

FACTORS AFFECTING TEACHER MOTIVATION

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Abstract

The purpose of this research is to analyse factors affecting teacher motivation at nine-year public schools in Kosovo.

Two schools were researched with 29 teachers interviewed. The data were collected by means of a questionnaire which consisted of 22 closed questions measuring teacher motivation through the six following factors: choosing profession; socio-economic status; teacher's confidence/personality; classroom anxiety; peer relation; and awards/incentives.

The data analysis results showed that the motivation factors which teachers find more satisfying are student relations, peer relations, and choosing profession; whereas the motivation factors that teachers were less satisfied with are awards and incentives, socio-economic status and confidence and personality.

Key words: motivation, motivation factors, teachers

1. Introduction

Teachers are one of the assets of qualitative education. Development of a country depends on its educational system and on the quality of its graduates, which implies that teachers are nation builders. One should not ignore a teacher's role in the process of the development and performance of a country.

Teaching is a low-profile profession but teachers play a significant role in the intellectual, personal, and social development of their learners, thus having an impact on development of the whole country. Teaching is a passion; it is love of education and learning, inspiration, dedication to students, trust in the power of knowledge, and an endless endeavour to make changes in the lives of other people. (Shishigu, 2015)

Teacher motivation has become an important issue bearing in mind their responsibility to convey knowledge and skills to their students. A motivated teacher will be more satisfied and more dedicated in conveying knowledge, thus having a direct impact on their students.

Great importance has been paid to those factors which affect teacher motivation in order for them to be taken into consideration by school managers and by others. Therefore, the purpose of this research is to introduce the concept of teacher motivation, the importance of motivation for teachers, and to present factors affecting their motivation more positively.

2. Literature review

2.1 Motivation

Motivation is an internal force which depends on the needs that drive a person to satisfy them. As Vroom (1964) noted, the word "motivation" derives from the Latin word *movere*, which means "to move". Motivation is an internal force which depends on the needs that make a person wish to satisfy them. Schulze & Steyn (2003) claimed that in order to understand people's behaviour at work, managers or supervisors should be informed about concepts, needs or motivation, so that they can "move" their employees to act.

According to Robbins (2001), motivation is a needs satisfaction process which means that when someone's needs are satisfied by several factors, that person will exercise superior efforts to achieve an organisation's goals.

Lawler (1986) defines motivation as a conscious process which results from individuals' choices on what they want and on what they do not want to do in a certain situation.

Motivation is an internal force which pushes individuals to fulfil their individual and organisational goals. (Remi, Adegoke, & Toyosi, 2011)

Motivation is one of the most important factors affecting human behaviour and performance. The motivation level of an individual or a team to perform their task may have an impact on all aspects of an organisation's performance. Employees are the key activity source of a business organisation and their motivation is of utmost importance for the organisation's success.

Effective management in general includes creating, developing and maintaining an environment in which individuals in an organisation can work together in groups towards the achievement of common organisational objectives. In order to achieve that, a manager needs to understand how to motivate employees.

Motivation brings increased satisfaction at work, thus enhancing employees' performance and productivity.

2.2 Motivation theories

Motivation theories can be used to explain employees' behaviour and attitude. (Rowley 1996) The theories are based on the assumption that people have special needs that motivate their actions. Theoreticians such as Maslow (1954), McClelland (1961), Herzberg (1966) and Alderfer (1969) are known for their work in this field.

2.2.1 Maslow's Theory on the Hierarchy of Needs

Abraham Maslow's Theory on the Hierarchy of Needs is the best-known motivation theory. According to the Maslow (1954) Theory of Needs, people are motivated by five basic requirements.

Physiological needs. These are biological needs comprising the need for oxygen, food and water. They also include the need to keep a stable body temperature, to avoid pain, to rest, to sleep and to have sexual relationships.

Safety and security needs. Once a person's physical needs are met, they seek to meet safety and security needs, which include protection from danger, health care, job security etc.

Belongingness and love need. Once the first two needs are met, one seeks to meet the need for love and belongingness, which is about the need to be accepted by others, the need for friends, for children, relationships and love.

Esteem needs. The esteem need is about the need to be recognized and valued by others, the need for fame, attention, reputation and dominance.

Self-actualisation needs. The self-actualisation need is at the top of the needs pyramid. This need is about personal realisation, accomplishment, seeking for personal growth and experiences.

These needs are related so that once a lower-level need is satisfied a higher-level need becomes a motivating factor. Initially, people try to satisfy their physiological needs. Once those basic needs are satisfied, they seek safety, belongingness, esteem, and finally self-actualisation. People always try to satisfy a new higher-level need and the higher-level need serves as a motivating factor to them.

