



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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A dissertation submitted in fulfilment of the requirement
for the Degree of Master of Education (Educational
Administration)

Institute of Education
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APRIL 2014

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.

ACKNOWLEDGEMENTS

Alhamdulillah, I thank Allah, to Whom all praise is due, for the countless blessings I have received, among which was the opportunity to pursue my Master degree in the garden of knowledge and virtue, the International Islamic University Malaysia (IIUM), where I came in contact with so many of His worthy servants.

To Assoc. Prof. Dr. Mohd Burhan Ibrahim I would like to express a gratitude that goes to the greatest depths of my heart. I could not have imagined a kinder and more supportive adviser and mentor than him. The learning that I acquired from him is only a part of the vast amount of knowledge that I gained during our association. Indeed, what I have taken of his support and guidance will last a lifetime. Students of human behaviour have only to study him to learn to recognize a well-rounded Muslim personality. Furthermore, I would like to extend my gratitude to Prof. Dr. Mohamad Sahari Nordin for his constructive criticism and untiring support and guidance when I was trying to put my thesis straight. My sincere thanks go to Dr. Shafeeq Hussein Vazhathodi Al-Hudawi, who showed me the way to IIUM and has been encouraging me since my life in Malaysia.

I am also grateful to Dr. Azam Othman, for careful and meticulous reading of the thesis. His guidance would be invaluable knowledge for me in my future. I also like to convey my appreciation to all the lecturers in the Institute of Education (INSTED) for their guidance and sincere support to me; especially Prof. Rosnani, Dr. Yedullah Kazmi, Dr. Hairuddin Mohd. Ali, Dr. Mohyani Razikin, Dr. Mohd Johdi Salleh, Dr. Nik Suryani, Dr. Ismail Sheikh, Dr. Tunku Badariah, Dr. Afareez Abd al-Razak, and Dr. Supiah Saad. Without them I would have been nothing. I thankfully acknowledge the INSTED staff, including sister Norazlinda, sister Jalilah, and sister Ainol for their sincere cooperation at each and every moment I consulted them. I thank them all for their care and wise suggestions during different stages of the thesis.

I would like to express my gratefulness to all wonderful friends, too many to name. Thank you all for being there for me during this process in both India and Malaysia. Their prayers and motivation were and would be everything for me. I reserve this last paragraph to speak of a wonderful thing that Allah created to demonstrate his mercy: the love that binds everyone in the family. I thank Him for giving me the most kindhearted and loving family members including my three sisters, and my uncles.

TABLE OF CONTENTS

Abstract	ii
Abstract in Arabic	iii
Approval Page.....	iv
Declaration Page	v
Copyright Page.....	vi
Dedication	vii
List of Tables	x
CHAPTER ONE: INTRODUCTION	1
Background of the Study.....	1
Statement of the Problem.....	3
Objectives of the Study	5
Research Questions	5
Significance of the Study	6
Limitations of the Study.....	7
Definition of Terms.....	7
Summary	8
CHAPTER TWO: LITERATURE REVIEW.....	9
Introduction	9
Previous Studies and Theories of Motivation	10
Maslow and His Theory of Needs Hierarchy.....	11
Alderfer's Theory Based on Maslow	12
Theory of Herzberg.....	12
Acquired Need Theory by McClelland.....	13
McGregore's Motivation Theory	14
Vroom's Expectancy Theory	15
Achievement Motivation Theory	16
Teacher Motivation	20
Summary	25
CHAPTER THREE: METHODOLOGY.....	26
Introduction	26
Research Design.....	27
Population of The Study.....	28
Sample of The Study	29
Instrumentation	30
Questionnaire Development.....	30
Validity and Reliability	34
Validity of the Instrument	35
Pilot Testing of the Questionnire	35
Realiability of the Questionnire Items	35
Data Collections Procedure	36

Obtaining Permission Letters.....	37
Distribution of Questionnaires	37
Data Analysis Procuders	38
Summary	40
CHAPTER 4: DATA ANALYSIS AND RESULT	41
Introduction	41
Section one: Socio-Demographic Information of the Respondents	42
Section two: Results of the Study	46
Level of Motivation Received as Perceived by the Teachers	46
Teachers' Job Satisfaction Level	54
Differences in Teachers' Job Satisfaction Based on Gender, Age, and Academic Qualifications.....	57
Relationship between Teachers' Job Satisfaction and Their Perceived Level of Motivation Received.....	58
Job Satisfaction as a Function of Perceived Motivation Level Received.....	59
Summary	61
CHAPTER 5: DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION	62
Introduction.....	62
Level of Motivation Received As Perceived by The Teachers Related to Their Career	62
Level of Motivation Received by The Teachers in the Area of their Welfare.....	63
Level of Motivation Received by The Teachers in the Area	64
Current Job Saticfaction Level of Teachers	65
Differences in Teachers' Job Saticfaction Based on Gender, Age	66
Relationship Between Teachers' Job Saticfaction and	67
Job Saticfaction as a Function of Perceived Motivation Level Received	68
Recommendations for The Administrators of the Aided	69
Conclusions.....	71
BIBLIOGRAPHY	73
APPENDIX.....	79

LIST OF TABLES

<u>Table No.</u>		<u>Page No.</u>
3.1	Population of the aided high school teachers in Malappuram Educational District, India (2013)	29
3.2	List of items that measure the teachers' perception on the motivation	32
3.3	Reliability of questionnaire items	36
3.4	Classification level of mean score	38
4.1	Gender of the respondents	42
4.2	Age groups of the respondents	43
4.3	Highest academic qualification of the respondents	44
4.4	Teaching experience of the respondents	46
4.5	Level of motivation received by teachers in relation to their career progression	48
4.6	Level of motivation received by teachers in relation to welfare	51
4.7	Level of motivation received by teachers in relation to instructional related matters	52
4.8	Level of motivation	53
4.9	Classification level of mean score	53
4.10	The level of current job satisfaction	56
4.11	Differences among gender in job satisfaction	57
4.12	Pearson Product-Moment Correlation Coefficient	59
4.13	Model summary	60
4.14	ANOVA	60
4.15	Coefficient	61

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, Madurai, 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

for power. By developing the theory of motivation, Arunkumar (n.d.) affirms, McClelland not only identified on a particular aspect of motive but also he developed a general theory on how to motivate the people of the organization as well as a practical way to measure it. This is a positive factor which helped the theory to be appreciated and accepted.

2.2.5 McGregor's Motivation Theory

In his book, 'The human side of enterprise' McGregor (1960) proposed the theory of X and theory of Y, which is linked with the motivational aspect of human being. He tried to define the human nature while working under the administrative authority, in an organization. Theory X says that the average human being dislikes to work, is lazy and self-centred, without any ambition. He/she will have no feeling of responsibility. In addition, the human being is always in a state of being to be told what to do. Therefore, the authority or managing power should be conscious of this and use this knowledge to influence and control the work force. This theory leads to a concept that the motivation is all about pain discomfort and the human being must be controlled by authority, if the organization wants the production increase. That is why the managers in theory X are called Stalinist (Stewart, 2010).

The theory of Y, on the contrary, represents a newer approach in the psychology of organizations (McGregore, 1960). Theory Y leaders are with an assumption that is just opposite to the theory X leaders. McGregor proposed 6 beliefs held be theory Y leaders: (1) Work is just like a rest and play. That is to say, work should be treated as any other kind of play or rest, without any complexity in mind. (2) Workers are able to self-control and there is no need of any punishment or

admonition for the workers. They will be working without getting any kind of threats from any authority. (3) Employees find goal achievement as a motivating factor. To them the achievement of the organizational goals is connected with the motivation they ought to get. (4) The nature of human being is not only to accept responsibility but also seek any responsibility from the respective authority. This is contradictory to the theory X, which says the human being does not want any responsibility in the life. (5) Workers are creative and productive in terms of finding out the problems related to organizations and solving it through many ways. They can also come up with meaningful suggestions for improving the organizational capability, efficiency and outcomes. (6) Most of the employees are not reaching their full potential or capability, but if they are given a chance to express themselves, then they are able to perform unto their perfect level. (McGregore, 1960 and Johnson, 2007). However, it is unfair to say that the theory is a softened version of theory X (McGregore, 1960).

2.2.6 Vroom's Expectancy Theory

The expectancy theory is another kind of motivation theory developed by Vroom (1964), concerning with the cognitive aspects of human being. As far as the aforementioned theories are concerned, they all concentrate on what motivates the people. Conversely, the expectancy theory focuses on the antecedence of cognitive level and the way they are related to each other, as the theory is a cognitive process motivation theory emphasizing on the relationship between the efforts that people put forth at work, the performance they achieve from their effort, and the rewards they gain from their efforts and performance (Lunenburg, 2011). To put it simply, "people

will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards” (p.1).

Vroom’s theory of expectancy is based on mainly four assumptions by which he tried to get an outline of how the cognitive aspect of human behaviour is related to the state of being motivated at work. The first assumption is about the expectations of the people in the workplace. They come to work with expectations of their needs, motivations, and past experiences. These factors influence their reactions towards the organization they work. The second assumption is connected to the behaviour of the people. According to Vroom (1964), the behaviour of an individual is an outcome of conscious choice. Therefore, people are free to choose their behaviour according to their own expectancy calculations. The third assumption of expectancy theory is about the needs of the people in the organization. People need a variety of things from their organizations. For instance, they need reasonable salary, security, satisfaction, advancement, challenge etc. the fourth assumption is that people will choose alternative so that they can use the outcomes in the best way they can, which suites them individually (Lunenbug, 2011).

Based on these assumptions three key elements have been introduced by Vroom (1964). They are expectancy, instrumentality, and valence (Lunenbug, 2011; Ghazanfar, Chuanmin, Khan, and Bashir, 2011; Turcane, 2010). A person will be motivated to the extent he believes that (a) effort will lead to an acceptable performance (that is called expectancy.), (b) the organization will reward him for the performance (this is instrumentality.) and (c) the value of the reward he gets is highly positive (it is called valence.). In this part the person believes in the degree to which he values the reward from his organization. (Lunenbug, 2011). Expectancy is based

on probabilities. It is his estimate of probability that the efforts he takes in his job will lead him to a better performance in the career. As it is a probability affair, this ranges from 0 to 1. That is to say, if the person believes that there is no chance for the effort to result in a good and acceptable performance, then the expectancy is 0. On the contrary, if he assures that the job is going to be completed as an effort of performance then the expectancy is 1. The employee's estimate on expectancy will be between these two extremes. The instrumentality refers to the estimate of the person on the probability that a given level of the achieved task performance will lead to various task outcomes. Just like the expectancy it also ranges from 0 to 1. If the employee believes that a good performance will always lead to salary increase, then the value of instrumentality is 1. Otherwise, the value is 0. Valence is referred to the strength of an employee's perception of preference toward the reward he gets from the organization. To put it simply, there may be different preferences by different employees towards salary increase, higher position in the job, extra leave etc. Some of them may prefer salary increase as more valuable than others while some others may prefer extra leave to others. The valence can be positive and negative (p.2, 3.).

