

Research Article

Exploring Motivating and De-motivating Factors of Teacher

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ABSTRACT

Teacher motivation is considered as one of the important area of teacher professional development. Highly motivated teacher can teach effectively in the classroom and bring changes in the outcomes of the students' performance. This research aims to explore the motivating and de-motivating factors of teachers in school education. To fulfill it, four teachers of secondary level education were purposively selected from different four schools of Aathrai Rural Municipality of Terathum district. They were interviewed time and again until data saturation. The qualitative data obtained from in-depth interview were analyzed descriptively and thematically. The findings of the study suggest teacher's responsibility and accountability, interest and desire, support from colleague and senior, salary, professional development, academic freedom, service facility, students performance are the motivating factors. On the other hand political interference, lack of administrative support, teacher's biasness, service facilities, identity crisis are founded as the de-motivation factors. The research concluded that the concerned body should understand the importance of teacher motivation which helps to improve and promote the teaching learning activities and enhance learning efficiency and proficiency.

Keywords: motivating, de-motivating, factor, school education and teacher

Introduction

Teacher motivation is one of the important factors in achieving high academic performance (Matoke, Okibo and Nyamongo 2015). There is relation between teacher motivation and academic performance. Guskey (2002) discovered that Teacher motivation refers to the change in the classroom practices of teachers, change in the attitudes and beliefs, and change in the learning outcome of the students. It is a part of professional development. Iliya and Ifeoma (2015) stated, "Teacher motivation is influenced by myriads of factors including compensation, success in the classroom, their dedication to the profession, training they receive, prospect of promotion and career development (p.10)". It reflects both intrinsic and extrinsic source of teacher motivation. Han and Yan (2016) found that student motivation and teaching efficacy are significantly influenced by teacher motivation (p. 5). This statement reveals that teacher motivation has positive influence on student's motivation and teaching effectiveness. It is important for institution's success, educational reforms, grooming students, their academic progress, ensuring quality of education, positive transformation of students and teacher's performance and achievement, improving the outcomes of both teaching and learning. According to Fattash (2013) unreasonable demands of administrators, discouraging team efforts, neglecting rewards, financial problems are the factors related to de-motivation.

Maslow (1954) in his book 'A Theory of Human Motivation' state that motivation refers to the desires or needs that influenced the individuals to a certain behaviors to fulfill their satisfaction. There are two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is caused by drives that arise from within us and extrinsic motivation is caused by forces in the environment. On the contrary, de-motivation means the negative influence of the factors in the individual's behavior. Dornyei, 2005 as cited in Maher, M. Fattash, (2013) defines de-motivation as extrinsic

factors in particular that weaken or lessen the driving power behind a behavioural purpose or an opening action (p.2). It shows that de-motivation refers to the factors that negatively influence the behaviors of the human being. This is to say that either motivation or de-motivation dominates the human activities. These both things come simultaneously in the individual in course of activities. Again according to Maslow's theory of motivation, known as the hierarchy of needs, our motivation for various behaviours progresses through seven different phases. They are the physiological, safety, love, and belongingness needs, as well as the needs for self-esteem, cognitive function, and aesthetic and self-actualization. According to Rasheed, Aslam, and Sarwar (2010):

Motivational issues of teachers that includes; workload, communication gap between teachers among faculty, department politics, not making efforts to conduct PhD and M. Phil programs inside the university, credit given to senior lectures instead junior, lack of appreciation to the junior teacher, teacher evaluation on determined by student achievement. These are the problem faced by the university teachers that come on the way for teacher motivation.

Teacher have to face different kinds of motivational issues in their career. According to Karabenick and Conley and (2011) teacher who participated in professional development had moderate to high levels of motivation even when participation involved a considerable investment of personal time or resources.

Professional development training helps teacher to motivate themselves to perform their duties effectively. Professionally trained teacher were equally motivated for their responsibilities. In this regard, Akuoko, Dwunah and Baba (2012) shows significant relationship between teacher motivation and quality education delivery and there is no significant difference in terms of motivation between urban and rural area teachers in the metropolis.

De-motivating factors hinders the performance of teacher, Fattash (2013) stressed, teacher burnout, lack of interest, lack of commitment, emotional exhaustion and dissatisfaction are de-motivating factors of teacher in their performance and achievement. Regarding relationship between motivation and performance, Ali, Dahie and Ali (2016) there is the significant relationship between teacher motivation and school performance. Similarly, Gitonga (2012) argued teacher conducive working condition, age, professional development and remuneration are the motivational factors that influence the performance of students in public secondary school.

