



TEACHERS' PERCEPTION OF THE ROLE OF
SCHOOL ADMINISTRATORS IN MOTIVATING
THE AIDED HIGH SCHOOL TEACHERS: A CASE
STUDY OF MALAPPURAM EDUCATIONAL
DISTRICT, INDIA

BY

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ABSTRACT

Teacher motivation is one of the major issues in education by and large, and in educational leadership and practices specifically. A variety of factors are being considered as motives for the teachers, with which the administrators are supposed to recognize and acknowledge their role as teacher motivators. This study investigated the perceptions of the aided high school teachers of Malppuram Educational District, India, on the role of their school administrators in motivating them. The questionnaires pertaining to different motivational dimensions including job satisfaction, career progression, welfare and instruction-related matters were distributed to the teachers of ten aided high schools in the district, which were selected purposively. The statistical techniques which included descriptive statistics, independent sample t-test, ANOVA, correlation, and multiple regression analysis were used to analyze the data. The demographic information, the motivation level, differences among gender and other selected demographic variables in terms of job satisfaction level, the relationship between the job satisfaction level and motivational aspects, and the predictive ability of the variables on job satisfaction were found and analyzed respectively. From 206 questionnaires which were given back to the researcher, it was found that the level of motivation received by the teachers was low and their job satisfaction was moderate. Only two age groups, Group 1 and Group 6, differed in their job satisfaction level while there were no significant statistical differences among any other selected variables namely, gender and academic qualifications. The result showed that there was a significant relationship between the job satisfaction of the teachers and their perceived level of motivation received from the authority. Among the aforementioned three aspects of motivation, the instructional field was the largest contributor to teachers' job satisfaction followed by the welfare and career progression aspects. The findings suggest that the District level school administrators, as well as the state Ministry of Education should make improvement in realizing their role as teacher motivators at least in the three dimensions on which this study focused on.

ملخص البحث

دافعية المعلم هي واحدة من القضايا الرئيسية في التعليم إلى حد كبير و القيادة التربوية والممارسات على وجه التحديد. وقد اعتبر أن هناك مجموعة متنوعة من العوامل مثل دوافع المعلمين في المدرسة، والتي من المفترض أن يعترف مدرء المدارس بجورهم في تحفيز المعلم. وهذه الدراسة بحثت تصورات معلمي المدارس الثانوية المدعومة من الحكومة في منطقة مالابورام التعليمية في الهند، تجاه دور مديري المدارس في تحفيز المعلمين. وقد تم توزيع استبيان يتضمن أبعاداً تحفيزية مختلفة بما في ذلك الرضا الوظيفي، والتقدم الوظيفي، والرعاية الاجتماعية والمسائل والتعليمات ذات الصلة لمعلمي عشرة مدارس في المنطقة، التي تم اختيارها بشكل مقصود. استخدمت التقنيات الإحصائية بما في ذلك الإحصاء الوصفي، اختبارات للمجموعات المستقلة، ANOVA، والارتباط، وتحليل الانحدار المتعدد لتحليل البيانات الكمية من خلال إيجاد المعلومات الديموغرافية، ومستوى الدافعية، والإختلافات بين الجنسين و المتغيرات الديموغرافية الأخرى المحددة من حيث مستوى الرضا الوظيفي، والعلاقة بين مستوى الرضا الوظيفي والجوانب التحفيزية، والقدرة التنبؤية للمتغيرات على الرضا الوظيفي على التوالي. وأظهرت النتائج المحصلة من ٢٠٦ معلماً أن مستوى الدافعية التي تلقاها المعلمين كانت منخفضة ورضاهم الوظيفي كان معتدلاً. ووجد هناك مجموعتين اثنتين فقط من الفئات العمرية والتي تمثلت في المجموعة الأولى والمجموعة السادسة لديها اختلاف في مستويات الرضا الوظيفي في حين لم تكن هناك فروق ذات دلالة إحصائية بين أي متغيرات أخرى منتقاة وهي الجنس والمؤهلات الأكاديمية. وأظهرت النتيجة أن هناك علاقة ذات دلالة إحصائية بين الرضا الوظيفي للمعلمين ومستوى إدراكهم للتحفيز التي يوفره المدراء. ومن بين الثلاثة جوانب سالفة الذكر من الدافعية، فقط كان المجال التعليمي أكبر مساهم في الرضا الوظيفي للمعلمين، تليه الرفاهية وجوانب التقدم الوظيفي. وتشير النتائج إلى أنه يجب على مديري المدارس و وزارة التربية والتعليم في المنطقة أن تقوم بتحسين فوري في تحقيق دورها لتحفيز المعلمين على الأقل في الأبعاد الثلاثة التي تم التركيز عليها في هذه الدراسة.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion it conformed to acceptable standard of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Master of Education (Educational Administration).