In his study, Champion (2008) focuses on the expectancy theory and its link with leadership, learned helplessness, performance rating and pay and faculty research. He asserts that one of the strengths of the expectancy theory is that the empirical studies have shown the support for the predictions of this theory, being it gives solutions for the problems. Moreover,

Taking this theory into account can help human performance improvement professionals design and market programs that can improve employees' motivation to attend, learn, and, most importantly, apply their new learning on the job. In addition, the use of expectancy theory can lead these professionals to design programs that

are interesting, enjoyable, and doable, thus creating an environment where employees can have a successful learning experience (p.26).

The study conducted by Jalilvand and Ebrahimabadi (2011) using the aforementioned three constructs of expectancy theory, namely expectancy, instrumentality and valence, tried to determine the effects of the demographic characteristics on employee motivation for participating in the in-service training courses based on the modified expectancy theory. They looked into the demographic items including the age, gender, education, job category, marital status, employment type, and the length of the job. The study, which was conducted in an oil industry setting, concluded that the type of employment influences the expectancy, intrinsic instrumentality extrinsic valence and motivation of employees to participate in the in-service courses in the oil industry setting. Expectancy provoked the employees to believe that their effort will lead to desired performance. Employees' educational background influenced the extrinsic instrumentality. In addition when the employees do not get what they expected from their managers and leaders, for instance the salary increment, monthly allowance or extra leave for outstanding performance, then their performance in the job become decreased. The interesting thing they found was that the managers often made mistakes in what they assumed as the factors which motivated their employees. The authors agreed upon one fact that staffs are to be motivated by their administrators and the former has to be recognized by the latter.

2.2.7 Achievement Motivation Theory

The theory of achievement motivation proposed by Atkinson and Feather (1966) emphasizes on mainly three aspects of achievement oriented behaviour. They argued that an individual's achievement oriented behaviour is based on three parts. The first

part is related to the inclination of the person towards the achievement, the second part is linked with the probability of success and the third part is more about the person's perception of value and task (Zenzen, 2002). In this theory, in spite of the importance of these three parts the strength of motivation is also important. The behaviour of a person, who is motivated to achieve his goal, is directed by a positive possibility. Conversely, if a person is motivated to avoid failure, his behaviour is directed to an undesirable possibility. The same person may experience both motives at the same time depending upon the situation. The selection of the either motives by the person depends upon the strength of the achievement motivation. In other words the person will choose the motives either to achieve the goal or to avoid the failure and the strength of such motives will affect his selection.

Eccles and Wigfield (2001) studied the achievement motivation in academic field as they tried to find out the answers to three questions students ask themselves: 'Can I succeed?' 'Do I want to do this task?' and 'why am I doing this task?' The authors presented a basic model of achievement motivation and pointed out the developmental origins of individual differences in students' confidence in their ability to succeed, their desire to succeed, and their goals of achievement. They found that to a large extent, individual differences in achievement motivation are accounted for by these three beliefs. Another principal aspect they highlighted is that lack of confidence in one's ability to succeed the goal and extrinsic motivation are related to two major problems of motivation in academic achievement field: test anxiety and learned helplessness. These two things affect the confidence level of the individual when it comes to the work-related aspect of his life. There are a quite number of studies which focus on the achievement motivation theory and its implications on the educational

fields (For instance see Aydin and Coskun, 2011; Noar, Anderman, Zimmerman & Cupp, 2004; Kenya, Walsh-Blair, Blustein, Bempechat, & Seltzer, 2010).

2.3 TEACHER MOTIVATION

It is evidently clear that the number of research studies focusing on the teacher motivation is increasing day by day (Schellenbach-Zell & Gräsel, 2010) as the state and national policies relating to effectiveness of the education system invariably links with teachers and their motivational dimensions and this forces educators and policy makers to be concerned with the issue. As a matter of fact the teachers are being demotivated through many ways during their teaching career, as it was found by a study conducted in Tanzania. Bennel and Mukyanuzi (2005) conducted their study selecting a group of ten government-funded primary schools. The disturbing fact they found was that the teachers in the urban areas are not even respected by the public, compared to urban teachers. The teachers who were interviewed by the researchers perceived that teaching profession is not a respected profession any more. The reason for the teachers in the rural area of Tanzania being respected is that, as the authors opine, they are the only group who have a regular and stable income in those places. Yet in some other places they are considered similar to children. For achieving a better future in terms of the teacher motivation they propose making advancement in management procedure and practices.

Brown and Hughes (2008) studied about the perception of the administrators and the teachers about the teacher motivation collecting data from 793 teachers and 90 administrators. Their study revealed some interesting facts on the most preferable motivating factors by which the teachers are motivated during their career.

Concerning the intrinsic motivating item, the respondents selected the pride at work as the number one motivating factor followed by the sense of accomplishment. As for the extrinsic item both the teachers and the administrators selected the time off or holidays. The recognition by the supervisors, salary and parent recognition were selected as the next highest motivating factors respectively. Yet the authors are sure in terms of the difference between the perception of the teachers and the administrators about the motivating factors even though it is negligible. Concerning the same issue, Schellenbach-Zell and Gräsel (2010) highlight that teacher motivation by and large is an essential factor for the success of school innovation. By conducting a research on the motivating factors which affects the teachers in terms of their productivity, they came to some cardinal conclusions by which the significance of the researches on the teacher motivation would be more explicit. The authors came up with some influential motives which affect the career of the teachers positively namely interest, basic needs and specific interests of the teachers. By these factors, according to them, it is possible for the school to be successful in its future innovative activities and planning the school-related projects. Creating an environment in which teachers can feel that they are competent, capable of achievement, and they are valued as teachers can also support the school innovation. Moreover the authors put forth the concept of motivating the teachers by being recognized by authority, by giving them financial recognition in the form of material compensation. This is more related to the extrinsic motivation which is to be given by the administrators, who are responsible for finding out the highest motivating factor to their staffs.

Mnasfield, Wosnitza and Beltman (2012) conducted a conceptual study for developing a framework for the teacher motivation. Through the study they found that

graduating teachers have a variety of goals for their teaching careers. These goals consist of employment, providing support and effective learning environment for their students, proceeding to understand more about education, being happy, satisfied and fulfilled with the work environment and developing self confidence in the field of teaching profession. According to the authors, the framework for the teacher motivation is symbol of the starting point from which goals for teaching at various steps of the career can be outlined. In addition the framework gives a scope for investigating further goals for the teaching career and through this initiative it is possible to forecast the novice teachers' experience when they come into the reality of their career which is full of varieties of tasks, duties and responsibilities. As a limitation of their study, they point out that as they got a small sample size and being the study was exploratory in nature, no attempt was made to determine whether certain goals were clustered in one group or whether each one of the respondents' goals grouped into one of the main categories or divided into several sub categories.

The goal orientation and teacher motivation were selected as topic for the study by Malmberg (2006). He looked for the relationship between the teacher applicants' and student teachers' goal orientation and motivation for the teaching. The author argues that teacher applicants' previous educational background is related to their perception on the likelihood of future teaching profession. To master the goals was found as a basis to develop intrinsic professional motivation. But as interesting fact, he says, that higher secondary school achievement predicted intrinsic teacher motivation negatively. In this case he tried to interpret the finding by highlighting that previous achievement is not all that matters for the applicants when they want to be teachers. Other aspects of their potentials including nurturing, pedagogical caring and

wishes of caring the next generation matters can be the mediators between mastery goals and intrinsic motivation. The author puts forth the suggestion of a follow-up study of the present teacher cohort in order to reveal how goal orientation and motivation for the teachers change or stay intact across the span of teacher studies. Looking from another view point, the school support plays an important role in teacher motivation as it was found by Lam, Cheng and Choy (2009). Their study investigated the relationship between the school support, teacher motivation, and project-based learning. According to them, the school support has both direct and indirect effects on teacher attitude for persistence in project-based learning. That is to say, the teachers are motivated to implement the project-based learning if they are in a state of getting the support from the school authority.

While proposing an integrated test model for teacher motivation, Jesus and Lens (2005) admitted that teacher group suffers more than other group of professionals in terms of the lack of occupational motivation. Moreover they emphasize that teacher motivation is important for the advancement in the educational reform. It is also crucial for the satisfaction of the teachers as well as their fulfilment. The study was conducted in Portugal, using a total number of 272 elementary and secondary school teachers. The authors used different types of cognitive-motivational theories in order to elaborate a model by which the functional relations that exist between cognitive motivational variables and one indicator which is lack of teacher motivation could be described.

Through a study conducted in Norway, Roness (2011) found some important aspects of teacher motivation. Selecting the new qualified teachers for his study, he could explore what motivate them and why some of them leave the profession. The

study provided some optimistic and pessimistic points regarding teaching profession and the satisfaction of teachers. For example when the researcher asked the respondents about their future, 70 percent of them responded that they would choose teaching profession as their future career. But the reason for teachers to quit the profession, as he found, was the de-motivating factors when it comes to practicality. The teachers had to face too many problems that they did not expect when they were teacher-students. That is to say, there was a mismatch between their expectations and the reality of being teachers (p.633). With regards to teacher motivation, Roness (2011) found four underlying factors namely, intrinsic, altruistic, extrinsic, and subject matter motivation. The author explains more about the subject matter being a motivator asserting that ‘the motivation for working with the subject matter in which teachers shape their academic degree and the wish to teach it to others are important motivators for teachers both before and upon completion of their ’ teacher course. (p. 635). Furthermore, he came up with two typical reasons for the teacher-student to leave their teacher training course. The first reason was their realization about themselves, as they thought, during their teacher education, teaching profession was not meant for them. Secondly, the students wanted to pursue further studies in their subject matter and they did not want to continue their teaching job any more. As a conclusion remark he opines that we need a profession (of teaching) that attracts the people, not one that stands as a stepping stone to other careers.