2.2.2 ERG & Alderfer Theory

Clayton Alderfer (1969) restructured Maslow's Theory on the Hierarchy of Needs at three levels affecting employees' behaviour: the ERG theory of existence, relatedness, and growth.

Existence needs encompass physiological and safety needs, which corresponds to Maslow's low-level needs. Relatedness needs encompass love and belongingness. Growth encompasses the need for development and self-esteem. Relatedness and growth needs represent the high-level of Maslow's hierarchy of needs.

Both ERG and Maslow theory argue that satisfaction of low-level needs increases the desire for satisfaction of high-level ones. However, Alderfer argues that multiple needs may operate as motivators at the same time. A frustrated employee, within the effort to satisfy growth needs, for example, might be motivated to satisfy low-level relatedness needs.

2.2.3 McClelland Learned Theory

David McClelland, built on Maslow's Theory of Needs; according to McClelland, the power need is reinforced or weakened by personal values and social influences. Specifically, McClelland suggested that the power need is reinforced through childhood learning, parenting style, and social norms. He pointed out three learning needs: achievement, power and affiliation (McClelland, 1961).

Achievement need: people with a strong achievement need like to accomplish challenging goals through their own efforts. They like to work alone rather than in a group and they choose moderate-risk tasks. People with high achievement needs also like to receive clear feedback and recognition for their achievement. Successful entrepreneurs have a tendency to have a high level of achievement need.

Affiliation need: refers to the desire to be liked by others in line with their wishes and expectations; they avoid conflict and confrontation. People with a strong affiliation need try to project a favourable image of themselves; they have a tendency to support others actively and try to calm down conflicts in the workplace.

Power need: People with a high level of power need want to control others and are focused on holding leadership position. Those people who use their power to promote their personal interests have a personalised power. Others mostly have a high need for socialised power; they like power in order to help others. Effective leaders have a higher need for socialised than for personalised power.

McClelland Learned Need Theory points out that a person's needs can be strengthened or weakened by their experience and by social influences.

2.2.4 Herzberg Motivation-Hygiene Theory

Herzberg's Motivation-Hygiene theory, also known as two-Factor Theory, has received great attention for its practical approach in motivating employees. In 1959, Herzberg published his analysis on the feelings of

200 engineers and accountants in more than nine companies in the United States. These professionals were asked to describe in detail the situations in which they felt good or bad in the workplace. (Herzberg F. , 1959)

Studying the responses, it was observed that the situations in which employees felt good in the workplace were totally different from the situations in which they felt bad. This means that certain factors are related to satisfaction and others are related to dissatisfaction in the workplace. Intrinsic factors such as achieving objectives, recognition by others, the job as such, responsibility and progress are related to work satisfaction. Those persons who felt satisfied in the workplace had the tendency to attribute this to themselves. On the other hand, unsatisfied persons had the tendency to attribute this to extrinsic factors such as company policies, administration, supervision, human relations, work resources etc.

Studying the data, Herzberg concluded that the opposite of satisfaction is not dissatisfaction as was believed. Removing negative features from some work does not necessarily make it satisfactory. According to Herzberg, the opposite of satisfaction is dissatisfaction, and the opposite of dissatisfaction is non-dissatisfaction, that is to say satisfaction and dissatisfaction do not belong to the same genre. Therefore, managers who try to remove factors that cause dissatisfaction in the workplace cannot achieve anything except calming the situation, namely removing dissatisfaction, but not motivation. (Herzberg F. , 1959)

Features such as company policy, administration, supervision, human relations, work resources and salary are qualified by Herzberg as hygiene factors. When they are available, people are comfortable and are not dissatisfied; however, this does not mean that they are satisfied. If we want to motivate them, we should focus on achievement, recognition, the job as such, responsibility and growth which are qualified by Herzberg as motivation factors.

The Two-Factor Theory has been tested by many other scholars who have presented various results. Some studies have indicated that some of the factors stated by Herzberg (1966) as hygiene factors are in fact motivation factors. Herzberg theory results may differ if research takes place in different industries. Differences occur due to the intensity of job demands and employment duration. There have been extensive discussions on how to differentiate between hygiene and motivation factors. Some factors can be clearly defined under one of the two categories while other factors, salary in particular, are more difficult to define whether they are motivation or hygiene factors.