Majority of teacher in school education are not aware about teacher motivation. Government has provided opportunity to the school teachers to participate in the professional development programs in order to motivate the teachers. Rasheed, Aslam and Sarwar (2010) one of the essential and inescapable goals of institution administration is teacher motivation in higher education. However, school education is not much aware about teacher motivation. Therefore, I realized the necessity of carrying out the research to explore the motivating and de-motivating factors of school teachers.

Objectives of the Study

The objective of the study is to explore the motivating and de-motivating factors of teachers in school education.

Methodology

Method refers to overall plan for conducting a research work. The research design of the study is qualitative and the methods of the study is face to face in-depth interview. Population of this study are four secondary level teacher who are teaching in public school of Tehrathum district Aathrai Rural Municipality. To obtain the required data, four teachers, A, B, C and D (pseudo name) were purposively selected on the basis of their teaching experience from four different schools. For the purpose of data collection, face to face in-depth interview

was taken to extract the required information from the participants for the attainment of the objectives. In the interview some guiding questions are used to focus the interview towards the subject matter. For the collection of required data of this study, first of all I met the participants and clarified purpose of the research study. Then, I took interview with teacher and recorded it in the mobile phone and then transcribe the interview, generate theme by coding in different themes. In the process of data analysis, field work/study and analysis go side by side. To analyze the data, first of all I manage the collected data in different themes by using thematic approach. After Managing data, I coded in different section, study comparatively and generate themes. After building relevant themes, I interpreted them logically.

Finding and Discussion

On the basis of thematic analysis and interpretation findings and discussion of this study are presented as below.

Motivating Factors

Teacher's Responsibility and Accountability

Brady (2021) stated that teachers' responsibility is a strong source of extrinsic motivation and accountability means accepting responsibility for one's conduct, while responsibility refers to instances of what or whom we are responsible for. This is to say that, responsibility can functions as a strong complement of improving teacher motivation. If teacher's accountability is not too harsh, then it supports teacher to get motivation. In this regard, the teacher 'A' prefers that:

Students come from far away from the school with the expectation that we are here for them. I should not cheat over them. I feel that, I must help them as much as possible. I believe that I should be dedicated and sincere towards the students. If I heard from my children that their teacher cheated them by spending their time without teaching, it hurts me badly. And same thing happen to the parents of those who come in this school.

This statement indicates that teacher 'A' is bounded by duties towards students. Therefore, it shows that the teacher is extrinsically motivated.

Teacher's Interest and Desire

Teachers' interest and desire engage them in a behaviors arises from within. Green and Greive (2007) argued that, interest and desire to teach was influenced by experiences with technology in school, encouragement from community members, and hobbies and interests from before enrollment. Thus, it naturally satisfied the teacher. It is tied with intrinsic motivation. In this regards, teacher 'B' argued, "I love this profession. Sometime, I would like to say that I am born for this profession".

This line reflects that should guide by love and affection towards the teaching. This is to say that the source of his motivation is intrinsic factors.

Support from Colleague and Senior Teacher

Teachers are satisfied from the support they get from the colleague. Pogodzinski (2014) said that the quality of support the novices received from their formal mentors and other colleagues as well as senior teacher highly motivate them. They think that colleague support is the source of motivation in their teaching profession. Regarding this, teacher 'C' stated: "I have strong influences of one of my senior teacher in this field. He supports me academically when I have confusion in particular subject. He clarifies me without being awkward". Similarly teacher "A" and "D" also suggested that:

We got support from senior teacher. Before we go to the classroom we used to meet them and took the ideas about the lesson. Similarly, from my teaching staff of this school, I have got both academic and financial support.

This extract reveals that teacher were emotionally and academically support by their senior teacher and colleagues which are extrinsic factor of motivation for teacher.

Salary (Remuneration)

Salary is also one of the influencing factors for teacher motivation. When teacher's basic needs are fulfilled, it motivates them to do their best in the teaching field. When teachers get enough money to live, they are satisfied from their job which is the cause of motivation for teacher. In this context, teacher 'A' revealed:

Our salary is very less if we compare it with others. But, if we compare it with government bureaucrats then they are similar. Therefore, I am satisfied with the salary provided by the Nepal Government.

This statement posits that teacher 'A' was fully satisfied with the salary he received from Nepal Government. He does not have any complain about the salary. It means he is motivated by the external factor such as salary.