Examining the factors that affect the teacher motivation, Alam (2011) found that certain factors greatly affect the teacher motivation. He investigated whether the factors including income status, importance in the society, self confidence, and incentives and rewards on showing good results affect the motivation for the teachers.

The author concludes that the satisfaction of the teachers to an extent depends upon their income status. Yet there are some other factors which seem to be relevant to the motivational aspects of the teachers. Even though he recommends that the salary for the teachers should be increased, he does not put any practical suggestions for the developing countries like India, which is in an average position in terms of education and at a very low level state regarding the provision of salary to the teachers. However, the author makes another important and relevant recommendation concentrating on the current status of the teachers in the society. He strongly argues for creating awareness among the society about the value and role of the teachers by mobilizing the mass media which is practical in any situation and season. Following this idea the researcher believes that the matter of teacher motivation should highly be considered by the government authority and educational planning commissions in India in particular as well as other countries based on their current conditions.

2.4 SUMMARY

The current chapter was a brief sketch on the available literature pertaining to motivational aspects including the main motivation theories found by different scholars. It also presented some researches concentrated specifically on teacher motivation conducted in different contexts with many countries including India, which revealed the exact dearth of literature in the area to underpin the problem statement of this study. Some of the presented literature shows that the study of teacher motivation is still increasing day by day and it is being highlighted as a national issue in many countries including India, where the present study also was conducted.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter describes in details the research methodology that was used in order to achieve the four research objectives and to answer the four research questions which have been mentioned before. The main purpose of this study was to ascertain the level of the teacher motivation given by the aided high school administrators in Malappuram Educational district, India. Furthermore, this study also examined the current job satisfaction level of the teachers as well as the relationship between the job satisfaction and the teachers' perception of motivation level received from their school administrators. In addition, the researcher examined if there is any significant difference in the perceived level of motivation received based on selected demographic variables namely, gender, age and academic qualifications. Finally the study looked into the predictive ability of the teachers' perceptions of the motivation received on their job satisfaction.

This chapter provides detailed description of the research design, research population and sample, sampling procedure, and instrumentation. Other aspects discussed in this chapter include pilot testing, validity and reliability of the questionnaire, data collection procedures and data analysis techniques.

3.2 RESEARCH DESIGN

There are many research designs that are being used by scholars in different areas of academic research. The research design, here, is selected based on the purpose of the study. This study is exploratory in nature, utilizing specifically the quantitative research, a cross sectional survey as the method of data collection. It is designed to identify the level of teacher motivation given by the school administrators in the educational district of Malappuram, India. This design was used because the researcher could measure the current attitudes or perception of the teachers towards the role of the school administrators. It also helps the researcher to do the survey and collect the data in short time (Creswell, 2005). A self-developed questionnaire was created based on literature review and discussions with the supervisor, which was subjected to experts' validation in both format and content before it was exposed to pilot testing to identify the reliability indexes of the instruments. The instrument, being self-developed was subjected to rigorous validation by experts who made individual constructive observations and criticisms on the drafted items, before it was finally rephrased and produced for actual data collection. Descriptive statistics percentage, correlation, independent sample t-test, multiple regression, and one-way ANOVA were used for analyzing the data collected.

The study used a quantitative method research design. According to Creswell (2005), the quantitative research can be defined as “a type of educational research in which the researcher decides what to study, ask specific, narrow questions, collects numeric (numbered) data from participants, analyzes this number using statistics and conducts the inquiry in an unbiased, objective manner.” In addition, according to Cohen (1980), the quantitative research is defined as a social research which is

conducted in empirical methods and statements. The definition of an empirical statement, as he contends, is a statement about what 'is' in the actual world rather than what 'ought to be' the state. And also the usage of quantitative method will ensure high reliability, validity and generalizability to the collected data (Matveev, 2002). In addition, quantitative data is more precise, and the researcher is objectively separated from the object matter (Smith, 1983).

3.3 POPULATION OF THE STUDY

Population is a group of individuals who are same in nature or characteristics. A target population or a population under study is a group, of individuals, bearing some common defining characteristics that the researcher can identify and study (Creswell, 2005). The population of the study consisted of all aided high schools teachers in Malappuram, India. The high schools of the Malappuram educational district are divided into three categories namely, the government, private aided and private unaided high schools. As of May 2013, the total number of aided high schools in Malappuram educational district is 30 and the total number of school teachers is 4300 (Deputy Director Office (D.E.O), Malappuram 2013). The study is tied to the perception of the aided high school teachers at Malappuram Educational District, India on the role of school administrators as teacher motivators. The population of the present study is shown in Table 3.1.

Table 3.1
Population of the aided high school teachers in Malappuram Educational District, India (2013)

Gender	Population	Percentages	Source
Female	2126	49.4 %	Deputy Director Office (D.E.O), Malappuram
Male	2174	50.5 %	Deputy Director Office (D.E.O), Malappuram
Total	4300	100%	Deputy Director Office (D.E.O), Malappuram

3.4 SAMPLE OF THE STUDY

From the aforementioned population which was used for the purpose of this study as the target population, the researcher selected 10 schools through purposive sampling procedure in order to get the data from within the accessible location. Purposive sampling method can be used to select the respondents of the study on the basis of experience or other criteria (Chadwick, Bahr and Albrecht, 1984). The recommended sample size for a population of 4300 teachers was 353 when calculated using the sample size calculator with 95% confidence level and 5% margin of error. Therefore, from each of these schools 30 to 40 teachers were selected randomly after getting the name list of the teachers and the questionnaire were distributed to them. While distributing the questionnaire the researcher categorized the respondents through the quota sampling procedure in order to confirm the equality of the respondents in terms of their gender. “Accurate and detailed information may permit the development of finely described quotas that are representative of the population.” (Chadwick, Bahr and Albrecht, 1984, p. 67).

3.5 INSTRUMENTATION

In the process of research, one of the critical steps to collect data is instrumentation. There is no scientific research in which the instrumentation procedure is neglected, as the solution of the problem is to be found by the ‘tool’ that is used in the study. As is well known, there are different types of instruments which can be used by an educational researcher including questionnaire, observation, interview, and measuring scales (Jekayinfa & Yusuf, 2004). In the present study, in order to collect the data, the researcher used a self-developed questionnaire.

3.5.1 Questionnaire Development

The instrument used for collecting data for this study is a self-developed questionnaire. The items were developed after reading through some books, journal articles and previous studies related to motivation by and large, and literature related to teacher motivation specifically. The discussion with the supervisor also helped to develop some parts of the questionnaire. The items were developed based on such aspects that have to do with motivational factors for the teachers including job satisfaction, career progression, welfare and instructional field. The questionnaire items were generated to obtain the data on these aspects and were classified into sections as follows:

Section “A” of the questionnaire is designed to collect the demographic information of the respondents, which includes; gender, age, highest academic qualification, and teaching experience.

Section ‘B’ of the questionnaire consisted of 38 items measuring four constructs which are:

- 1- 'Job satisfaction' consisted of 10 items that assess the respondents' perception on the motivation received from the administrators in the field of teachers' job satisfaction. Respondents would be provided with five options (levels) of responses in which they are required to indicate his/her perception level using a 5 point scale ranging from 1 (strongly disagree), to 5 (strongly agree).
- 2- 'Career progression' consists of 9 items that assess the respondents' perception on the motivation received from the administrators in the field of teachers' career progression. Respondents would be provided with five options (levels) of responses in which they are required to indicate his/her perception level using a 5 point scale ranging from 1 (strongly disagree), to 5 (strongly agree).
- 3- 'Welfare' consists of 11 items that assess the respondents' perception on the motivation received from the administrators in the field of teachers' welfare. Respondents would be provided with five options (levels) of responses in which they are required to indicate his/her perception level using a 5 point scale ranging from 1 (strongly disagree), to 5 (strongly agree).
- 4- 'Instructional field' consists of 8 items that measure the respondents' perception on the motivation received from the administrators in the area of instruction. Respondents would be provided with five options (levels) of responses in which they are required to indicate his/her perception level using a 5 point scale ranging from 1 (strongly disagree), to 5 (strongly agree).

The 38 items (attached as Appendix A) are shown in Table 3.2 below:

Table 3.2
List of items, that measure the teachers' perception on the motivation received from administrators, which are included in the Questionnaire

NO	Item Statement	Item Label
1.	Generally speaking, I am satisfied in my career as a teacher.	Item 1
2.	The administrators often pay attention to my suggestions.	Item 2
3.	The administrators provide me a comfortable working condition.	Item 3
4.	The administrators show interest in appreciating teachers who perform well during their career.	Item 4
5.	The administrators give me freedom to choose my method of working as a teacher.	Item 5
6.	The administrators provide me adequate teaching facilities.	Item 6
7.	The administrators often select me to do certain types of school-related jobs that are interesting to me.	Item 7
8.	The administrators value me in this career.	Item 8
9.	The administrators often give proper orientation for my better performance.	Item 9
10.	I am satisfied with the way the administrators behave to me.	Item 10
11.	The school administrators encourage me to pursue my higher study.	Item 11
12.	The school administrators facilitate for the development of my teaching skills.	Item 12
13.	The administrators advice me in choosing the area of my further study.	Item 13
14.	The administrators show interest in solving problems related to my profession.	Item 14
15.	The administrators give me feedback on my career progression needs.	Item 15
16.	The administrators encourage me to participate in all activities related to my career.	Item 16
17.	The administrators often give me challenging works to improve my competencies.	Item 17
18.	The administrators create an environment that is conducive to opportunities for my career advancement.	Item 18
19.	The administrators are open to give me extra training for my career progression.	Item 19
20.	The administrators often provide opportunities for the teachers to discuss on the matters related to their salary and perks.	Item 20
21.	The administrators often provide better work environment in each year.	Item 21
22.	The administrators promote warm relationship with teachers	Item 22

	and other non-teaching staffs.	
23.	The administrators often provide assistance to me even for something that is not related to my work.	Item 23
24.	The administrators often keep good relationship with my family	Item 24
25.	The administrators show interest in organizing teachers' gathering programs.	Item 25
26.	The administrators are open to make informal conversation with me, asking my interests.	Item 26
27.	The administrators often call me with my first name.	Item 27
28.	The administrators are not reluctant when it comes to paying over time.	Item 28
29.	The administrators are cooperative in terms of allowing me extra leave for emergency.	Item 29
30.	The teacher welfare activities provided by the administrators give me a feeling of safety.	Item 30
31.	The administrators provide adequate infrastructure for classrooms.	Item 31
32.	The administrators arrange the classroom facilities to my taste.	Item 32
33.	The administrators put effort to visit classes during lesson.	Item 33
34.	The administrators are always open for discussions related to my classroom instructions.	Item 34
35.	The administrators often update the latest technologies and encourage me to use them in my instructions.	Item 35
36.	The administrators often put effort to talk to problematic students to ensure the improvement of student learning.	Item 36
37.	The administrators often give me constructive feedback on my instructional methods.	Item 37
38.	The administrators are supportive in terms of planning a comfortable schedule for my class.	Item 38

3.6 VALIDITY AND RELIABILITY OF THE INSTRUMENT

Both validity and reliability are related to interpretation of scores from the instruments which have been mentioned earlier. David, Cook, Thomas and Beckman (2006) has defined validity as they opined “the term “validity” refers to the degree to which the conclusions (interpretations) derived from the results of any assessment are “well-grounded or justifiable; being at once relevant and meaningful” (p.165). It is explicit that if an educational researcher is going to evaluate the validity he needs to have an idea of educational assessment.