2.2.5 McGregor X and Y Theory

McGregor (1960) developed a motivation theory based on some hypotheses about human behaviour. According to him, motivation function includes some assumptions about human nature. The X and Y Theory are two assumption groups:

Theory X

- Individuals dislike work and they avoid it whenever possible
- Individuals lack ambition; they dislike responsibility and prefer to be led by others
- Individuals want safety

Implications for managing employees in Theory X are that in order to achieve objectives, business should establish an enforcing, controlling and punishing management system. (Yudhvir & Sunita, 2012)

Theory Y

- They consider work efforts as a game or holiday

- Ordinary individuals who do not dislike work. Depending on work resources, work can be considered as a source of satisfaction or punishment.
- Individuals who ask for responsibilities (if they are motivated)

Implications for managing employees in Theory X and Y are that in order to achieve an organisation's objectives, there is a need to use various types of rewards, since they serve as motivators. The challenge in managing employees according to Theory Y is creating a work environment where employees can express and develop their creativity. (Yudhvir & Sunita, 2012)

2.3 Factors affecting teacher motivation

As we saw from motivation theories, the key factors affecting employees' motivation are achievement, recognition, the job as such, responsibility, and growth.

Many authors have conducted various types of research on factors affecting employees' motivation by studying various industries.

According to (Alam & Farid, 2011), some of the factors affecting teacher motivation are:

- Choosing profession
- Socio-economic status
- Teacher confidence / personality etc
- Classroom environment and student behaviour
- Peer relations
- Stress examination
- Awards/ incentives

These motivation factors have been studied to be analysed in this research.

3. Methodology

The methodology used in this research is descriptive quantity. Primary and secondary information sources have been used.

3.1 Tool

The data collection tool used in this research is a questionnaire designed by the author, based on literature. The questionnaire comprises 22 yes/no closed questions, and it is divided into two sections. Section one contains general data such as age, gender, education, and work experience; section two comprises six subsections measuring motivation factors as follows: choosing profession; socio-economic status; teacher confidence / personality; classroom anxiety; peer relations; awards/incentives.

3.2 Participants

Since the purpose of the research has been to analyse factors affecting teacher motivation teachers were involved in the research.

The research participants are 19 teachers from Thimi Mitko nine-year school in Gjilan and 10 teachers from Minatori School in Novoberde.

3.3 Procedure

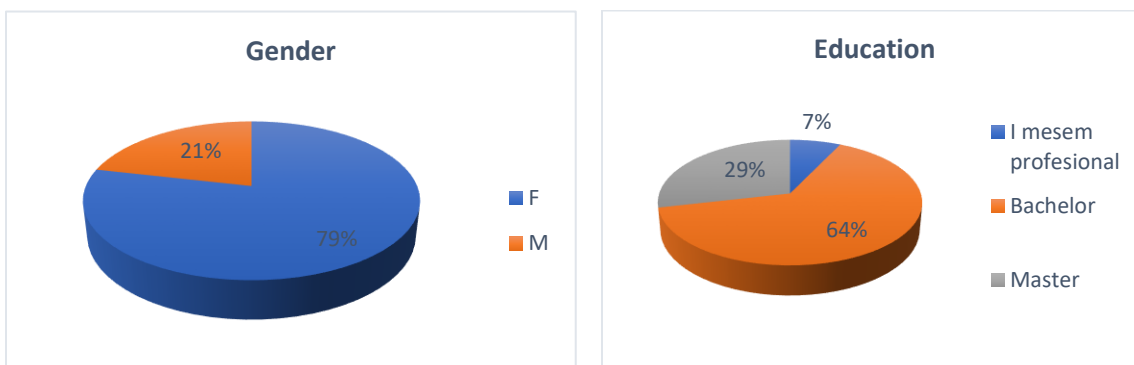
The questionnaire was delivered in person in the period 20-24 March 2017 to both participatory schools. In total 30 questionnaires were printed out, and 29 of them were filled in by teachers. As data were entered into the database, one questionnaire was found to be invalid so 28 questionnaires were included in the research.

Data were put in Microsoft Excel 2016, and analysis was presented through graphics.