.....
Mohd Burhan Ibrahim
Supervisor

I certify that I have read this study and that in my opinion it conformed to acceptable standard of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Master of Education (Educational Administration).

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Rosnani Hashim
Dean, Institute of Education

DECLARATION

I hereby declare that the findings of this study are the product of my research effort. I also declare that it has not been previously or concurrently submitted as a whole for any other degree at IIUM or any other institution.

Jafar Paramboor

Signature.....

Date.....

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This research work is dedicated to my dear and beloved mother Fathimah Zuhrah and father Yusuf Paramboor, as well as my four grandparents who have loved and cared for me generously and tremendously, and supported every effort I have taken in my life. May Allah bless and reward them abundantly.

My dedication also goes to all my teachers from early years of my education until now, who paved me the way to know and realize 'what' I am as a Muslim, and supported me disregarding my mistakes. May Allah shower his blessings upon them.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Motivation, among all other ingredients of job satisfaction for the staffs in any organization, is one of the important factors by which the organization can be creative and productive in terms of its effectiveness. Along with personality, attitudes, and learning, motivation is an important element related to behavior (Adeyinka, Ayeni, & Popoola, 2007). It is defined as an entity that makes us do or not do something (Broussard & Garrison, 2004). Motivation can be enhanced by many aspects of organizational life: organizational commitment, the behavioural aspects of people in an organization, their personal characteristics and how they perform their work. It is strongly related to several parts of the academic life of the individual, like teaching and learning process, critical thinking, work force and organizational communication among the community as the members of the educational institutions would be more interested in giving whatever they ought to give during their career (Lai, 2011). It is not inappropriate to say that by being motivated by the others, one can be entrusted with different types of challenging tasks, while emphasizing personal behaviour. The behaviour of the person plays an important role in being motivated by the others, whether it may be it from someone in authority or not.

The case of motivation in an educational organization is like all other institutions in terms of its importance and inevitability to the human being as the nature of a person is a condition needed for the motives that would make him active at

work. Regarding educational institutions, it is necessary for the students and the staff (teachers) to be motivated according to their needs during their career. This is because motivation includes something related to the beliefs, perceptions, values, interests, and actions that overlap with each other (Emily, 2011). The teachers are to be considered by the school administrators in a proper manner, in order to enhance their quality of teaching, by both intrinsic and extrinsic means of motivation. If the teachers, like all other professionals in every organization, are given adequate motivation by their leaders, including the authorities of educational organizations, it will definitely affect the academic achievement of the students (Davis & Wilson, 2000). Students are considered as the most important group of professionals in every region and time theoretically, even though in reality they are neglected by many ways practically (Jekayinfa & Yusuf, 2004).

It is a matter of fact that many of the teachers are not satisfied with their career due to the lack of the motivation which they expect from the school authority. According to Bishey (1996) it is always a disturbing fact being the teachers are found to be dissatisfied with their job, without any motivation from others in the organization. This is a big issue prevalent in almost every country, especially in developing countries (Belle, 2007). Teachers have to get sufficient level of academic support in order for them to develop mentally and prepare for their classes with quality and being in a mental state to deliver good instruction. Otherwise it is very difficult to measure the future challenges related to the environment and the outcome of the educational institutions.

Therefore it is inevitable to know whether or not this group of people are getting motivation from the authority and what is useful for making them come ‘alive’

and active participants during their teaching career. Researchers have been trying to clarify the relationship between the teacher motivation and academic achievement of the students in the educational institutions as some of them (Halpin & Croft, 1963) found that the teacher should be motivated in order to increase the academic achievement of the students, while some others (Steven & White, 1987) have concluded that it is not necessary. Some of the researchers found that one factor which is critical to improve the academic achievement of students is the motivation of the teachers given by the school principals (Rowan, Chiang & Miller, 1997). In short, all of them emphasize that more studies have to be conducted on teacher motivation given by the school administrators, and the role of the latter in motivating teachers.