Reliability, according to Kimberline and Almut (2008), refers to something which is used to evaluate the permanence of the measure administered at various contexts to the same person or the “equivalence of sets of the items from the same test” (p. 2277). The following lines describe the validity and reliability of the instruments used for this research.

3.6.1 Validity of the Instrument

The self-developed questionnaire items were validated by experts in the field of research, psychometrics, research methods and educational administration, in order to capture the perception of the teachers on the motivating role of their administrators. The experts who validated the questionnaire items are experienced and knowledgeable in both format and content which are developed for the study. Each expert made critical observations and gave various contributions and suggestions on the questionnaire item content, before the draft version of the questionnaire was subjected to pilot survey.

3.6.2 Pilot Testing of the Questionnaire

Thabane et al. (2010), while mentioning about the importance of pilot study, concluded that,

Pilot or vanguard studies provide a good opportunity to assess feasibility of large full-scale studies. Pilot studies are the best way to assess feasibility of a large expensive full-scale study, and in fact are an almost essential prerequisite. Conducting a pilot prior to the main study can enhance the likelihood of success of the main study and potentially help to avoid doomed main studies. Pilot studies should be well designed with clear feasibility objectives, clear analytic plans, and explicit criteria for determining success of feasibility. They should be used cautiously for determining treatment effects and variance estimates for power or sample size calculations. Finally, they should be scrutinized the same way as full scale studies, and every attempt should be taken to publish the results in peer-reviewed journals (p. 9).

The self-developed questionnaire items for the study were subjected to pilot testing on 30 respondents in order to ascertain the reliability of the instrument. This allowed for the identification of weak items in the instrument, which were rephrased, or replaced before final adoption of the instrument. Another purpose for the pilot testing is that, it helps in determining the appropriateness of the instruments it intended to be used. The reliability indexes of the questionnaire items were obtained after the pilot survey and were found fit for the purpose.

3.6.3 Reliability of the Questionnaire Items

"The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (Joppe, 2000). The most frequently used statistical method

to assess internal consistency reliability is the Cronbach's alpha, it measures range from 0 to 1.00, for the instruments used in basic research, it is desirable to have a reliability coefficient of .70 or higher, the close value to 1.00 indicating high consistency (Nunnally, 1978).

In this study, the Cronbach's alpha was used to assess the internal consistency reliability of the three factors (technological readiness, psychological readiness, equipment readiness). The internal consistency details for the three factors are shown in Table 3.3 below.

Table 3.3
Reliability of Questionnaire items

The Factor	No of Items	Cronbach's Alpha
Job satisfaction	10	.87
Career progression	9	.93
Welfare	11	.88
Instructional field	8	.94
Total items	38	.96

3.7 DATA COLLECTION PROCEDURE

Prior to distributing the questionnaires among the targeted respondents, the procedures and the ethics of conducting research were closely observed and complied by the researcher. In particular, two types of research procedures were utilized, the first being obtaining permission letters from the relevant authorities, and the second procedure being distributing the survey questionnaires.

3.8 OBTAINING PERMISSION LETTERS

The researcher requested the permission letter for collecting data from the postgraduate office of Institute of Education (INSTED), International Islamic University Malaysia (IIUM) which the researcher thought as a prerequisite from the Ministry of Education, Malappuram, India to get the participation of aided high school teachers in the study by responding to survey questionnaires. However, the researcher did not need any hierarchical procedure throughout the study. After getting permission from the authority to conduct the study in the aided high schools, the researcher sent it to principals of the selected schools in Malppuram Educational District, India in order to begin the data collection process.

3.9 DISTRIBUTION OF QUESTIONNAIRES

To distribute the questionnaires to the aided high school teachers of Malappuram Educational District, the researcher proceeded to collect data by obtaining the list of the target population through their respective Deputy Director Office (D.D.O) in Malappuram. The questionnaires were distributed to randomly selected aided high school teachers teaching at ten schools, which were selected through purposive sampling procedure. The distribution of the questionnaire was made to the respondents by getting them individually and personally with a brief introduction of the researcher to the teachers and an explanatory note of the purpose of the study to help them understand the questionnaires and encourage them to answer it completely and honestly.

3.10 DATA ANALYSIS PROCEDURES

After collecting the data, the researcher assigned numbers to all the questionnaires when entering the data, to identify and refer back to any questionnaire if a problem or confusion occurred. The data from the questionnaires were analysed using the SPSS (Statistical Package for Social Science) 16.0 software package.

In order for the researcher to get the accurate results of the study, the procedure of analysing the data was made using five different techniques, namely the descriptive statistics percentage, independent sample t-test, and One-way ANOVA, Correlation, and multiple regression.

The first technique, the descriptive statistics involving percentage and frequency counts were used to analyse the demographic data of the respondents in order to determine missing values and to ascertain their percentage. The same tool was used for analyzing the current level of job satisfaction acknowledged by the respondents. The analysis of data has been categorized into three levels based on the forthcoming table (table 3.4) namely low, moderate and high. The low mean score is from 1.00 to 2.33, the moderate mean score is from above 2.33 to 3.66 and if the mean score is more than 3.66 it can be categorized as high mean score. This categorization was made by the researcher for the ease of data interpretation.

Table 3.4
Classification level of mean score

Range of mean score	Classification
$1.00 \leq M \leq 2.33$	Low
$2.33 < M \leq 3.66$	Moderate
$3.66 < M \leq 5.00$	High

The techniques used in determining the differences among the respondents in perceived level of motivation received based on selected demographic variables were independent sample t-test and one-way ANOVA, as the former tool was used to see the differences based on gender, and the latter for identifying the differences according to their age and academic qualifications.

The Correlation analysis was used to confirm whether there was any statistical relationship between the teachers' job satisfaction and their perception on the motivation received from the school administrators.

The last technique used in the data analysis was the multiple regression analysis, to reveal predictive ability of the teachers' perception of the motivation received on their job satisfaction. The Techniques of data analysis are shown in Table 3.5 below.

Table 3.5
Data Analysis Techniques

NO	Research Questions	Data Analysis
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?	Descriptive statistics
2.	What is the current job satisfaction level of the teachers in these schools?	Descriptive statistics
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)?	Independent sample t-test and One way ANOVA
4.	Is there a significant relationship between teacher's job satisfaction and their perceptions on the motivation received from the school administrators?	Correlation
5.	What is the predictive ability of the teachers' perception of the motivation received on their job satisfaction?	Multiple regression analysis

3.11 SUMMARY

In this third chapter of the research, the researcher presented the methods used for the study, in order to achieve four research objectives and answer four research questions, by explaining each steps in a detailed manner. The chapter included details of research design, population and sample, instrumentation process, validity and reliability of the instrument, data collection procedures, obtaining permission letter, distribution of the questionnaires, and data analysis procedures. The researcher foresaw that by following these methods in an accurate form would come up with the aim of the presented study.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS OF THE STUDY

4.1 INTRODUCTION

The present chapter is meant for the presentation and analysis of data concerning the perception of the aided high school teachers of Malappuram Educational District, India, on the role of their administrators in motivating them. The purpose of the study was to investigate the extent to which the school administrators play their role as teachers' motivators, as perceived by the latter, in the aided high schools of Malappuram Educational District, India, to investigate the relationship between teachers' job satisfaction³ and their perceived level of motivation received from the school administrators, to examine the predictive ability of teachers' perceived level of motivation on their job satisfaction and to investigate if there were significant differences in the perceived level of motivation received based on selected demographic variables.

To obtain the relevant data from the respondents, the researcher used four questions which are: (a) 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? (b) What is the current job satisfaction level of the teachers in these schools? (c) Are there any significant differences in the perceived level of motivation received by the teachers based on selected demographic variables (gender, age, and academic qualifications)? (d) Is there a significant relationship between teacher's job

satisfaction and their perceptions on the motivation received from the school administrators? (e) What is the predictive ability of the teachers' perceptions of the motivation received on their job satisfaction? The presentation of findings is divided mainly into two sections. Section one describes the demographic information of the respondents whereas section two is meant for revealing the results according to the research questions.

4.2 SECTION ONE: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

According to the demographic characteristics of the respondents the research revealed the following results:

In this study the total respondents were 206 and the majority of them were female (n=111, 53.9 %) while the male respondents were 95 in number (46.1). Table 4.1 shows the distribution of teachers according to their gender.

Table 4.1
Gender of the respondents

Gender	Frequency	Percent
Male	95	46.1
Female	111	53.9
Total	206	100.0

Concerning the age of the respondents who were involved in the study, the researcher categorized them into seven groups accordingly. Beginning from 20 the division goes up to 50 and above. The total number of respondents whose age ranged between 20 and 24 is 10 (4.9% of the total respondents) as there were 4 male teachers and 6 female teachers (1.9% and 2.9% respectively). In the age group of 25-29 years

old, the females again outnumbered the males. The number of the male teachers in the abovementioned age group is 16 (7.8%) while the female teachers were 19 (9.2%). The total number of the respondents with an age between 25 and 29 is 35 (17.0%). The total number of the respondents under the category of 30-34 is 45 (21.8%). The female teachers doubled (n=30, 14.6%) the male teachers in this group as the latter were 15 (7.3%) in number. In the age group of 35-39 years old, there were more male teachers (n=22, 10.7%) than the female teachers (n=21, 10.2%) where the total number of the respondents who were in this age group is 43 (20.9%). Under the age group of 40-44 the percentage of the male teachers was 7.3% (n=15) while that of the female was 7.8% (n=16) and the total respondents in this category involved 31 teachers (15%). Among the respondents, 6.8% of the male teachers and 4.4% female teachers were under the age group of 45-49 as the former were 14 where the later were 9 in number. There were 23 teachers (11.2%) under this age group. Under the final category of age, 50 and above, there were 9 male teachers and 10 female teachers (4.4% and 4.9% respectively) and their total number is 19 (9.2%). Table 4.2 shows the age groups of the respondents according to their gender.