4. Analysis and Results

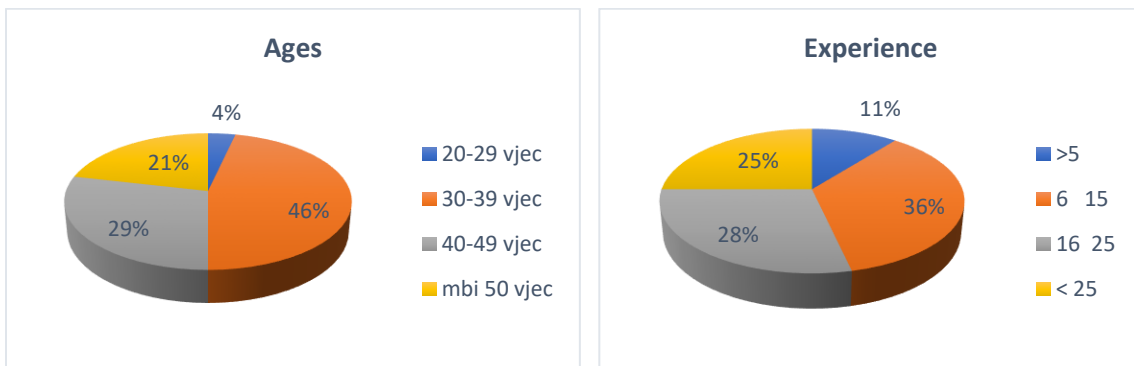
4.1 Overall data

Various research methods have shown that factors such as age, gender, education or work experience may affect employee motivation. For example, a young teacher can be motivated by the job as such, while an older teacher can be motivated by recognition. Therefore, it is important to present those data about teachers, as well.



As is known, most teachers are female because the profession is more suitable for them due to short working hours and because of holidays. Therefore, as expected, 79% of respondents are female, and 21% are male teachers.

With regards to education, the vast majority, namely 64%, hold a Bachelor's degree, 29% hold a Master's degree and 7% are vocational school graduates.



The highest percentage of respondent teachers belong to the 30-39 year-old group with 46%; those belonging to the 40-49 year-old group with 29%, those over 50 years old with 21%; and the 20-29 year-old group with only 4%.

Teachers' work experience follows the same pattern, namely the older they are, the longer their work experience is. 36% of teachers have 6-15 years of work experience, 28% have 16-25 years of work experience, 25% have over 25 years, and 11% of teachers have less than 5 years of work experience.

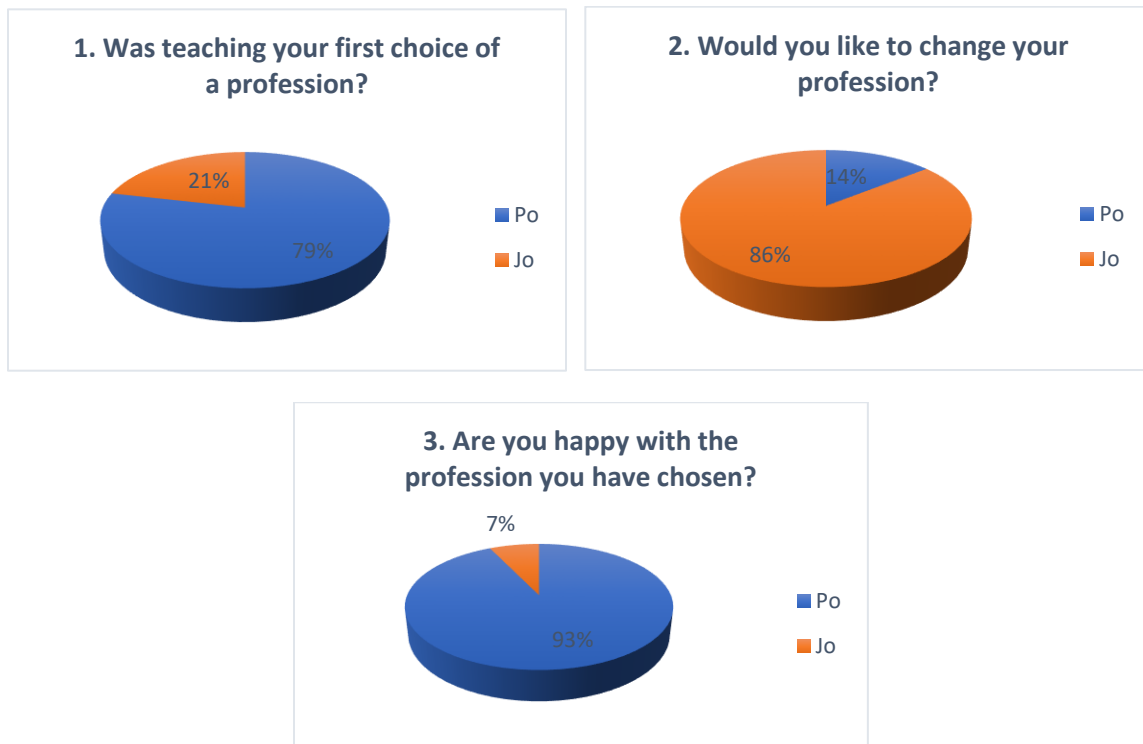
4.2 Factors affecting teacher motivation

This section will present factors affecting teacher motivation according to six key factors that have been studied and it will look at the factors which have the greatest impact.

