

An Analysis of Intrinsic and Extrinsic Factors of Teacher Motivation at Surkhet

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ABSTRACT

In Nepal, there are about 29 thousands government schools (now they are called community schools) all over the country. There are more than 203 thousands teachers working in these schools (Department of Education, DOE, 2072). Government has invested millions of rupees in these schools. In comparison to investment, community schools are not able to provide quality education. Various studies have shown that the educational efficiency of school level is not satisfactory which affects negatively in quality education. Regarding low quality in school education, there are several factors responsible. In this respect, it has been stated in Nepal Human Development Report (1998) that low quality public education has also been linked to the increasing alienation between the local school system and the community, the high level of absenteeism and unprofessional conduct among school teachers, the faulty student evaluation system and a number of other shortcomings (p. 86-87).

This study, despite many problem areas that occurring in community schools, has made effort, at confining itself to study the teacher related factor with prime focus on teachers' motivation. Under this topic, motivating factors have been divided into two parts – Intrinsic and extrinsic factors and have been analyzed accordingly also.

STATEMENT OF THE PROBLEM

Motivation is one of the most important factors affecting human behavior and performance by energizing it and giving direction towards the desired goals. It is the inner urge or effort made by individuals to achieve their target and satisfy individual's needs. Without motivation towards the assigned task, an individual couldn't achieve neither satisfaction nor better results of the efforts.

Keeping this significant importance of motivation in priority, several organizations have made several efforts to attract and retain right person in right place but result is not found as expected. Especially, in our context, government schools are seemed failure to get motivated teachers towards their assigned job even-though various incentives have been explored and provided to the Nepalese teachers as compare to prior. How this scenario is happening? What are the root causes behind this unexpected scenario? This is the aims to explore the anymore of these questions.

Significance of the Study

It is assumed that education is the supreme necessity of human life. It is also a process of human enlightenment and empowerment for the achievement of better and higher quality of life. It helps to make a person mentally alert, socially sound, politically conscious, emotionally stable, physically strong and economically manageable (Karki, 2059). In this context, an efficient education system is very essential. The teaching learning activity plays crucial role for the success of education system. In other words, teachers are special kinds of tools in order to perform teaching learning activities effectively. They not only speak but also think and they can endeavor to solve major educational problem efficiently.

Needless to say that teachers are the main actors in order to make the education qualitative, accessible and relevant. For this purpose, teachers should be committed, efficient, punctual and well motivated towards their profession. That's why; this study has made

attempt to identify the reality of teachers' motivation and its' affecting factors, which induce in seeking possible ways for improving teachers' motivation from the present status. If concerned authorities and stakeholders take care and attempt to apply the findings of this study as the tools of motivating teachers, it might be definitely seemed helpful in terms of improving teaching learning activities, decreasing educational wastages, maintaining educational quality, increasing efficiency and effectiveness of every plan and program provided in education sector and achieving return in education as we invest in community schools as well.

Objectives of the Study

This study has emphasized to assess and identify the level of teachers' motivation towards their profession and factors responsible for low and high motivation level of teachers teaching in community schools. It has also made attempt to explore the possible ways for improving teachers' motivation towards their profession in community schools.

Methodology Applied

This study has employed a set of questionnaire for teachers which aimed to assess teachers' motivation level towards their profession. This questionnaire was the main instrument for the purpose of collecting data in the study. This questionnaire included thirty statements by covering eight components of motivation. Moreover, questions relating to teacher motivation which were conceptualized from many motivation theories were adapted to the Nepalese context. In order to make easy in understanding, questionnaires were translated into Nepali. Responses were ranked on the basis of Likert's five points scale and calculated accordingly.

In this study, the researcher applied qualitative approach to analyze the teachers' motivation level also. For this purpose, in-depth open ended interview, direct observation, written documents, reviewed literatures, feelings and experiences expressed by sample population etc were the tools and procedures of this study which are concerned to qualitative research. As the sample population, Fifty seven basic level teachers receiving salary from the government treasury were selected from seven community school of Birendranagar municipality by applying purposive sampling method.