Table 4.2
Age Groups of the Respondents

		Age of respondent								
Sex			20-24	25-29	30-34	35-39	40-44	45-49	50 and above	Total
Male	Count		4	16	15	22	15	14	9	95
	% of Total		1.9%	7.8%	7.3%	10.7%	7.3%	6.8%	4.4%	46.1%
Female	Count		6	19	30	21	16	9	10	111
	% of Total		2.9%	9.2%	14.6%	10.2%	7.8%	4.4%	4.9%	53.9%
Total	Count		10	35	45	43	31	23	19	206
	% of Total		4.9%	17.0%	21.8%	20.9%	15.0%	11.2%	9.2%	100.0%

The following table (table 4.3) reveals the highest academic qualifications of the respondents according to their gender. The academic qualifications of the teachers, in this study, are divided into three namely Diploma, Degree and Masters. The teachers who possessed only a diploma as their highest academic qualifications were a minority. The male teachers under this category are 4 (1.9%) while the female teachers are only 3 (1.5%) and their total number is 7 which is only 3.4% of the total respondents. Concerning the Degree level which is possessed by the teachers as their highest academic qualification, there were 55 male respondents (26.7%) and 76 female respondents (36.9%). It is notable that more than sixty percent of the total respondents have a degree (n=131, 63.6%). The total number of the teachers who are qualified with a Master's degree is 68 (33.0%) as the number of the male teachers is 36 where as the female teachers are 32 (17.5% and 15.5% respectively).

Table 4.3
Highest Academic Qualification of the Respondents

		<u>High Academic Qualification</u>				
		Diploma	Degree	Master	Total	
Sex of respondent	Male	Count	4	55	36	95
		% of Total	1.9%	26.7%	17.5%	46.1%
	Female	Count	3	76	32	111
		% of Total	1.5%	36.9%	15.5%	53.9%
Total		Count	7	131	68	206
		% of Total	3.4%	63.6%	33.0%	100.0%

Regarding the teaching experience of the respondents, it has been divided into six categories. 20.9 % of the total respondents (n=43) are included in the first section which is the group with 1to 4 years of teaching experience. The number of the male teachers under this division is 20 (9.7%) while the female teachers are 23 (11.2%). In

the case of the second category which is the group of those who are experienced in their teaching career from 5 to 9 years, a total number of 62 teachers (30.1%) came under this division as there were 13.6 % of the male respondents (n=28) and 16.5% of the female respondents (n=34). Under the category of 10-14 years of the teaching experience, the number of the male teachers is 18 and that of the female teachers is 28 (8.7% and 13.6% respectively). The total number of the respondents under this category is 46 with 22.3 percent (n=46, 22.3%). Only a negligible percentage of the respondents falls under the division of 15-19 years of teaching experience as there were 8 male teachers (3.9%) and 9 female teachers (4.4%). They were 17 teachers (8.3 %) in total. The group with 20-24 years of teaching experience included more male teachers than female teachers. In other words 8.3 % of the male respondents were experienced with that particular years (n=17) while there were only 4.4% of the female teachers (n=9) who reached that level. The total percent of the respondents who fell under the aforementioned category was 12.6% (n=26). With reference to the last category of teaching experience years, 25 and above, there was only a small percentage of the respondents from both male and female teachers who came under this division. That is to say there were only 4 male teachers (1.9%) and 8 female teachers (3.9%) and their total number was 12 (5.8%). These facts are tabularized in the following table, table 4.4.

Table 4.4
Teaching Experience of the Respondents

			Teaching Experience					Total	
			1-4	5-9	10-14	15-19	20-24		25 and above
Sex	Male	Count	20	28	18	8	17	4	95
		% of Total	9.7%	13.6%	8.7%	3.9%	8.3%	1.9%	46.1%
	Female	Count	23	34	28	9	9	8	111
		% of Total	11.2%	16.5%	13.6%	4.4%	4.4%	3.9%	53.9%
Total		Count	43	62	46	17	26	12	206
		% of Total	20.9%	30.1%	22.3%	8.3%	12.6%	5.8%	100.0%

4.3 SECTION TWO: RESULTS OF THE STUDY

In this section the results obtained from an analysis of the collected data are presented, as the main objective of the present study was to analyze the outcomes of research questions. The five research questions sought to find out the following things i.e. the level of the motivation received from the school administrators as perceived by the teachers of the aided high schools at Malappuram Educational District, Kerala, India, the prevalent job satisfaction level of the teachers, the differences in perceived level of motivation received by the teachers based on selected demographic variables, the relationship between teachers' job satisfaction and their perceptions on the motivation, and the predictive ability of their perception of motivation on job satisfaction.

4.3.1 Level of Motivation Received as Perceived by the Teachers

The first research question was developed to seek the level of motivation received from the school administrators as perceived by the teachers. In this study, the researcher has identified three areas which were observed to be important in obtaining

the accurate data concerning the teachers' perception on the motivation received from the administrators. The findings will be presented according to those constructs namely, career progression, welfare and instructional field. The following table (table 4.5) shows the level of motivation in the area of their career progression. The second item in the questionnaire, measuring the teachers' perception towards the motivation level in career progression, which states that the school administrators facilitate for the development of their teaching skills, got the highest mean score ($M=3.42$, $SD=0.87$) among all others. It is notable that the amount of the respondents who agreed to this statement and who were neutral was same in terms of the number and the percentage as there were 83 teachers (40.3%) in both categories. It is also notable that the majority of the respondents came under the category of "neutral" except for this item and the sixth statement, which is "the administrators encourage me to participate in all activities related to my career". Around 35% of the respondents ($N=70$) agreed that they were encouraged for taking part in the activities. To the last item under this construct, which states that the administrators are open to give them extra training for their career progression, 66 of the respondents (33.5%) with the lowest mean score ($M=2.92$, $SD=1.07$) responded neutrally while 67 teachers (32.5%) agreed with the statement. The number of the respondents under the category of "strongly agree", "disagree", and "strongly disagree" dispersed with a small percentage.

Table 4.5
Level of motivation received by teachers in relation to their career progression

Items	1	2	3	4	5	M	SD
The school administrators encourage me to pursue my higher study.	15 7.3%	15 7.3%	84 40.8%	63 30.6%	29 14.1%	3.36	1.05
The school administrators facilitate for the development of my teaching skills.	7 3.4%	16 7.8%	83 40.3%	83 40.3%	17 8.3%	3.42	0.87
The administrators advice me in choosing the area of my further study.	25 12.1%	28 13.6%	96 46.6%	41 19.9%	16 7.8%	2.97	1.06
The administrators show interest in solving problems related to my profession.	16 7.8%	23 11.2%	73 35.4%	64 31.1	30 14.6%	3.33	1.09
The administrators give me feedback on my career progression needs.	16 7.8%	35 17.0%	74 35.9%	60 29.1%	21 10.2%	3.16	1.07
The administrators encourage me to participate in all activities related to my career.	27 13.1%	31 15.0%	57 27.7%	70 34.0%	21 10.2%	3.13	1.18
The administrators often give me challenging works to improve my competencies.	20 9.7%	40 19.4%	79 38.3%	58 28.2%	9 4.4%	2.98	1.02
The administrators create an environment that is conducive to opportunities for my career advancement.	24 11.7%	44 21.4%	66 32.0%	65 31.6%	7 3.4%	2.93	1.06
The administrators are open to give me extra training for my career progression.	28 13.6%	37 18.0%	69 33.5%	67 32.5%	5 2.4%	2.92	1.07
						Overall	3.18 0.78

In relation to the level of motivation received by the teachers in the area of their welfare, there were eleven items to measure their perception. The majority of the respondents fell under the category of “neutral” for the items starting from the second until tenth. These items stated about provision of better work environment, promotion of good relationship with teachers and other staff, assistance in non-teaching activities, keeping warm relations with teachers’ family, concern of teachers’ gathering programs, habit of informal conversation between teachers and administrators (to this statement, 40.0% teachers responded neutrally with the lowest mean score of $M=2.90$, $SD= 1.04$), calling with their first name, payment for overtime, and allowance of extra leave for emergency respectively. To the remaining two items, the majority of the teachers responded positively. For the first item, which stated that the administrators often provide opportunities for the teachers to have a discussion about their salary and perks, 83 of them (40.3%) with the highest mean score among all other items agreed, while more than 30% were undecided ($N=68$, 33.0%). In relation to the statement about the teachers’ feeling of safety, 69 of them (33.5%) agreed and 60 teachers (29.1 %) were not sure. The remaining numbers of the respondents were distributed among the three categories which are “strongly agree”, “disagree”, and “strongly disagree”. The results are shown by table 4.6.