4.2.1 Choosing profession

Choosing profession is one of the factors affecting teacher motivation. To the question whether the teaching profession was their first choice, 79% of respondent teachers answered yes and 21% of them answered no.

Asked if they would like to change their profession, 86% of respondents answered negatively, and 14% of them said that they would like to change their profession.



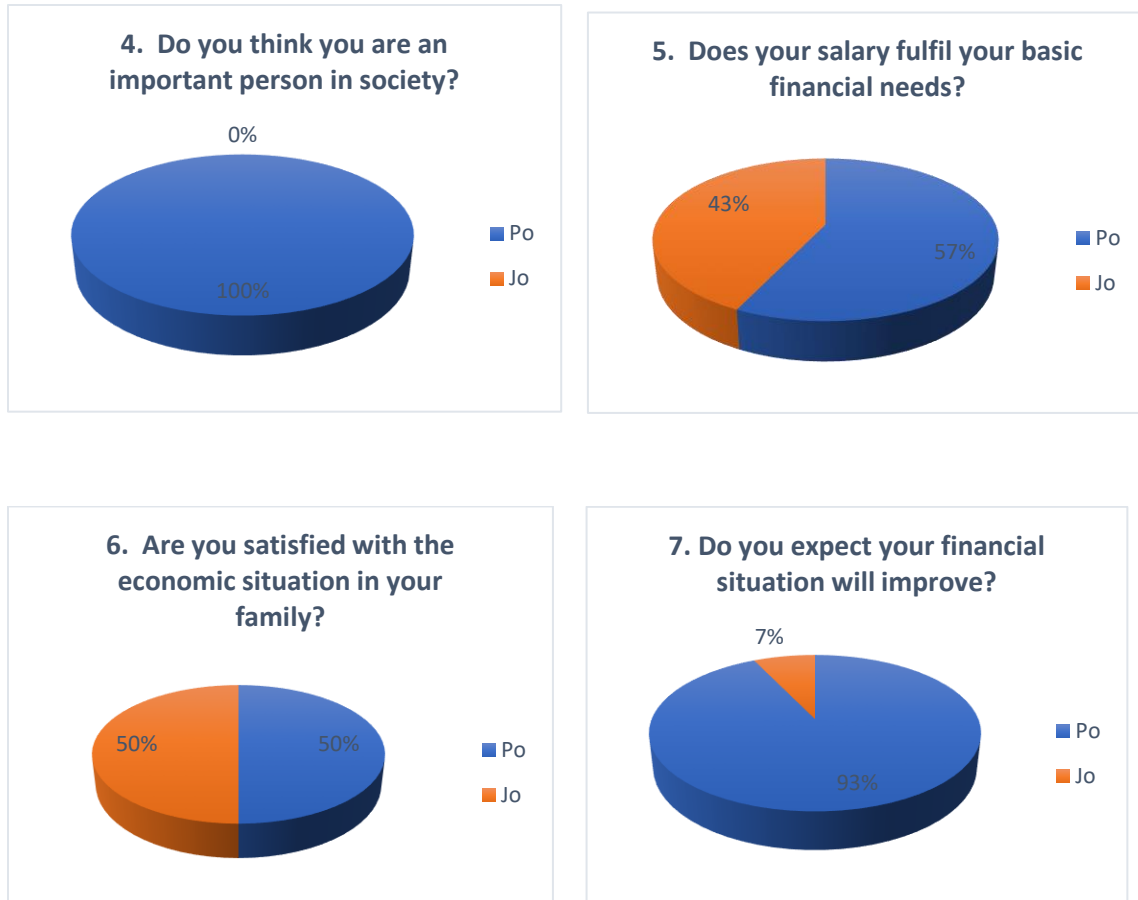
Question 3, measuring employees' motivation level about choosing a profession, asked if they were happy with the profession they had chosen; thus, 93% said they were happy, and only 7% said they were not happy with the profession they have chosen.

The answers to these three questions show that teachers are satisfied with the choosing profession motivation factor.

4.2.2 Socio-economic status

Another factor affecting teacher motivation is socio-economic factor.

Asked if they think they are an important person in society, all respondent teachers answered positively, whereas when asked if their salary fulfils their basic financial needs, 57% of teachers answered yes and 43% of them answered no.

