

Teachers' Motivation in Private Schools of Nepal
(A study of Kathmandu Metropolitan City Ward Number- 16)

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Abstract

Motivation is the process that activates, guides, and maintains goal-directed behaviors. When it comes to motivating people to do their best in service of the organization it is fundamental. This paper explored the factors that are likely able to demonstrate the motivation expansion of teachers's motivation. In relation to organizational performance, motivation is known to have an extensive history with a wide literature detailing discussions and studies. This study uses a combination of explorative and descriptive designs to explore teacher motivation in private schools. The data were collected through questionnaires and content analysis. The results indicate that motivational issues and other incentives have an affect on teacher motivation among private schools. When teachers are offered a competitive salary, a workplace that is pleasant, an element of autonomy, leading to basic recognition through bonuses, this is turning the work of teachers into a source of well-being. It is recommended that enlarging and updating these incentive packages for future satisfaction by teachers.

Keywords: Teacher, Motivation, Incentives, Performance, Satisfaction

Introduction

Omebe (2005) characterizes motivation as those conditions like recognition, rewards, promotion, among other factors that excite the interest of teachers in diligently fulfilling their duties. Bartol and Martin (1998) describe motivation as a force that strengthens behavior, directs behavior, and initiates the inclination to continue. This explanation highlights that to achieve set objectives, individuals need to be adequately enthusiastic and have a clear understanding of their goals. Ofoegbu (2001) characterizes motivation as constrain that would diminish pressure, push, stresses and disappointment emerging from a risky circumstance in a person's life. From these definitions, it takes after that motivation is those things that compel people (instructors) to do their work with joy in the zone of educating and learning. According to Bedeian (1993), motivation is an internal drive to satisfy an unmet need and the desire to fulfill it. Motivation begins with a physiological or psychological need that triggers a behavior aimed at a specific goal. It represents the final outcome of the interaction between individual behavior and organizational characteristics. Additionally, it refers to the psychological processes that initiate, direct, and sustain intentional actions that are goal-oriented (Farhad et al., 2011).

Furthermore, motivation is the act of initiating and sustaining actions that are aimed at achieving specific goals (Chowdhury, 2007). Additionally, it is an intrinsic attribute that propels individuals to attain both personal and organizational aims (Reena et al., 2009). The motivation of teachers is crucial in enhancing student academic success (O'Reilly, 2014; Richardson & Watt, 2016). Teachers' viability is the degree to which the Instructor handles his/her work at any point in time. Adequacy subsequently, is a relative term that has to do with numerous components like conducive environment, great offices, compensation of instructors, and supervision of instruction, preparing, motivation great administration and welfare among other things (Modibo, 2004).. Adediwura and Tayo (2007) watched that understudies learning in school are measured by teachers' viability and that successful instructing is a noteworthy indicator of students' scholarly accomplishment.

Subsequently, viable educator ought to create understudies of tall scholastic execution. Alumode (2005) maintained that education serves as the driving force for swift national progress, as it nurtures young individuals who will proficiently manage the economy. However, the extent to which the benefits of education are realized hinges on the actions and practices of administrators who organize, coordinate, direct, and motivate employees to achieve the desired organizational goals and objectives. A person's productivity depends on the level of capacity to do a certain work and the eagerness to do the work. The level of capacity to do a certain work can be obtained by instruction and preparing, but the readiness to do the work can be made by motivation. There are so numerous thought processes and they are changing with time and are imperceptible and coordinated towards certain objectives. In this manner, motivation in this ponder turns on how fulfillment levels of instructors are with their work miens in school. Motivation is a set of courses concerned with a kid of quality that boosts execution and coordinates towards fulfilling a few clear targets (Kalimullah et al., 2010).

