining the opinions of the teachers of the at secondary schools level in the District Kohat.
3.6 **Data Analysis:**

The data obtained were tabulated and analyzed by using statistical techniques like mean and standard deviation. On the basis of analysis and interpretation of data, conclusions were drawn and recommendations were made.

4. **Results and Discussion**

Table 1 indicates that the overall mean scores of motivational factors regarding teacher motivation level, ability and their interest and spirit. The above table elaborate their result through means score of each factors among eight different motivation factors. However, the highest mean score was on the factor of reward and incentives (2.82); the second highest mean score was on the factor of self confidence (2.65), followed by apprehension and anxiety in classroom (2.57), Economic - status of the teacher (2.55), relationship of teacher with their colleagues (2.45), socio- status of the teacher and examination stress both (2.38); and the low mean score was on the factor of teaching as first choice (2.15)

<table>
<thead>
<tr>
<th>Scores about Factors regarding Motivation</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching as First Choice</td>
<td>40</td>
<td>2.15</td>
<td>.580</td>
</tr>
<tr>
<td>Socio- Status of the Teacher</td>
<td>40</td>
<td>2.38</td>
<td>.705</td>
</tr>
<tr>
<td>Economic - Status of the Teacher</td>
<td>40</td>
<td>2.55</td>
<td>.714</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>40</td>
<td>2.65</td>
<td>.622</td>
</tr>
<tr>
<td>Apprehension and Anxiety in Classroom</td>
<td>40</td>
<td>2.57</td>
<td>.594</td>
</tr>
<tr>
<td>Relationship of Teacher with their Colleagues</td>
<td>40</td>
<td>2.45</td>
<td>.597</td>
</tr>
<tr>
<td>Examination Stress</td>
<td>40</td>
<td>2.38</td>
<td>.628</td>
</tr>
<tr>
<td>Rewards and Incentives</td>
<td>40</td>
<td>2.82</td>
<td>.385</td>
</tr>
</tbody>
</table>

From the results in Table 1, it was concluded that teachers perceived that their motivational level teachers were more affect the performance of teachers on the aspect of rewards and incentives, self confidence and economic status of teacher while less affect the performance of teachers on the factors of socio- status of the teacher, examination stress and teaching as first Choice
5. Conclusion

The study found that motivational factor could clearly identify the performance level of the person. Performance can be very good when a person performed their responsibilities. In fact motivated teachers show their performance very high and fulfill their responsibilities adequately. In this way educational institutions achieve good standards. It means that responsibilities of the teachers are essential factors in the instructional programme for the teacher’s performance.

The majority of the teachers view that the motivational factors like rewards and incentives, self confidence and economic status of teacher more affect the performance of teachers. The study results show that the majority of the teachers view that motivational factors like good relationships with their colleague, feedback on academic performance, and financial incentive also affect the motivational level of teachers.

The study results express that the majority of the teachers view that motivational factors like socio-status of the teacher, examination stress and teaching as first Choice less affect the performance of teachers.

6. Recommendations

It was found that motivated teachers perceive that they will fulfill their responsibilities by exerting maximally. Therefore, it is recommended that motivation techniques may be included in detail in training courses of teachers and a special training course may be arranged for educational managers, administrators and supervisors to use motivation techniques appropriately to achieve competency.

It was found that economic status and financial incentive of teacher more affect the performance of teachers. Therefore, it is recommended that to enhance the teacher performance it is vital that the salary must be competitive to other government department, for this a yearly based survey should be taken by district education office to understand the teacher problem and satisfaction level.
References