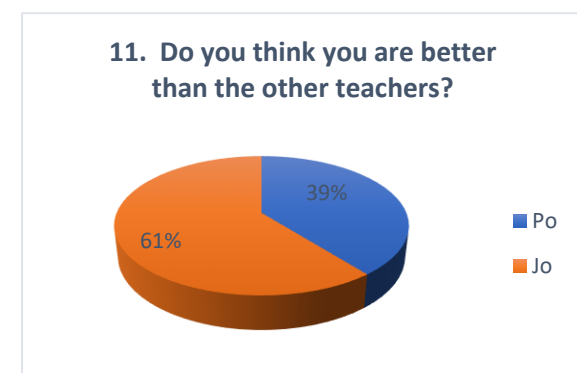
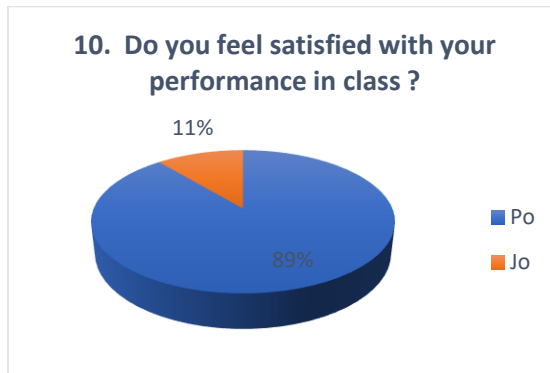
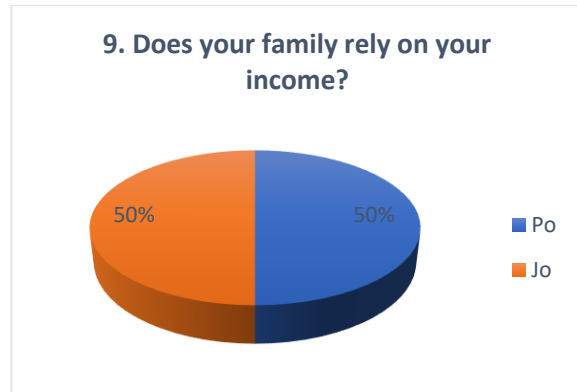
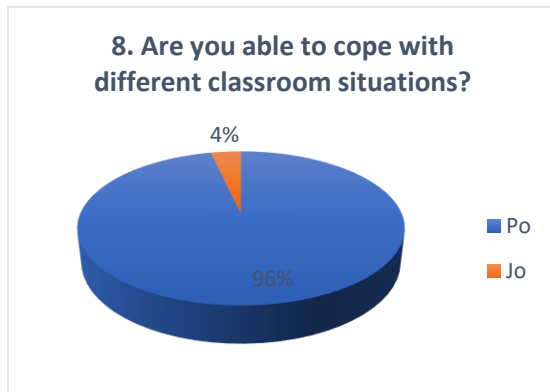


There are two more questions measuring socio-economic motivation factors. Question one asks if they are happy with the economic situation in their family; question two asks if they expect their financial situation will improve. For question 1, 50% of teachers answered that they were happy with their economic situation, and 50% answered that they were not happy; whereas regarding improvement of their financial situation, 93% of respondents expect that it will improve, and only 7% do not expect that their financial situation to improve.

4.2.3 Confidence and personality

Another factor affecting teacher motivation is confidence and personality.

To the question are you able to cope with different situations in the classroom, 96% of teachers answered positively, and only 4%, or only one teacher, answered negatively. To the question does your family rely on your income, 50% of teachers answered yes and 50% answered no.

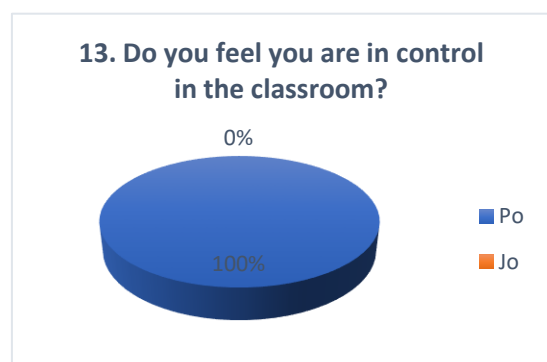
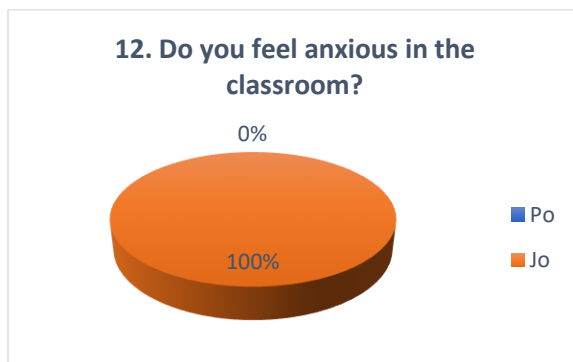