1.2 STATEMENT OF THE PROBLEM

In India, the teacher motivation is always a national issue (Ramachandran, Pal, Jain, Shekhar & Sharma, 2005) being both the politicians and school administrators have recently realized and admitted that the motivation of teachers is a serious problem. As mentioned earlier, teacher motivation by school administrators is a cardinal aspect of academic life related to both the teachers and the students. The role of school administrators become relevant in different situations of teachers' career and teacher motivation is crucial to professional wellbeing and academic capability and performance at any phase of a teaching career.

The root of the problem related to a lack of responsibility and poor teacher motivation lies in adverse effects caused by the educational system itself. "Therefore to bring about a change to an educational system, improvements to teacher motivation are essential" (Arumugaswami, 2012). The current educational system of India shows

serious decline and the problem is compounded by the presence of political and communal issues that are prevalent in the country. Interference with schools and educational institutions is prevalent in India; it is a common practice that the dominant political party often appoint teachers, administrators, and officers who are close to party members. Sometimes, they even look into the caste and race of the candidate who is going to be in authority. (Ramachandran et. al., 2005).

It is clear that because of the critical condition schools are faced with, the motivation by the school administrators to teachers has become admittedly a critical area of serious concern. As a matter of fact, whenever the teachers are neglected by the school authority, by not receiving adequate intrinsic and extrinsic motivation, the teachers' approach and accountability towards their children in the classrooms- and this may have repercussions outside school community, especially on parents- and the quality of education, decline significantly. To make the things worse, some teachers at primary, secondary and high school levels are even forced to leave their job due to internal and external environmental cause. There are teachers who do not get a proper salary. So this becomes an issue of confidence, faith and trust of teachers towards school administrators and the educational system in India. Yet there is a lack of research on the topic even though a variety of educational reformations has been initiated in the country (p.4). Moreover, although there are a few studies on teacher motivation such as the ones conducted in the context of different districts of India like Kanyakumari, Madhurai, Thirunalveli (Tamilnadu, 2012), Tonk (Rajasthan, 2005), to my best of understanding there is not a single study conducted in the aided high schools of the Malappuram Educational district (Kerala) concentrating on the role of

the school administrators as motivators of teachers, as perceived by the teachers, which constitutes the subject of this present study .

1.2 OBJECTIVES OF THE STUDY

The purpose of this study is:

1. To investigate the extent to which the school administrators play their role as teachers' motivators in the areas of career progression, welfare and instructional related matters, as perceived by teachers, in the aided high schools of Malappuram Educational District, India.
2. To identify the current job satisfaction level of the teachers in these schools.
3. To investigate the significant differences in the perceived level of motivation received by the teachers based on selected demographic variables (gender, age, and academic qualification).
4. To examine the relationship between teacher's job satisfaction and their perceptions on the motivation received from the school administrators.
5. To investigate the predictive ability of the teachers' perceptions of the motivation received on their job satisfaction.

1.3 RESEARCH QUESTIONS

1. What is the level of motivation received in the areas of career progression, welfare, and instructional related matters from the school administrators as perceived by teachers in the aided high schools of Malappuram Educational District, India?

2. What is the current job satisfaction level of the teachers in these schools?
3. Are there any significant differences in the perceived level of motivation received by the teachers based on selected demographic variables (gender, age, and academic qualification)?
4. Is there a significant relationship between teacher's job satisfaction and their perceptions of the motivation received from the school administrators?
5. What is the predictive ability of the teachers' perceptions of the motivation received on their job satisfaction?

1.5 SIGNIFICANCE OF THE STUDY

The present study is about the teacher motivation by school administrators of the Malappuram Educational district, India. This study is significant in terms of three key factors: Firstly it would enhance the current level of understanding of teacher motivation as influenced by the school administrators in the Malappuram educational district, India, and the teachers' perceptions regarding the matter. The role of school administrators as motivators of their own teaching staff has to highlight the unique context of the educational system of India and this study can serve potentially as researched feedback to school administrators to become more accountable, sensitive and aware of their teachers' needs for motivation and to fulfil such needs.

Secondly, the study would also make school teachers more aware among themselves about their own motivation needs and issues related to motivation in at least the schools which the study will be focusing on. The researcher believes that it is the right of the teachers to get proper motivational factors from their administrators

and the study would serve as essential data for enhancing awareness of both teachers and administrators about the crucial need for motivating teaching staff in a school.