Table 4.6
Level of motivation received by teachers in relation to welfare

Items	1	2	3	4	5	M	SD
The administrators often provide opportunities for the teachers to discuss on the matters related to their salary and perks.	13 6.3%	26 12.6%	68 33.0%	83 40.3%	16 7.8%	3.30	1.00
The administrators often provide better work environment in each year.	12 5.8%	26 12.6%	79 38.3%	69 33.5%	20 9.7%	3.28	1.00
The administrators promote warm relationship with teachers and other non-teaching staffs.	13 6.3%	31 15.0%	68 33%	69 29.1%	34 16.5%	3.34	1.11
The administrators often provide assistance to me even for something that is not related to my work.	21 10.2%	38 18.4%	79 38.3%	56 27.2%	12 5.8%	3.00	1.04
The administrators often keep good relationship with my family.	14 6.8%	48 23.3%	75 36.4%	59 28.6%	10 4.9%	3.01	0.99
The administrators show interest in organizing teachers' gathering programs.	18 8.7%	31 15.0%	71 34.5%	63 30.6%	23 11.2%	3.20	1.10
The administrators are open to make informal conversation with me, asking my interests.	28 13.6%	32 15.5%	84 40.8%	56 27.2%	6 2.9%	2.90	1.04
The administrators often call me with my first name.	19 9.2%	35 17.0%	67 32.5%	67 32.5%	18 8.7%	3.14	1.09
The administrators are not reluctant when it comes to paying over time.	15 7.3%	43 20.9%	89 43.2%	50 24.3%	9 4.4%	2.97	0.95
The administrators are cooperative in terms of allowing me extra leave for emergency.	16 7.8%	41 19.9%	64 31.1%	61 29.6%	24 11.7%	3.17	1.11
The teacher welfare activities provided by the administrators give me a feeling of safety.	16 7.8%	37 18.0%	60 29.1%	69 33.5%	24 11.7%	3.23	1.11
Overall						3.14	0.74

Concerning the perceived level of motivation received by the teachers in the area of their instructional related matters, table 4.7 shows the following results: Unlike in the other two areas of motivation, from the 8 items which measured the perception, the majority of teachers responded positively to 7 items. For the remaining one, which stated that “the administrators update the latest technologies and encourage me to use them in my instructions” 75 of them (36.4%) were unsure about the statement and the mean score was the lowest ($M=3.29$, $SD=0.99$). For the first item, with the highest mean score ($M=3.34$, $SD=0.92$) 45.1% teachers ($N=93$) agreed that the administrators provide adequate infrastructure for the classrooms while there was a negligible percentage of the respondents under the category of disagreement like in all other items. However, 32.5% of them ($N=67$) were not sure about the issue.

Table 4.7
Level of motivation received by teachers in relation to instructional related matters

Items	1	2	3	4	5	M	SD
The administrators provide adequate infrastructure for classrooms.	9 4.4%	26 12.6%	67 32.5%	93 45.1%	11 5.3%	3.34	0.92
The administrators arrange the classroom facilities to my taste.	10 4.9%	26 12.6%	71 34.5%	88 42.7%	11 5.3%	3.31	0.93
The administrators put effort to visit classes during lesson.	11 5.3%	30 14.6%	64 31.1%	82 39.8%	19 9.2%	3.33	1.01
The administrators are always open for discussions related to my classroom instructions.	14 6.8%	26 12.6%	68 33.0%	72 35.0%	26 12.6%	3.33	1.6
The administrators often update the latest technologies and encourage me to use them in my instructions.	10 4.9%	30 14.6%	75 36.4%	71 34.5%	20 9.7%	3.29	0.99
The administrators often put effort to talk to problematic students to ensure the improvement of student learning.	11 5.3%	30 14.6%	61 29.6%	92 44.7%	12 5.8%	3.31	0.97
The administrators often give me constructive feedback on my instructional methods.	13 6.3%	35 17.0%	73 35.4%	79 38.3%	6 2.9%	3.14	0.95
The administrators are supportive in terms of planning a comfortable schedule for my class.	16 7.8%	30 14.6%	58 28.2%	82 39.8%	20 9.7%	3.29	1.07
Overall						3.29	0.74

Based on the overall mean score of the three aspects, namely the career progression (M=3.18, S.D= 0.78), teachers' welfare (M=3.14, SD= 0.74), and instructional related matters (M=3.29, SD= 0.74), it is observed that the level of motivation received by the teachers in these three areas is low. The results clearly

indicate (see table 4.8) that the administrators should be concerned about giving proper motivation to the teachers particularly in the abovementioned three areas.

Table 4.8
Level of motivation

Aspect of motivation	Mean	Std. Deviation
Career progression	3.1831	.79368
Welfare	3.1443	.74599
Instructional field	3.2961	.74725

The analysis of data has been categorized into three levels based on the forthcoming table (table 4.9) namely low, moderate and high, as it has been mentioned earlier in the methodology part of the research. The low mean score is from 1.00 to 2.33, the moderate mean score is from above 2.33 to 3.66 and if the mean score is more than 3.66 it can be categorized as high mean score. This categorization was made by the researcher for the ease of data interpretation.

Table 4.9
Classification level of mean score

Range of mean score	Classification
$1.00 \leq M \leq 2.33$	Low
$2.33 < M \leq 3.66$	Moderate
$3.66 < M \leq 5.00$	High

4.3.2 Teachers' Job Satisfaction Level

The following write ups will provide answers to the second research questions which sought to investigate the current job satisfaction level among teachers of the aided High schools at Malappuram Educational district, Kerala, India. Table 4.10 shows the following results: To the first item from the questionnaire which stated the general satisfaction of the teachers, 101 of them (49.0%) with the highest mean score (M=4.14, SD=1.12) strongly agreed that they were satisfied with their career while more than a quarter of the respondents (n=66, 32%) showed their agreement toward the statement. To the statement “the administrators often pay attention to my suggestions” 45.6 % of the respondents (n=94) agreed that they are satisfied in the case. However 42 of them (20.4%) were not sure about the statement, while 47 teachers (22.8%) strongly agreed that they are satisfied with their current status.

With regards to the provision of a comfortable working condition for the teachers and appreciation for those who perform well (item number 3 and 4 respectively), around a quarter of the respondents were unsure about their satisfaction level, while about 45 % of them (n=87 for the 3rd item and 88 for the 4th item) indicated that they were satisfied. It is notable that concerning the job satisfaction there is only a negligible percentage of the respondents who has disagreed with all of the aforementioned as well as the forthcoming items as the majority falls under the category of “agree”.

Regarding the fourth item, which states that “the administrators give me freedom to choose my method of working as a teacher”, 94 teachers (45.6%) agreed that they were satisfied in current status, and around 25% (n=51, sharply 24.8%) of them strongly supported this statement. However, regarding the provision of adequate

teaching facilities for the teachers, which was the sixth item under the construct of job satisfaction, the agreement was quite low compared to other items even though the majority responded positively. (n=81, 39.3%). The case of the following item, which stated about the administrators' selection of the teachers to do certain types of school-related jobs, was also not different as 83 of them (40.3%) agreed that they were satisfied with what was going on in their schools while 30.1% did not take any position.

With respect to the item which referred to the consideration the teachers got from the authority, around half of the respondents (n=100, 48.5%) agreed that their administrators value them in their career as teachers. Yet, there were 50 teachers (24.3%) who were unsure about this, while others differed in their response and reflected negligible percentage.

As it is explicit from the table, the item with the lowest mean score was the one which measured the teachers' satisfaction level based on the orientation they got from their administrators for a better performance (M=3.33, SD= 1.09). While 92 teachers (n=92, 44.7%) were positive toward the statement, more than a quarter's response was neither agree nor disagree (n=55, 26.7%).

To the statement "I am satisfied with the way the administrators behave to me" a significant number of the respondents (n=99) agreed that they were quite satisfied with the present situation and they were about half of the total respondents i.e. 48.1%. However, more than 35 percent of the respondents either under the category of "not sure", "disagree" or "strongly disagree".

Table 4.10
The level of current job satisfaction

Items	1	2	3	4	5	M	SD
Generally speaking, I am satisfied with my career as a teacher.	14 6.8%	4 1.9%	21 10.2%	66 32%	101 49.0%	4.14	1.12
The administrators often pay attention to my suggestions.	5 2.4%	18 8.7%	42 20.4%	94 45.6%	47 22.8	3.77	0.97
The administrators provide me a comfortable working condition.	5 2.4%	16 7.8%	50 24.3%	87 42.2%	48 23.3%	3.76	0.97
The administrators show interest in appreciating teachers who perform well during their career.	13 6.3%	13 6.3%	47 22.8%	88 42.7%	45 21.8%	3.67	1.08
The administrators give me freedom to choose my method of working as a teacher.	14 6.8%	13 6.3%	34 16.5%	94 45.6%	51 24.8%	3.75	1.10
The administrators provide me adequate teaching facilities	12 5.8%	19 9.2%	55 26.7%	81 39.3%	39 18.9%	3.56	1.07
The administrators often select me to do certain types of school-related jobs that are interesting to me.	17 8.3%	19 9.2%	62 30.1%	83 40.3%	25 12.1%	3.38	1.07
The administrators value me in this career.	12 5.8%	27 13.1%	50 24.3%	100 48.5%	17 8.3%	3.40	1.01
The administrators often give me proper orientation for my better performance.	20 9.7%	20 9.7%	55 26.7%	92 44.7%	19 9.2%	3.33	1.09
I am satisfied with the way the administrators behave to me.	125.8 %	23 11.2%	40 19.4%	99 48.1%	32 15.5%	3.56	1.06
Overall						3.64	0.79

Based on the overall mean score of 3.64 (S.D= 0.79), it is observed that the level of teachers' job satisfaction is moderate. The result indicates that the role of the administrators in motivating the teachers by giving them an environment of satisfaction in their job field should be increased and given more priority.

4.3.3 Differences in Teachers' Job Satisfaction Based on Gender, Age, and Academic Qualifications

Gender:

In order to identify the significant differences in the mean job satisfaction scores among the first of the demographic variables, which is gender, the researcher used an independent sample t-test, as it was helpful to find whether there is a statistically significant difference in the mean score for the two groups. That is to say, the researcher tried to find out whether males and females differ significantly in terms of their job satisfaction as perceived by them. The following table (table 4.11) shows that there was no statistical difference in teachers' job satisfaction for males (M= 3.61, SD= 0.87) and females (M= 3.65, SD= 0.70); $t = -0.36$, $p = 0.71$ (two tailed).

Table 4.11
Differences among gender in job satisfaction

Sex of the respondents	n	mean	SD	<i>t</i>	<i>df</i>	P
Male	95	3.61	0.87	-0.37	180.17	0.71
Female	111	3.65	0.70			0.70

Significant difference at .05

Age:

A one-way ANOVA was used to examine the statistical differences in teachers' job satisfaction based on their age levels. The respondents were divided into 7 groups according to the age (Group 1: 20-24, Group 2: 25-29, Group 3: 30-34, Group 4: 35-39, Group 5: 40-44, Group 6: 45-49 and Group 7: 50 and above). The results showed that the difference in job satisfaction existed between two age groups: $F(6, 199) = 2.6$, $p = 0.01$. Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. The effect size calculated using eta

squared, was 0.07. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for the Group 1 (M= 4.24, SD= 0.57) was significantly different from Group 6 (M= 3.29, SD= 0.81). The mean scores of Group 2 (M= 3.66, SD= 0.76), Group 3 (M= 3.79, SD= 0.67), Group 4 (M= 3.68, SD= 0.78), Group 5 (M= 3.50, SD= 0.76), and Group 7 (M= 3.40, SD= 0.96) indicate that there was no significant difference among these age groups of teachers in terms of their job satisfaction.