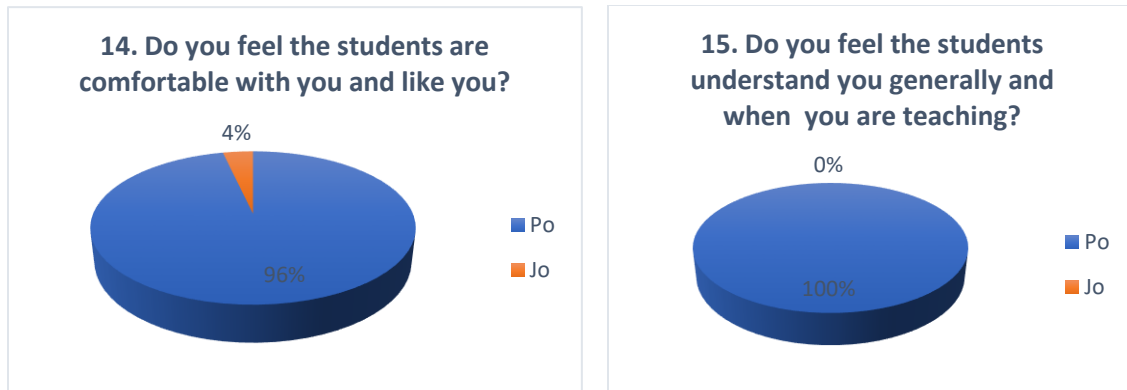
89% of respondent teachers said they felt satisfied with their performance and 11% said they did not feel satisfied. To the question do you think that you are better than others, 39% of teachers answered yes and 61% of them answered no.

4.2.4 Student relations and classroom anxiety

Another factor which affects teacher motivation is their relationship with students and whether they experience classroom anxiety.

Answering the question do you feel anxious in the classroom, all teachers said they did not feel anxiety; also to the question do you think that you control the classroom effectively 100% of teachers answered that they do.





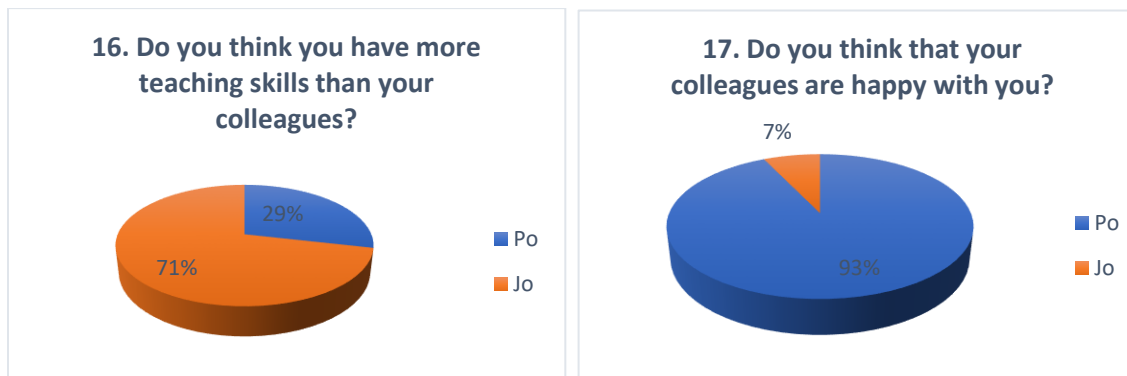
To the question do you think that students feel comfortable with you and that they like you, 96% of teachers answered yes and only 4% answered no. Also to the question do students understand you generally and while you are teaching, 100% of respondent teachers answered positively.

It is obvious, therefore, that teachers have no problems with the student relations and classroom anxiety motivation factor. They feel self-confident, anxiety free and they claim that they have very good relationships with their students, who, in turn, like, feel comfortable with and understand their teachers both generally and when teaching.