Agreeing to Barron (1983), it is a gathering of differing courses which control and express our exercises to achieve a few specific desire. Doorman and Miles (1974) demonstrated that the motivation boosts communicates and proceeds conduct. Letter et al. (2003), the motivation of an person encompasses all the thought processes for which he chooses to work in a unequivocal approach. Among monetary, financial and human assets, the most recent are more fundamental and have the capability to bless a company with competitive edge as compared to others (Rizwan et al., 2010). Educator Execution in a general sense depend on numerous variables like execution examinations, representative motivation, Worker fulfillment, stipend, preparing and improvement, work security, Organizational structure and other, but the region of consider is more centered on representative motivation as this calculate exceedingly impact the execution of employees. Mushrooming of private schools in Nepal begun after the law based alter in the 1990s. Individuals quality this large-scale development of private schools, particularly in the urban centres of Nepal to the generous arrangement embraced by the approaching Majority rule government of the Nepali Congress in the 1990s (Sharma Poudyal, 2013b, 2016). It is a great case of neoliberalism and privatization of instruction in Nepal (Sharma Poudyal, 2013a, 2015). Building on these literary works, this consider investigates Nepalese teachers' motivation in terms of work fulfillment, self-initiatives to progress educating, and outside components that influence instructing. More imperatively, this consider analyzes the connection between educator motivation and instructor proficient satisfactions.

Statement of Problem

A motivated teacher is aware of the defined goals and objectives they must achieve; hence, they direct their efforts accordingly. Motivation enhances an organization's success because motivated employees are continually seeking improved methods to perform tasks. Consequently, it is crucial for organizations to foster employee motivation. Extracting the best work from employees, even under challenging circumstances, is one of the most persistent and delicate challenges. This can be achieved through motivation. However, where and how people utilized and invested remittances remained less explored, posing a significant issue for this study. Therefore, this study was designed to address the following research questions concerning teachers' motivation in private schools in Nepal:

1. What are the motivational factors for teachers in private schools?
2. How are motivational factors meaningful for the motivation of teachers?

Objectives

The main aim of this study is to examine the various motivational factors and their impact on the motivation levels of teachers in private schools of Kathmandu Metropolitan Ward Number 16 Kathmandu. Though, the specific objectives are:

- To find the factors that motivate to the teachers of private school.
- To explore the satisfactions of teachers by the motivational factors in the study area.

Limitation of the Study

Every research has its limitations, and this study is no exception. The research focused solely on quantitative analysis of teachers' motivation in the study area. The findings may not be generalizable to other areas or the entirety of Nepal. The study aimed to fulfill academic requirements, hence it was conducted with limited objectives, time, and resources, utilizing only a restricted set of data collection tools for primary information gathering.

Methods and Materials

To explore employee motivation in schools within Kathmandu Metropolitan City, this research utilized both exploratory and descriptive research designs. Primary data was gathered directly from teachers through field surveys employing questionnaires and interviews, while secondary data was obtained through content analysis. Fifteen schools were purposively selected as samples for the study. A total of 120 questionnaire forms were distributed to teachers at various levels in the sampled schools, with 115 questionnaires returned. The questionnaires included both close-ended and open-ended questions. All sampled teachers from the selected schools participated in the questionnaire and interview process.

Study Area

Ward No. 16, the largest among wards, is located in the northwest of metropolitan Kathmandu. In 2001, its population was 45,450. The ward spans an area of 437.4 hectares, encompassing the Ring Road. It is home to significant attractions, including the 22 water spouts of Balaju and Nepal's largest industrial estate. Additionally, historical landmarks such as rest houses, pilgrim shelters, water fountains, and sacred shrines.

Results and Discussions

Motivation is the process of directing an individual's internal impulses and behaviors towards particular objectives and dedicating their efforts to attain these aims. It starts with needs that lead to motives, generating a tension that propels actions towards objectives. This process involves encouraging individuals to voluntarily work towards the achievement of organizational objectives.