REVIEW OF RELATED LITERATURES

According to Maslow's hierarchy of needs theory, needs are identified into five major categories in all people– physiological, safety,

social, self-esteem and self actualization needs in sequential order. Likewise, the motivation-hygiene theory propounded by Fredrick Herzberg has extended the work of Maslow and developed motivating factors into two parts named intrinsic and extrinsic factors. (Middlewood & Lumby, 1998). With the help of theory X and theory Y, Douglas McGregor proposed two distinct views of the nature of human beings: a basically negative view, labeled theory X and a positive view labeled theory Y. Under this theory, assumption y is related to intrinsic factors and assumption x is related to extrinsic factors. Similarly, according to ERG theory developed by Clayton Alderfer, the existence needs are concerned with survival or physiological needs. The relatedness needs focus the importance of interpersonal and social relationship. Similarly, the growth needs are concerned with the individual's intrinsic desire for personal development (as cited in Afful, 2002).

A study revealed that number of teachers felt that they were not paid according to their abilities in the context of Rawalpindi city of India (Muhammad Tayyab Alam & Sabeen Farid, 2011). Teachers tend to seek intrinsic needs and the inner psychological aspects of motivation can be a powerful source of motivation in the context of Japan (Tsutsumi, R., 2014). Until recently, education decision makers and international development partners have skimmed over or not treated in a holistic way, the issues that trigger low teacher morale and declining motivation (UNESCO & IICBA, 2017). Guajardo (2011) has developed a framework of teacher motivation including eight interconnected categories which induce negative in most developing countries which are as –

- workload and challenges,
- remunerations and incentives,
- recognition and prestige,
- accountability,
- career development,
- instructional environment,
- voice and
- learning materials and facilities.

Gemeda and Tynjala (2015) have revealed a research in Ethiopia which has presented the voice of Ethiopian teachers that becoming a teacher in Ethiopia is economic suicide. In Ethiopia there is also missing link performance-reward in terms of motivating teachers. A study

(Symeonidis, V., 2015) revealed that in terms of pay, benefits and working conditions that it is the most critical factors affecting teachers' occupational status and self-esteem. A study report on teacher motivation (Richardson, E., 2014) conducted in Uganda with aimed to provide an actionable framework for better understanding teacher motivation in low-income countries has found that factors that can motivate teachers are categorized in three levels - policy level, school level and teacher level.

Discussion and Analysis of the Results

This study has included the responses received from fifty seven teachers teaching in seven different schools at basic level in Birendranagar municipality. It is already known that this municipality is the capital city of Karnali state. Almost community schools of this municipality have been losing the number of students due to the attraction of guardians towards the private schools. As a result, almost schools of urban areas within this municipality have sufficient teachers but not sufficient students. The researcher has selected the teachers of such urban areas' schools which have been suffering from the students of decreasing way in terms of

number specially in basic level. Attempt has been made to analysis and discuss the perceptions of the teachers towards their job and the motivating factors ranked by them as well.

Intrinsic Factors Affecting Teacher Motivation

Generally, intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable (Legault, L. 2016) . It occurs when someone is internally motivated to do something because it gives them the sense of pure enjoyment and satisfaction. In other words, someone who is intrinsically motivated does something due to one's self satisfaction and interest not for achieving something other than that. Focusing such view of intrinsic motivation, Under this study, mainly 12 statements were developed and asked to the teacher accordingly. As described by Likert, 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree were the scoring points scored while calculating the perceptions of respondents. In detail, responses received form respondents were mentioned the following table.