In the same way, teacher 'B', 'C' and 'D' said, "I am happy with the salary given by Government". It shows that the teacher were satisfied with the salary provided by Nepal Government.

Facility for Professional Development

When teachers are facilitated to enhance pedagogical skills and knowledge of subject matter through, workshops, in-service training, seminar, field visit, they automatically get empowerment for motivation. Dawabsheh, Mustanir and Jermstiparsert (2020) stated that when teachers are given trainings and growth chances, they are motivated, and the quality of education can be increased. This has an impact on the teachers' performance. It gives energy for the people to make effort in the concerned field. The facility of professional development activity to the individual is the strong source of motivation. In this regard, teacher 'C' said:

As a teacher, I got training on how to teach, how to prepare and use teaching materials, how to evaluate the students' performance in the starting year of my service which was very helpful. However, this kinds of training was received by limited teacher.

This statement shows that teachers were motivated by Teacher Professional Development (TPD) training provided by the National Center for Educational Development (NCED). This sort of training has positive influence in her teaching profession. Similarly, teacher 'D' said,

Leave facilities, salary provided by government was good but in my view government should make provision for field visit with other school, student exchange program for the betterment of the students and teachers.

It shows that field visit, outreach program will help teacher to motivate them in their teaching job. It also help them to learn the practices followed by other school in the betterment of teacher and students.

Academic Freedom

Academic freedom is the important factors for the teacher motivation. Academic freedom of the teacher is tied to custom and practice to the ideals environment for freedom of thought, inquiry and teaching. In this context, teacher 'C' stated,

I was a Korean Non-Resident Nepali (NRN) before I became a teacher. I left Korea because there was no freedom for me to write and speak. I had to remain in the boundaries given by the company. I could not raise the voice through writing nor I could extend my writing talent so, I decided to be a teacher. It has respected my academic qualification.

These ideas indicate that teacher 'C' was influenced by the academic freedom facilitated by the school. His source of motivation is the extrinsic factor.

Service Facility (Promotion)

Service facility refers to the promotion. Promotions are desirable for most employees. Promotion at regular interval of time makes the employees work harder. It is given to them to satisfy the psychological requirements of employees in the organization. As the individuals gradually climb the ladder of

success via promotion, their position upgrade. So, service facility motivates the public servant to their field. In this regard, teacher 'A' argued, "I started my teaching career in the school from third class teacher and within ten year I became second class I am proud to have this position and I am happy with this". Similarly, teacher 'B' said that "I started to teach three decade ago. Now I am first class secondary level teacher I am happy with this position".

This posits that the teachers were motivated by their promotion. This facility attracts the teacher to remain stable in their teaching profession. Getting satisfaction from his position is the indicator of his extrinsic motivation

Student's Performance

Another motivating factor for teacher is the student performance. Teacher gets motivation when their student gives their best. It encourages the teachers to improve themselves and their work. In this concern teacher 'B' said,

The student whom I taught were in different sector like teaching, medicine, engineering, commerce and so on when they meet me and said you are my teacher, you made me ... I feel proud with them.

Similarly teacher 'A', 'C' and 'D' said, "I feel proud when my student brings good result at that time I realize that students were satisfied from my teaching".

The line states that student's performance satisfies the teacher a lot which motivates him in teaching field.

De-motivating Factors

Political Interference

Politics and political patronage networks made teacher de-motivated. Bantwini and Moorosi (2023) argued that political pressure was viewed as a significant disruptive form of external pressure that continues to have detrimental effects on education. Teachers become de-motivated when they see others teachers receive special treatment during

posting and transfer and different opportunities in the school. This political barrier de-motivates them. Concerning with this teacher 'A' stated:

Most of the teachers who have been appointed here as temporary teacher have a kind of political tag if the candidate is not from political background but qualified cannot be appointed. If the candidate was selected from Teacher Service Commission (TSC) and sent to the Local Government for posting and recognized as a political member was appointed in well facilitated school without concerning their rank.

This statement shows that politics play the dominant role in school while appointing temporary teacher and posting.

Likewise, teacher 'B' and 'D' stated:

There is a huge political interference in teacher transfer. If the teacher was from another political background, transfer process was stop and there may be bargain of money which de-motivate teacher in their performance. In spite of fulfilling their teaching responsibility they started to visit political leaders and get opportunity.

This extract reveals that political interference in the school has been a tradition. It was in the past as well as in present. It is the continuity of the past culture. They have experienced this political interference from long time.