Table 1: Respondents' Information

Categories	Frequency	Percentage
Gender		
Men	48	41.74
Women	67	58.26
Total	115	100
Age Group		
20-25 years	37	32.17
26-30 years	28	24.35
31-35 years	18	15.65
36-40 years	15	13.04
41-45 years	12	10.44
46 years and above	5	4.35
Total	115	100
Academic Qualifications		
SLC	5	4.35
10+2	43	37.39
Bachelor	48	41.74
Master	17	14.78
Above Master	2	1.74
Total	115	100
Employment Tenure		
1-5 years	25	21.74
6-10 years	41	35.65
11-15 years	28	24.35
16-20 years	17	14.78
More than 20 years	4	3.48
Total	115	100

Field survey, 2016

Table 1 shows a vivid picture of our respondents: 41.74% were men, while 58.26% were women. When we break it down by age, 32.17% are in the 20-25 year range, 24.35% were aged 26-30, 15.65% fall within 31-35 years, and 13.04% were between 36-40 years. Additionally, 10.44% were in the 41-45 age group, and those 45 and above make up 4.35%. In terms of educational qualifications, 4.35% of the workforce has achieved SLC, 37.39% have completed the 10+2 level, 41.74% hold a bachelor's degree, and 14.78% have a master's degree. Additionally, 1.74% have acquired credentials beyond a master's degree. Regarding experience, 21.74% of employees have been in their roles for one to five years, 35.65% for six to ten years, 16.49% for eleven to fifteen years, and 14.78% for sixteen to twenty years. Lastly, 3.48% have over twenty years of experience.

Motivating Factors

Motivating factors span from salary, work environment, recognition, freedom, reward, job security, and promotion, to training. Let's delve into these in Table 2:

Table 2: Motivating Factors

Motivating Factors	Frequency	Percentage (%)
Salary	28	24.35
Work Environment	12	10.43
Recognition	5	4.45
Freedom	10	8.69
Reward	11	9.56
Job Security	22	19.13
Promotion	17	14.70
Training	10	8.69
Total	115	100

Field Survey, 2016

Table 2 reveals some intriguing insights: 24.35% of teachers rate salary as the top motivator, 10.43% prioritize a good work environment, and 4.45% see recognition as key. Meanwhile, 8.69% value freedom to work, 9.56% look to rewards, 19.13% view job security as crucial, 14.70% prioritize promotion, and 8.69% consider training programs motivating.

Satisfaction Level by Motivational Factors

Satisfaction levels among respondents are divided into more satisfied, satisfied, and less satisfied, as shown in Table 3:

Table 3: Satisfaction Level by Motivational Factors

Level	Frequency	Percentage (%)
More Satisfied	25	21.74
Satisfied	58	50.43
Less Satisfied	32	27.83
Total	115	100

Field Survey, 2016

Table 3 indicates that 21.74% of the participants expressed satisfaction with the motivational packages provided by the private schools within Kathmandu metropolitan city, 50.43% respondents were satisfied with motivational packages and 27.83% respondents were less satisfied with motivational packages offered by private schools.

Conclusions

The study concludes that teachers' motivation factors are good salary, professional exposure, and respect for teaching profession, adequate teaching environment, promotion, job security and training which help to satisfy them. It is suggested that adequate salary is important along with other performance of the teachers. The workforce comprises both male and female employees, though females constitute the majority. Most teachers fall within the 20-30 age range, indicating a trend of young educators being drawn to school employment. This also suggests that most teachers possess strong academic qualifications, allowing schools to benefit from selecting well-qualified individuals to meet their objectives. There is no gender bias in these selections. A significant number of teachers have over five years of experience, contributing to the achievement of organizational goals. Socially accepted or reinforced behaviors in schools and organizations positively impact employee performance, which in turn enhances student outcomes and overall school performance. Motivating human resources is challenging due to individual differences; therefore, schools have introduced salary, work recognition, promotion, and a conducive working environment as motivational factors. Teachers in private schools in the study area believe that the performance evaluation system should be equitable for all employees at various levels. Both monetary and non-monetary incentives are deemed crucial for motivation. Consequently, the provided motivational packages have led to most teachers being satisfied and happy to work in these schools. It is thus essential for institutions to continually enhance these motivational packages and expand the range of motivating factors to sustain teacher motivation in the future.

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Conflict of Interest

No conflict of interest

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