Academic qualifications:

To see the existence of statistical differences in job satisfaction among the teachers based on their academic qualifications, a one-way ANOVA was used by the researcher. The teachers were divided into 3 groups according to their academic qualifications (Group 1: Diploma, Group 2: Degree and Group 3: Masters). The result indicated that there was no significant difference among either group with regards to their job satisfaction; $F(2, 203) = 1.8, p = 0.16$, as it was explicit from the mean scores for each group (Group 1: M= 3.94, SD= 0.56; Group 2: M= 3.67, SD= 0.77; and Group 3: M=3.50, SD= 0.81).

4.3.4 Relationship between Teachers' Job Satisfaction and Their Perceived Level of Motivation Received

The forthcoming lines will answer the fourth research question which asked whether there is a significant relationship between teacher's job satisfaction and their perception on the motivation received from the school administrators. The result of the analysis is shown in the following table (table 4.12).

Table 4.12
Pearson Product-Moment Correlation Coefficient between job satisfaction and
the perceived level of motivation

		Correlations			
		Job satisfaction	Career progression	Welfare	Instructional field
Job satisfaction	Pearson		1		
	Correlation				
	Sig. (2-tailed)				
	N	206			
Career progression	Pearson	.555		1	
	Correlation	**			
	Sig. (2-tailed)	.000			
	N	206	206		
Welfare	Pearson	.643	.673		1
	Correlation	**	**		
	Sig. (2-tailed)	.000	.000		
	N	206	206	206	
Instructional field	Pearson	.680	.600	.704**	
	Correlation	**	**		1
	Sig. (2-tailed)	.000	.000	.000	
	N	206	206	206	206

**. Correlation is significant at the 0.01 level (2-tailed).

From the given table, it is observed that all the relationships between each aspect of motivation and job satisfaction were statistically significant. In addition, the relationships were observed to be strong as all the correlation coefficients are larger than 0.5.

4.3.5 Job Satisfaction as a Function of Perceived Motivation Level Received

For the research question about the predictive ability of the teachers' perception on the motivation received on their job satisfaction, the study could find the following results: The forthcoming table (table 4.13) of the model summary shows how much of

the variance in dependent variable (job satisfaction) is explained by independent variables (levels of motivation received relating to career progression, welfare, and instructional field). That is to say, 52.5% of the variation in the teachers' job satisfaction is explained by the abovementioned aspects of motivation (career progression, welfare and instructional field) ($R^2 = .525$, the adjusted $R^2 = .518$).

Table 4.13
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724	.525	.518	.54606

The analysis of the results showed that the explanation and prediction of the three aspects of the motivation, which are career progression, welfare and instructional field, toward the job satisfaction of the respondents was statistically significant ($p = .000$, as this means $p < .0005$) as it is revealed by the following ANOVA table (table 4.14).

Table 4.14
ANOVA

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	66.486	3	22.162	74.323	.000
Residual	60.233	202	.298		
Total	126.720	205			

Among the three aspects of motivation the instructional field was the largest contributor for the prediction of job satisfaction ($\beta = .419$) and it was statistically

significant ($p = .000$). The contribution of the welfare aspect to the prediction of their job satisfaction was lower than that of the instructional field ($\beta = .263$) and it was statistically significant ($p = .001$). However, the career progression aspect contributed very little to the prediction of teachers' job satisfaction and it was observed to be the lowest contributor among all ($\beta = 1.26$) and was not statistically significant ($p = .063$). These results are tabularized as follows (table 4.15):

Table 4.15
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.918	.187		4.912	.000
Career progression	.125	.067	.126	1.871	.063
Welfare	.278	.080	.263	3.461	.001
Instructional field	.441	.074	.419	5.958	.000

* Dependent Variable: job satisfaction.

4.4 SUMMARY

This chapter presented the analysis of the data obtained concerning the perception of the aided high school teachers of Malappuram Educational District on the role of their administrators in motivating them. The presentation of findings was divided into two sections as the first section described demographic information and the second section was meant for revealing the results according to the research questions. The results of the study clearly indicated that the administrators have a responsibility of being concerned about giving proper motivation to the teachers particularly at least in the three aspects which this research focused on namely career progression, welfare and instruction-related matters.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this chapter, the summary of the research findings is going to be revealed based on the research questions, followed by implications and recommendations for further researches. Finally, the researcher will be drawing a conclusion for the whole research. The present study investigated the perception of the teachers of the aided High Schools of Malappuram Educational District, India, on the role of the school administrators in motivating them. The discussion of the findings is presented in an order that addresses the research questions.

5.2 LEVEL OF MOTIVATION RECEIVED AS PERCEIVED BY THE TEACHERS RELATED TO THEIR CAREER PROGRESSION

The study found that in terms of teachers' perception on motivation-related to their career progression- received from their administrators the majority of them were moderate. Most of the teachers perceived the advice they got from the administrators on choosing the area of their further study as moderate (46.6%), and the encouragement from the administrators to the teachers to pursue their higher study was also moderate (40.8%). Concerning the interest of the school administrators to solve the problems related to the teacher's profession and to give feedback on their career progression needs, around 35% of the teachers responded neither positively nor negatively; they were the majority. Most of the teachers were unsure on whether they were given challenging work by the administrators to improve their competencies

(38.3%). Most of them did not agree or disagree on the comment about the availability of a comfortable environment and the provision of extra training for their career advancement. It may be presumed that the reason for the teachers to be reluctant to respond properly is the lack of their experience and or the fear that it may affect their future career as Coffin (2008) says. However, it was notable that there were two statements in which the majority agreed i.e. the facilitation of school administrators for the development of teaching skills (40.3%) and their encouragement for the teachers to participate in career-related activities (34.0%). The results are concurrent with the findings of Bennell (2004) and Ramachandran et. al. (2005). Yet, based on the total number of the respondents it is a small percentage. The latter adds one more point to this that the initial response of the teachers as they are satisfied with their career were contradictory to what they found by an in-depth enquiry (Ramachandran et. al., 2005). When it comes to the overall mean score of the total motivation level received in their career progression field, it shows that the motivation given by the administrators was moderate which explicitly implies that they are not aware of the career development of their teachers in any specific direction.

5.3 LEVEL OF MOTIVATION RECEIVED BY THE TEACHERS IN THE AREA OF THEIR WELFARE

The present study found that the extent of motivation received by the teachers in the area of their welfare was moderate. The majority of the respondents fell under the category of “neutral” for the items, which sought their perception related to welfare, starting from the second until tenth. These items stated about provision of better work environment, promotion of good relationship with teachers and other staff, assistance in non-teaching activities, keeping warm relation with teachers’ family, concerns of

teachers' gathering programs, habit of informal conversation between teachers and administrators, calling with their first name, payment for overtime, and allowance of extra leave for emergency respectively; they ranged from 31 to 40 in percent. As mentioned earlier, the teachers were reluctant to respond to these items as it was thought that it might affect their future career as well as the relationship with the administrators. Nonetheless, concerning the opportunities given by the administrators to discuss on the salary-related matters, most of the teachers (40.3%) responded positively. This shows that the administrators are ready to respond to the matters related to the welfare of the teachers despite of their own limitations. According to Faith et.al (2012) it is a mark of democratic leadership style of the principals if they seek information about their teachers' welfare (Faith and Kenneth, 2012) as they have measured this type of principal leadership with items including welfare aspects. However, the moderation in this aspect brings the researcher to a conclusion that the impersonal bureaucracy (as contended by Harris, 2006; and Moriarty, 2001) in the schools pertaining to the teachers and administrators affect the teachers' satisfaction level. Moreover, the bureaucracy in the schools creates some unnecessary generation gaps between the aforementioned two aspects particularly.

5.4 LEVEL OF MOTIVATION RECEIVED BY THE TEACHERS IN THE AREA OF THEIR INSTRUCTIONAL RELATED MATTERS

The findings of the study on the level of motivation received by the respondents in the area of their instructional related matters were interesting. Most of the teachers responded to most of the items positively. 45.1% of them were motivated by being given adequate infrastructure in their classrooms. The majority of the teachers agreed that their administrators were ready to talk to problematic students to improve student

learning (44.7%). Concerning the arrangement of classrooms most of them (42.7%) believed that the classrooms were set according to their taste. Needless to say, according to the teachers, these were among the main motives which helped them in their instructional field. This shows that despite all other inconvenience that were to be tolerated with, the teachers were satisfied with what they currently have in their schools and they were ready to recognize them as a factor of motivation given by the administrators. However, by looking at these three aspects, the study found that the motivation from the school administrators is low. It is inevitable for the authority to realize their role as administrators and give attention to at least these three areas as they affect directly the teachers' improvement in many aspects. The administrators have a responsibility of motivating the teachers from various dimensions among which these three areas deserve a significant place.

5.5 CURRENT JOB SATISFACTION LEVEL OF TEACHERS

With regards to the current job satisfaction level of the teachers, the findings of the study seem to be significant. Using descriptive statistical technique, the study found that more than half of the respondents were generally satisfied with their job as teachers, which was congruent with the findings of the study conducted by Ramachandran et. al. (2005). The present study found that the majority of teachers are satisfied with their administrators when it comes to the latter's behavioural aspect, concerns about the former, and appreciation for better performers. There were more than 40% percent of the teachers who responded positively to these areas. Likewise, regarding the provision of freedom in the career, teacher selection for certain types of jobs, giving value as a teacher, as well as the provision of orientation to improve

teaching career the percentage was significant as most of the teachers' response was positive. However, it is noticeable that the level of motivation they received from the school administrators in their job aspect is moderate which implies that the administrators have to focus more on motivational issues by all means. This moderation also suggests that there is an immense need for the administrators in the schools of India as a whole and the High School administrators at Malappuram Educational District especially, for being conscious about the issue of giving enough intrinsic and extrinsic motivation in order to enhance the performance of the teachers in their teaching profession. The level of job satisfaction by all means influences the performance of the employers and undoubtedly, the case of the teachers is not different from this fact (Roness, 2011).