Table1. Motivation Scores Ranked by Teachers on Intrinsic Factors

Components	Statements	Totals Scores	Mean
Individual Attitudes	a. Highly matched with interest and hobby.	253	4.44
	b. Highly matched with physical and mental health.	246	4.32
	c. Interested to inspire children to hold the teaching job.	157	2.75
Participation	a. Getting opportunity to involve in decision making.	171	3.00
	b. Getting opportunity to use judgment at work.	204	3.58
Professional Development	a. Getting opportunity to make capable and efficient.	173	3.04
	b. Getting opportunity to update for adopting with change.	205	3.60
	c. Getting opportunity to develop skills and knowledge.	216	3.79
	d. Getting opportunity to develop and demonstrate ability.	224	3.93
Professional Respect	a. Respectable job as other jobs in the society.	194	3.40
	b. Getting love and affection from the people due to this job.	222	3.89
	c. Individuals with high profile are eager in joining teaching job.	161	2.82
	Total	2426	3.52

As mentioned in above table, the mean score of intrinsic motivation is 3.73 which is near to agreed and below than strongly agreed. Out of 12 Statements, the statement 'I have got opportunity to develop and demonstrate my ability under this job' has secured the highest score (4.40) which is near to strongly agreed. Likewise, the statement ' I am really interested to encourage my children to hold the teaching job rather than other jobs' has secured the lowest score (2.81) which is near to undecided. This finding shows that teachers are not inherently interested to perform their job even government has extended opportunity in terms of developing

ability of the teachers. They want to escape their children from the job which they perform. This is the sufficient evidence of this finding.

EXTRINSIC FACTORS AFFECTING TEACHER MOTIVATION

Extrinsic motivation refers to the desire to do something due to rewards, punishment and compensation. It originates from outside the self. Under this study, eighteen statements were employed to assess the motivation level of teachers due to extrinsic factors which has given below.

Table2. Motivation Scores Ranked by Teachers on Extrinsic Factors

Components	Statements	Totals Scores	Mean
Salary and Benefits	a. Equal or more than equal as compared to other similar jobs in terms of financial facilities.	191	3.35
	b. The way of paying salary and yearly increment is reasonable.	148	2.60
	c. Getting security from economic disaster.	181	3.18
	d. Getting financial incentives on the basis of performance.	135	2.37
Working Condition	a. Suitable and stimulating situation to perform assigned tasks.	203	3.56
	b. Making safe for future life.	208	3.65
	c. Getting varieties of tasks rather than routine tasks.	173	3.04
	d. Getting right and adequate workload .	202	3.54
	e. Adequate numbers of students that can be taught comfortably.	176	3.09
	f. The classroom where students are taught is physically equipped.	180	3.16
	g. Students to be taught are disciplined and with good manner.	213	3.74
	h. Adequate amount of instructional materials.	196	3.44
Feedback and Support	a. Getting supports for improvement of performance.	196	3.44
	b. Getting supports when trouble is in existence.	193	3.39
	c. Accepting problems and attempts to solve them as possible.	157	2.75
	d. Making transfer from one school to another school as expected.	141	2.47
Performance Appraisal	a. Getting fair and equal treatment for professional promotion.	133	2.33
	b. Managing well reward and punishment system under this job.	139	2.44
	Total	3165	2.92

As mentioned in above Table, the total mean score of the extrinsic motivation level of the teacher is 2.92 which refers the below than agreed. When attempt has made to discuss in specific way, it is found that teachers have given the least score (2.33) to the statement ' This job provides me fair and equal treatment for my professional promotion' which is near to undecided. It means it is understood that teachers are not happy with the treatment system of professional promotion. Similarly, they are not satisfied with reward and punishment system, transfer system, providing financial incentive system and salary paying system also. The highest mean score (3.74) is in the statement ' This job provides me students to whom I teach are disciplined and with good manner' which is near to agreed rank. Teachers seem also satisfied with their workload, secured future life, adequate number of students in their

classroom, support system when in trouble and providing feedback system.

OVERALL FACTORS AFFECTING TEACHER MOTIVATION

This study has included thirty statements as the questionnaire to the fifty seven teachers including head teachers teaching in basic level from seven different schools of Birendranagar municipality, the capital city of Karnali state. Those all thirty statements are included within eight components - Individual attitudes, participation, professional development, professional respect, salary and benefits, working condition, feedback and supports and performance appraisal. Likewise, those eight components are categorized into parts- intrinsic factors and extrinsic factors. Those all are mentioned in the table given below.