Thirdly, the present study would serve as an intrinsic motivation to the State Ministry of Education to increase the productivity of school administrators by making them aware of motivation to be given by them with a support from the ministry level. In addition, the study represents an increase in research-derived knowledge about the perceived teacher motivation given by school administrators in the context of India.

1.6 LIMITATIONS OF THE STUDY

Although the study is a product of painstaking and rigorous effort, the researcher acknowledges that there are certain limitations of this study because it concentrates only on one educational district, Malappuram, situated in Kerala, India. It will definitely be a huge task if the researcher intends to look into all other educational districts of Kerala. Moreover, the researcher only confined this research to studying the aided high school teachers of the aforementioned educational district as the target sample of the study. In other words, the primary and secondary teachers of the districts as well as the government and unaided high school teachers are not included in the present study as it is impossible to expand the research to all of them due to the constraints of time. Therefore the generalization of the present study is limited to only the aided high school teachers of the Malappuram Educational District.

1.7 DEFINITION OF TERMS

Teacher motivation: In the present study the term refers to the attitudes, values, and perceptions surrounding the work and the work environment of teachers consisting of intrinsic, extrinsic and efficacy beliefs (Farmer, 2010).

School administrators: It refers to the administrative authority of the schools including the principal, vice principal, and manager.

Educational district: This is a categorization of the schools according to their geographical back ground. It can also be introduced as the special-purpose or educational-purpose district.

Aided high schools: It means the private high schools (with the standard of IX and X) which are recognized by and are receiving aid from the Government, but, shall not include educational institutions which receive grants under article 337 of the Constitution of India, except in so far as they are receiving aid in excess of the grants to which they are so entitled (Kerala Education Act, 1958).

1.8 SUMMARY

The present chapter outlined the introductory part of the whole research on the role of school administrators in motivating the aided high schools of Malappuram Educational District. It covered the background of study, highlighting the key dimensions of motivation in the field of education and other fields as well, and statement of problem. The chapter presented five objectives and research questions as well as the significance of the study which explicated the importance of the research in a particular context. The last part of this chapter portrayed how the study is limited to certain aspects and it concluded by defining the operational terms of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents some of the available literature about the motivation, theories and related studies conducted in various contexts. Firstly, some of the previous studies and main theories related to motivation are outlined, among which are Maslow's theory of needs hierarchy, Alderfer's theory, the theory found by Herzberg, the acquired need theory by McClelland, McGrgorge's motivation theory, Vroom's expectancy theory and Feather's achievement motivation theory. Consequently the chapter moves towards highlighting some studies specifically focused on teacher motivation.

The concept of motivation is prevalent in every institution, organizations, companies and disciplines, as each of these firms try to be productive and effective. To motivate others, is usually the responsibility of leaders and those who hold the authority in any kind of organization. To be motivated by the superiors and peers is in fact an expectation of the workers in an organization. There are other aspects of motivation which can raise productivity and performance of staff. Motivation can come in other forms, not necessarily from the influence of others. Put it simply, the authority can give them motivation by many ways. But they might not be in that condition which need motivation from others. Here the issue of knowing the job and its related aspects arises (Christensen, Horn, Curtis and Johnson, 2010). That is to say, even in the case, where an employee is not motivated directly by a superior, job

proficiency can be a source of strong motivation. On the contrary, if the person is not motivated by the job itself, this can undermine confidence and overall motivation.

There is much literature which describes the definitions and characteristics of motivation. Motivation by and large is something that forces us to do something or not do it. By providing motivation a superior or administrator can, generally speaking, achieve performance goals in relation to the business or profession. The employee or person who is not motivated becomes problematic as a staff member and compliance with professional goals become difficult as productivity declines and no amount of force will deliver sustainable results. That is why the concept of motivation is defined as “the attribute that moves us to do or not to do something” by Gredler et.al. (2004). The concept of motivating others is prevalent in any organization including business, and educational institutions throughout the world. A firm cannot move forward unless there is significant motivation by management and administrative body as far as the work is concerned.

2.2 PREVIOUS STUDIES AND THEORIES OF MOTIVATION

Psychologists have studied about motivational factors which affect the people in various contexts and they have come up with different types of theories. These are described in several management books (see for example, Shanks, n.d.; Graham, et. al., 1996; Bush, 2003; Hoy & Miskell, 2005). This chapter will be describing some of the popular motivational theories that are usually applied in various academic and non-academic fields.