5.6 DIFFERENCES IN TEACHERS' JOB SATISFACTION BASED ON GENDER, AGE, AND ACADEMIC QUALIFICATIONS

In relation to the difference in teachers' job satisfaction based on their gender, age, and academic qualifications, the researcher found that on the one hand, there were differences looking to certain age groups while on the other hand there were no significant differences among any other variables. To put it simply, the differences were to be shown among the age group of 20-24 and 45-49 (group number 1 and 6 respectively). This was similar to some previous findings (Ramachandran et. al., 2005; Bennel and Makyanuzi, 2005; Gupta and Gehlawat, 2013). With respect to the gender and academic qualifications, in congruence with the findings of Ramachandran et. al. (2005), Worley (2006), and Roness (2010), and contradictory to that of Harris and Crossman (2005), Bennel and Makyanuzi (2005), Arumugasami (2012), Gupta and Gehlawat (2013), there were no statistically significant difference in their job

satisfaction. This suggests that the motivation aspect is related to all types of teachers regardless of their gender, age and academic qualifications being the High Schools of Malappuram Educational Districts particularly and other schools of India generally, are in a backward position with regards to the provision of adequate motivation to their teachers. The reasons for the high school teachers to be neglected may be different among which are the proper awareness of the school administrators about the teacher motivation aspect, the contribution from the part of government authorities to the motivation activities for the teachers, time constraint for the administrative authority and so on. Regarding their future progression, the teachers are to be considered as one group disregarding the demographic variations as the result of the current study implies. The result was found by an analysis using ANOVA.

5.7 RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND THEIR PERCEIVED LEVEL OF MOTIVATION RECEIVED

Correlation analysis using Pearson product moment procedures yielded significant relationship between the teacher's job satisfaction and their perceived level of motivation received in the area of career progression, welfare and instructional related matters. The abovementioned relationships were observed to be strong as all the correlation coefficients were larger than 0.5 and all the constructs were found to significantly influence one another in a positive direction. In other words each one of the career progression, welfare, and instructional related matters significantly correlated with the job satisfaction of the teachers consistent with some previous researches (Bishay, 1996; Davis and Wilson, 2000; Shah et. al., 2012). The strongest correlation among these aspects was that of instructional related matters ($r = .680$) followed by welfare ($r = .643$) and career progression ($r = .555$) which meant that an

increase contributed by the school administrative authority in any of these three dimensions would significantly influence on the job satisfaction level of the teachers at Malappuram aided High Schools, India. Thus the productivity of the teachers in these schools would also be increased to an extent, if the motivation is provided by the school administrators in a proper manner conducive to a good and healthy survival of the teachers at these schools at least, as it has been observed by Ramachandran et. al. (2005).

5.8 JOB SATISFACTION AS A FUNCTION OF PERCEIVED MOTIVATION LEVEL RECEIVED

The findings of the last research question, which asked about the predictive ability of the teachers' perceptions of the motivation received on their job satisfaction, were significant looking to different aspects of the current scenario in the aided High Schools of Malappuram Educational District, India. The results of this study showed how much of the variance in dependent variable (job satisfaction) was explained by independent variables (levels of motivation received relating to career progression, welfare, and instructional field). It was revealed that 52.5% of the variation in teachers' job satisfaction was explained by the three dimensions of motivation which the present research studied, namely the career progression of the teachers in the above mentioned High Schools followed by their welfare and instructional related matters ($R^2 = .525$, the adjusted $R^2 = .518$). It is worth mentioning that there was another 47.8% of the variation in teachers' job satisfaction which has not been taken by this researcher. Some of the previous studies (for instance Shah, 2012; Worley, 2006) have found other variables such as reward and recognition, supervision, responsibility, achievement and work itself as the predictors of job satisfaction.

The analysis of the results has drawn a conclusion that looking at these three aspects of motivation received by the teachers of Malappuram Educational District aided High Schools, the explanation and prediction of the three motivational dimensions, used by this study, towards their job satisfaction was statistically significant ($p = .000$, as this means $p < .0005$) which directly means that the contribution of these three entities to the teachers' job satisfaction level is cardinal and it is the very time for it to be considered by the school administrators as important for further improvement in their teacher motivation.

The study also identified the aspects of motivation which contributed more and less to the prediction of the teachers' job satisfaction. Among the three of career progression, welfare and instructional related matters the first one contributed less among the others to their job satisfaction ($\beta = 1.26$) and it was also observed to be not significant as the p value showed it ($p = .063$). With respect to the contribution of welfare aspect to the prediction of their job satisfaction, it was higher than that of the former ($\beta = .263$) and the p value showed that it was statistically significant ($p = .001$). However, the contribution of motivational aspect related to their instructional field was the highest one among the three aspects ($\beta = .419$) and needless to say, it was statistically significant ($p = .000$).

5.9 RECOMMENDATIONS FOR THE ADMINISTRATORS OF THE AIDED HIGH SCHOOLS AT MALAPPURAM, INDIA

Based on the current findings, the researcher makes the following suggestions and recommendations for the school administrators of the aided high Schools at Malappuram Educational District, India in order to increase the motivation they give to their teachers.

- 1- There should be a culture of cultivating proper awareness among the school administrators about their role in motivating their teachers.
- 2- The authority should be aware of intrinsic and extrinsic motivational aspects in order to practice both in motivating their teachers.
- 3- The administrators should be aware of giving proper motivation to their teachers at least in three aspects namely, the career progression, welfare and instructional field being the result of the present study has identified an immense lack in these three aspects.
- 4- The administrators should seek support from the government for enhancing the motivation level related to physical facilities of the schools. It is impossible for the teachers to be motivated by the infrastructure and the likes if there is no up-to-date facility.
- 5- The administrators should maintain the school environment 'clean' and conducive to better performance for their teachers.

5.10 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the current results and owing to the limitations of the study, it could be better if future studies related to teacher motivation by the school administrators note the forthcoming suggestions:

- 1- The study has only selected the aided High School teachers as the respondents; therefore it is appreciated if future research could cover the High School teachers of both government and private sectors.

- 2- Future studies could also explore the perceptions from the school administrators in motivating the teachers whereas this study has only sought for the teachers' perceptions.
- 3- The present study has only covered the High Schools to see the motivation level received by the teachers. It could also be beneficial if future research include the primary as well as the secondary level schools in order to get more generalized outcomes.
- 4- Future researchers could include some more dimensions of motivation other than career progression, welfare and instructional field, which have been used by this study, for instance, school community, school environment, supervision etc. in order to have a deeper understanding of the issue of motivation prevalent in the schools.
- 5- This study was conducted in a pure quantitative method. To obtain an in-depth outline of the ongoing phenomena of motivational aspects in the schools of Malappuram Educational District, future research could be held either in pure qualitative methodology or using mixed methods by phenomenological design, via in-depth structured and semi-structured interviews, focus groups etc. so that the actual feelings of the participants could be understood.

5.11 CONCLUSION

The school administrators of Malappuram Educational District aided high schools need to be aware of their cardinal role in motivating their teachers through different aspects. The issues pertaining to the motivation in India generally and in Malappuram Educational District particularly need immediate attention by the respective authority

from the government, in order to ensure the job satisfaction of the teachers in these institutions. As the results of the study showed, the lack of certain motivational dimensions significantly affects the career advancement of the teachers and consequently it may lead to unavailability of qualified staff for the schools in the country. By analyzing the three motivational aspects namely the career progression, welfare and the instruction-related matters, the study has tried to explore the perceptions of the teachers on the level of motivation they received from their administrators by and large.

The research is important for the government authorities and the district level school administrators of aided High Schools at Malappuram Educational District as they have to take immediate steps in identifying their role as motivators to their teachers. The study is also helpful for the teachers in realizing the three aspects of motivation which they need to get from their administrators.

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ARRENDIX

QUESTIONNAIRE FOR THE RESPONDENTS

The Role of School Administrators in Motivating the Aided High School Teachers of Malappuram Educational District, India as Perceived by the Teachers.

INTRODUCTION					
<p>The purpose of this questionnaire is to explore the perception of the teachers on the role of high school administrators in Malappuram – India, as teacher motivators. You have been randomly selected as a respondent. Please respond to the items as honestly as possible. Your responses will be used for academic purposes only and will be treated as confidential. Thank you for your cooperation.</p>					
SECTION A: Please tell us about yourself					
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Age		
Highest Academic Qualification	<input type="checkbox"/> Diploma	<input type="checkbox"/> Degree	<input type="checkbox"/> Master	Teaching Experience	: years
SECTION B: Please indicate your agreement to the following statements 1: Strongly Disagree. 2: Disagree. 3: Neutral. 4: Agree. 5: Strongly Agree					
Job Satisfaction					
	Level of Agreement				
	1	2	3	4	5
1. Generally speaking, I am satisfied in my career as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The administrators often pay attention to my suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The administrators provide me a comfortable working condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The administrators show interest in appreciating teachers who perform well during their career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The administrators give me freedom to choose my method of working as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The administrators provide me adequate teaching facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The administrators often select me to do certain types of school-related jobs that are interesting to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The administrators value me in this career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The administrators often give proper orientation for my better performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am satisfied with the way the administrators behave to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career progression					
11. The school administrators encourage me to pursue my higher study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school administrators facilitate for the development of my teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The administrators advice me in choosing the area of my further study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. The administrators show interest in solving problems related to my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The administrators give me feedback on my career progression needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The administrators encourage me to participate in all activities related to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The administrators often give me challenging works to improve my competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The administrators create an environment that is conducive to opportunities for my career advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The administrators are open to give me extra training for my career progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welfare					
20. The administrators often provide opportunities for the teachers to discuss on the matters related to their salary and perks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The administrators often provide better work environment in each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The administrators promote warm relationship with teachers and other non-teaching staffs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The administrators often provide assistance to me even for something that is not related to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The administrators often keep good relationship with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The administrators show interest in organizing teachers' gathering programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The administrators are open to make informal conversation with me, asking my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The administrators often call me with my first name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The administrators are not reluctant when it comes to paying over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The administrators are cooperative in terms of allowing me extra leave for emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The teacher welfare activities provided by the administrators give me a feeling of safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional related matters					
31. The administrators provide adequate infrastructure for classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The administrators arrange the classroom facilities to my taste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The administrators put effort to visit classes during lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The administrators are always open for discussions related to my classroom instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The administrators often update the latest technologies and encourage me to use them in my instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The administrators often put effort to talk to problematic students to ensure the improvement of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The administrators often give me constructive feedback on my instructional methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The administrators are supportive in terms of planning a comfortable schedule for my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>