Table3. Summary of Motivation Scores Ranked by Teachers

Factors	Components	No of Statements	Total Score	Mean
Intrinsic Factors	Individual Attitudes	3	656	3.84
	Participation	2	375	3.29
	Professional Development	4	818	3.59
	Professional Respect	3	577	3.37
	Total	12	2426	3.52
Extrinsic Factors	Salary and Benefits	4	655	2.87
	Working Condition	8	1551	3.40
	Feedback and Supports	4	687	3.01
	Performance Appraisal	2	272	2.39
	Total	18	3165	2.92
Grand Total		30	5591	3.22

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As shown in above table, mean scores of intrinsic and extrinsic motivation factors is 3.52 and 2.92 respectively. The mean score of intrinsic factor is near to agreed or satisfactory and the mean score of extrinsic factors is near to undecided or low position. On the basis of components, the highest mean score is secured by 'individual Attitudes' and the lowest by

performance appraisal. The second lowest score is found in salary and benefits component. In the case of individual attitudes, some controversial fact was found that teachers don't want to join their children in teaching job but they are even secured higher score in individual attitudes. In essence, the mean scores of remaining components are not found satisfactory also.

Table4. Discussion on Testing of Hypothesis

Factors	Sources of Variance	ANOVA					
		SS	df	MS	F	P-value	F. crit
Intrinsic	Between Group	284.50	56	5.08	4.43	6.35	1.35
	Within Group	719	627	1.15	-	-	-
Extrinsic	Between Group	218.70	17	12.86	9.29	00	
	Within Group	1393.39	1007	1.38			

Assuming that the value of motivating factors are same but the results of mentioned above are observed opposite of hypothesis. In other words, hypothesis is rejected by this experiment. It means the value of motivating factors are

unequal. And the factors of teacher motivation as mentioned in research are needed to be modified. In detail, item wise value will be discussed as following.

Table5. Discussion on Item-Wise Mean Rank

Factors	Item number and mean rank												
	Item no	1	2	3	4	5	6	7	8	9	10	11	12
Intrinsic	Mean Rank	9.35	8.91	4.19	4.71	6.55	4.76	6.37	7.13	7.73	6.26	7.66	4.37
	Item no	13	14	15	16	17	18	19	20	21	22	23	24
Extrinsic	Mean Rank	10.56	7.32	10.29	6.51	11.58	11.92	9.13	11.62	9.30	10.29	12.21	11.00
	Item no	25	26	27	28	29	30						
	Mean Rank	10.98	10.52	7.46	7.27	6.53	6.52						
	Item no												

The data of above mentioned table show that the factors of teacher motivation are not equal. Especially, the intrinsic motivating factors of item no 1, 2, 5, 7, 8, 9, 10 and 11 are observed important as compared to other items. Similarly the all extrinsic motivating factors mentioned in the research are observed important because the mean rank of every item is above 5. Among them, the motivating factors of item no. 13, 15, 17, 18, 20, 22, 23, 24, 25 and 26 are observed valuable as compared to other items.

CONCLUSION

Almost teachers have mentioned their views positively towards the teaching job through this study. They found agreed with their job that this job is highly matched with their interest and hobby. They were also agreed that teaching job is suitable to their physical and mental health. But they were not agreed to join their children in teaching job. Studying this contrast, the researcher has concluded that teachers who seemed positive in teaching job due to matching

their interest and hobby as well as mental and physical health with this job, in reality, they gave fake and so-called answer to be unnecessarily popular. Almost teachers have shared their experience that they preferred to join another job but time couldn't support them. They really wanted to make teaching job as a plate form to run away another job but it does not become possible to those who are still standing into plate form now.