In the same way, teacher 'C' commented:

I am the only one permanent teacher in this school since 2076. When I was posting in this school there was a temporary teacher working as a head teacher. Before two years I requested to school management committee and local government to follow Education Act but nothing was changed due to the political power which de-motivate me in my duty and responsibilities. Politics rules over us.

It shows that opportunities provided by the act was miss-used with the support of politics which de-motivate teacher.

Lack of Administrative Support

Every program and activity is planned out and carried out according to the administrative system. It aids in making the proper decisions and provide the necessary resources for the success of any activities or programs. Saleem, Muhammad and Masood (2020) said that support from the administration made it easier for them to acclimatize to school and also served as a source of improved classroom education such type of administrative support has a positive effect on how well teachers interact with their students. If the administration is not supportive towards teachers they became demotivate. In this regard teacher 'C' said "there is no transparency in information received in the school which de-motivate me to perform my duties". Similarly teacher 'D' said

We have to perform whatever our head teacher wants. All rights are vested in the head teacher. Specially, there is no economical transparency that why we are unaware about the schools condition as well as administration is not ready for the technical support which de-motivate us.

It shows that there is lack of emotional, informational, instructional, and technical support in the educational field. Teachers hardly get facilities from the administrative office. This sort of environment of the administration does not stimulate teachers' desire and energy to be continually interested and committed to a job. So, lack of administrative support is the cause of de-motivation to the teachers.

Teacher's Biasness

Teacher's discrimination in the school is another de-motivating factor for teacher. They feel the sense of reduction in their efforts. In this regards, teacher 'D' said,

I have experienced more discrimination in schools such as senior teachers treating to junior teachers, permanent teachers to temporary teachers, private teachers and service facilities and so on. Senior teacher's attitude towards junior, temporary, private

teacher was narrowed. They behaved as if they knew everything and other did not. They were guided by the ego of seniority.

Similarly, teacher 'D' said that

I have also faced biasness in language teacher used, costume the wear, geographical area from where they belongs to. There is also biasness in students to teacher, community to teacher. Once, few years ago I was in another school where I didn't get a room for rent because I was from Madishe caste.

It shows that teachers were differently behaved and discriminated in the school which indicate that they were de-motivated to their profession.

Service Facilities

Service facilities is key determinant of motivation. Poor service facilities is de-motivating factor for teacher. In this regard teacher 'A' said "service facilities provided by the government to the teacher and civil servants were not equal which de-motivate me". It suggest that service facilities provided by government to teacher and other civil servant should equal.

Similarly, teacher 'C' and 'D' put the same statement regarding service facilities they get from the government. They opined that "facilities provided by the government to all servants should be equal which motivate them to perform their duties".

Therefore, service facilities provided to the teacher seems to be equal to motivate them towards their duties.

Identity Crisis

Identity crisis destabilizes the teachers' professional practices. According to the Botía, Segovia and Pérez-García (2014), development of one's professional teaching identity takes time, and it also entails developing the necessary competencies for day-to-day professional practice. It is manifested via de-moralization and discomfort among the teachers. Therefore, this factor negatively affects the teachers' professional incentives.

In this regard teacher 'D' said,

I am a temporary teacher for a long time and I have busy schedule. However, I was recognized as a temporary teacher. Because of this sometime I feel disrespected by others. As a result of this we get frustration that reduces our concentration towards teaching.

These ideas reflect the lack of identity of temporary teacher which is the cause of de-motivation.

Conclusion

From this study, extrinsic and intrinsic factor of motivation and de-motivation are equally important to the teacher in school education which move simultaneously. Findings of the studies shows that major motivating factors are teacher's responsibility and accountability, teacher's interest and desire, support from colleagues and senior teacher, salary, facilities for professional development, academic freedom, service facilities and student's performance in the other hand political interference, lack of administrative support, teacher's biasness, services facilities and identity crisis are the de-motivating factors for secondary education teacher.

The main aim of this paper is to explore motivating and de-motivating factors of teachers at school education. Teacher motivation is one of the most influencing factor in education. To provide and get quality education, teacher should be highly motivated. Motivation is the willingness needed for everyone to express their capacity in workplace. Both extrinsic and intrinsic factors of motivation play inevitable for teacher motivation, simultaneously.

De-motivating factors for teacher can creates serious problems in classroom teaching and learning activities that causes the challenges for stakeholders, administrators, educator and policy maker. Effective and participatory

arrangement of professional and career development opportunities are the factors of teacher motivation. Concerned body should understand the importance of teacher motivation at secondary education.

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