2.2.1 Maslow and His Theory of Needs Hierarchy

Regarding theories of motivation, Maslow (1954) has made an important contribution to the area of administration as 'The Hierarchy of Needs' goes to his account. This hierarchy has a progression from the lowest level of human needs to the upper level describing that the person needs different kinds of motivation in different contexts. A human being has to get the motivation he/she needs and then only would that person be able to move forward getting sufficient motivation to perform well in the career. The hierarchy goes as follows: physiological needs, safety needs, belongings needs, esteem needs, and self actualization needs. The first level of needs i.e. physiological needs refer to the physical needs of the human being including food, water, sexual needs, and other body-related needs. The safety needs are connected with the environment of the human in which a safe home, work place, shelter, health, money and related entities are included. As for the third level of needs i.e. the belonging needs, it is linked with the social aspect of the human as he is always in need of social contact and interaction, the supportive environment from the colleagues, friends, and other beloved ones. The esteem needs relate more to the status of the person. A person needs recognition from others by any means. The uppermost level of needs according to Maslow is self-actualization needs which include personal growth and achievement, as well as the desire for some kinds of autonomy. When the person fulfils the needs in the aforementioned manner then it is called the satisfaction progression as the human being is in a situation of satisfying himself/herself (Maslow, 1954).

2.2.2 Alderfer's Theory Based on Maslow

Based upon Maslow's theory of motivation a new theory was found by Alderfer (1972) in the name of ERG (Existence, Relatedness and Growth) theory, the modified theory of Maslow. By this theory, the author argued that "individuals were motivated to move forward and backward through the levels in terms of motivators" (Shank, p.26). Alderfer reduced the five needs hierarchy into three, namely, existence, relatedness and growth. He combined Maslow's two needs i.e. the physiological and safety needs, into one and that is 'existence level' of needs. The 'belonging need' in Maslow's theory is included in the second level of Alderfer's theory, the 'relatedness'. His last level, referred to as 'growth' has combined the remaining two needs of the former, which are 'esteem' and 'self evaluation'.

2.2.3 Theory of Herzberg

There is another kind of theory which is also an offshoot from the theory of Maslow and this theory originated by Herzberg (2003). The theory, which is also called as Herzberg's motivation theory, has got world-wide acceptance among the scholars as it is seen as practical and can be applied to a variety of situations (Tan Teck Hong & Amna Waheed, 2011). In his article named: "One more time; how do you motivate employees?" he introduces a two factor theory by which the workers in an organization can be motivated, looking into two factors. The first factor is called hygienes. The word hygiene implies something related to the cleanliness of the environment we live, and therefore, to my understanding it is an indirect indicator to the "cleanliness" of company policy and administration, the relationship among the workforce, the smoothness of the work environment and the proper supervision of the

authority with which an employee can trust and rely on throughout his career life. This factor also includes the salary and security options of the employee and this lies in the lower level of the employee satisfaction.

The second factor from the two factor theory of Herzberg is the motivator factor, which is, to an extent, related to the esteem and self-actualization needs of the needs hierarchy, as it is inclusive of achievement, desire to be recognized, job responsibility and so on. Compared to the first factor the second factor is closer to the motivational aspect of the employee being the hygiene factor only prevents the dissatisfaction of the worker without making him satisfied while the motivator factor works as a realistic part of motivation to the employee in various situation of the workplace (Tan Teck Hong et. al, 2011). Stello (1999) tries to justify this discrimination between the two factors saying that the opposite of satisfaction is no satisfaction; and the opposite of dissatisfaction is no dissatisfaction (p.6). However, regarding the matter of the satisfactions and dissatisfaction, the critics say that the two factor theory of Herzberg is an issue of confusion in terms of the satisfaction and dissatisfaction among the employees. Moreover, the theory has ignored the part of individual differences related to the working situation of employees (Stello, 1999).

2.2.4 Acquired Need Theory by McClelland

Another cardinal type of theory is the acquired needs theory of McClelland (1985) by which he meant that the needs are acquired and achieved throughout life. In other words, needs are not something inborn in the human being but they are in fact the result of one's experience that occurs in life (Shanks, n.d.). This theory is based on three fundamental needs which are need for achievement, need for affiliation and need