Almost teachers are agreed that they have got opportunity to develop their ability, skill and knowledge under this job. It is a fact that teachers who are in urban area as well as near to teacher training centre, they have got varieties of teacher training. They have also developed their skill and knowledge to make their classroom activities effective. But it has not been made possible. Training could not enter into the classroom properly. Many reasons are there in the surface but important thing is that training is provided to the teachers to improve their skill and knowledge but not their attitudes.

Almost teachers are not agreed to get opportunity for transfer from one school to another school where they prefer. Reality is that transfer of teachers is making lengthy and difficult by the rule and regulation. That's why, almost teachers take retirement from that school where they were appointed. In teaching job, it is said that it is easier to be the teacher rather than to transfer from one school to another. As a result, some teachers are always far from their home up-to job retirement and some teachers are always near at their home.

Almost teachers are not agreed to the way of paying salary and yearly increment system of salary. Practically, it is being made discrimination for paying salary between the teachers and other employees. Other employees get salary at the end of every month whereas teachers get salary at the end of every four months. Teachers get salary three times of the year whereas others employees get salary twelve times of the year. That system has made obligatory to teachers for waiting four months long duration.

Almost teachers are not agreed that they have got fair and equal treatment for their promotion and performance based reward and punishment system. In the context of focus group discussion, many teachers have shared their feeling that fair promotion, reward for good teachers and punishment for bad teachers are being paralyzed. So that system is not functioning well. Result is being as Peter Drucker (as cited in McGrath, 2003) stated that people in organization tend to behave as they see others being rewarded and when rewards go to non-performance, to flattery or to mere cleverness, the organization will soon decline into non-performance, flattery or cleverness.

IMPLICATIONS

As generated by this study, in order to enhance the motivation level of teachers, especially in our context the following implications have been made:

- Provision has to be made to enter the candidates who have essential attitudes, skills, knowledge and competencies to be needed for the devotion of teachers towards teaching job. For this purpose, Teacher Service Council (TSC) has to develop psychological professional material. On the basis of such materials, attitude test has to be conducted to select the eligible candidates for competing the teacher selection examination

to be held by Teacher Service Council (Higher Level Education Commission, 2074). This provision will help to increase the number of intrinsically motivated teachers.

- Teacher Transfer system has to be made mandatory, transparency, easier and time bounded. For this purpose, by law, one teacher doesn't stay more than five years within a school. Better performing teachers have to get opportunity to transfer the school as they preferred. Educational achievement of the students has to be the prime indicator of verifying better performing teachers.
- Teachers have to be paid their salary at the end of every month. For this purpose, the local government has to release teacher salary to the schools' account in the first month of every trimester.
- Better performing teachers have to be identified and recorded by concerned authority. For this purpose indicators have to be made transparent and based on educational achievement of the students. It has to be focused the social behavior of the teachers also. Politically affiliated teachers have not to be within the boundary of better performing teachers.
- Concern authorities have to contract with the teachers at the beginning of the every educational year. On the basis of contract, teachers' performance needs to be examined. Teachers who are proved better have to be rewarded by providing incentives, prize, promotion and so on. Likewise those teachers who are proved poor performing have to be given time for improvement. If they have not to improve themselves at given time, they have to be out from their job.
- For the promotion of the teachers, teaching period is not only to be scored, besides this, teachers' performance level according to their contract, commitment and creativity also have to mentioned as the indicators of promotion in transparent way.

SCOPE FOR FURTHER RESEARCH

This study has been performed with many limitations and constraints. It is confined within the only one local government. Sample population was selected from the limited teachers of urban sector who were facing different challenges as compared to the teachers of rural sectors. Likewise, this study has not

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considered the backgrounds of the teachers. This study has not connected the relationships between the teachers' motivation and their performance. On the other hand, there are plenty of confusions between the demarcation of intrinsic and extrinsic motivating factors also. Similarly, some items included in the research observed less important in terms of motivating teachers. In essence, this study is just like a mini research. Therefore, additional studies could be carried out incorporating these remaining variables as well in order to explore more realities of related field.

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