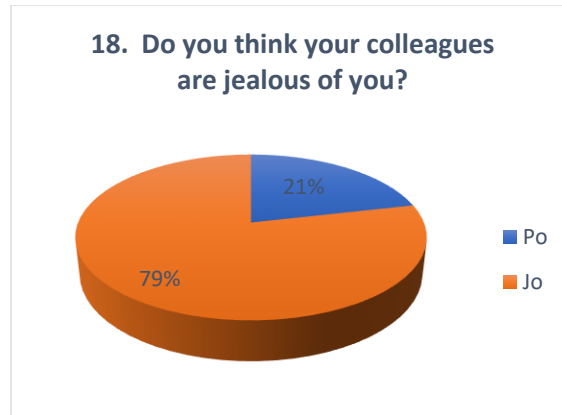
4.2.5 Peer relation

One of the most important motivation factors is relationships with colleagues and with superiors.

To the question do you think that you have more teaching skills than your colleagues, 71% of respondent teachers answered no, thus showing modesty and respect for their colleagues.



To the question do you think that your colleagues are happy with you, 93% of respondent teachers answered yes, which indicates that they have very good relations; whereas, to the question do you think that your colleagues feel jealous of you, 79% of teachers answered negatively and 21% said they thought their colleagues were jealous of them.

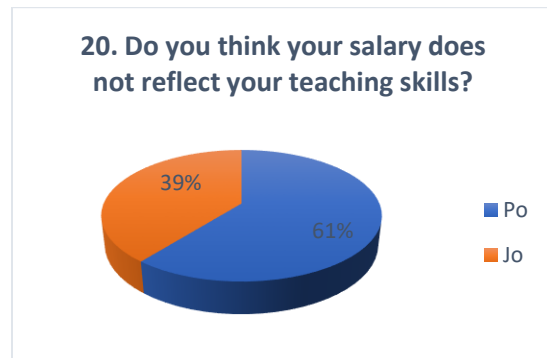


Teachers' answers about their peer relation as a motivation factor indicate that they have very good relationships.

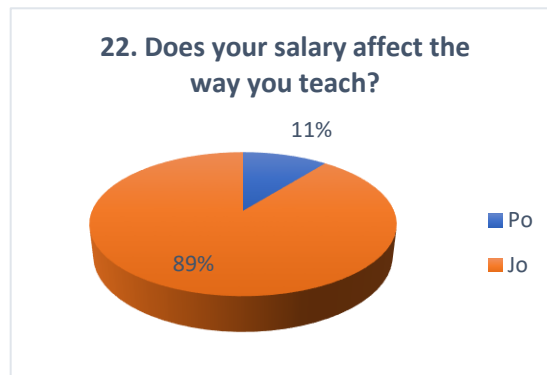
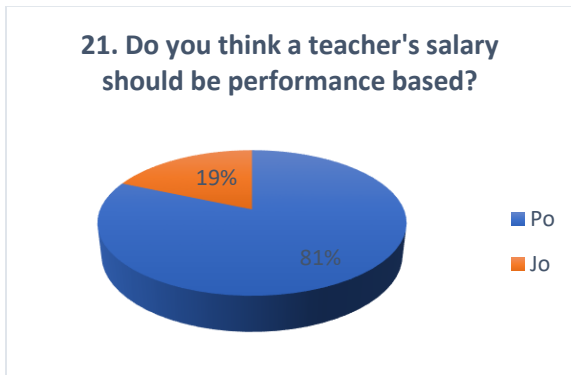
4.2.6 Awards and incentives

The last but not least factor affecting teacher motivation is awards and promotions. This motivation factor is assessed through the four following questions.

To the question are you satisfied with your salary, 54% of respondent teachers answered positively, and 46% of them answered negatively.



To the question do you think that your salary does not reflect your teaching skills, 61% of respondents answered yes and 39% of them answered no.



To the question do you think that a teacher's salary should be based on their performance, 81% of teachers answered yes, and 19% answered no.

The last question was whether a teacher's salary affects the way they teach. To this question, 89% of teachers answered no, and 11% answered yes.

5. Conclusions

The purpose of this research was to analyse factors affecting teacher motivation. After interviewing 28 teachers by means of a questionnaire, the analysis showed that nine-year public school teachers in Kosovo are motivated.

The results showed that the most important factors affecting their motivation are student relation, peer relation, and choosing profession, as those factors were evaluated more positively. On the other hand, factors such as awards and incentives, socio-economic status and confidence and personality were lower evaluated, and consequently, teachers are less satisfied with those factors.

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7. Appendix

Questionnaire

By filling in this questionnaire, you will help me accomplish my seminar paper. The main purpose is to identify which factors affect teacher motivation the most. Your data are fully confidential.

SECTION I : DEMOGRAPHIC DATA

Gender

- Female
- Male

Age

- 20 – 29 years old
- 30 – 39 years old
- 40 – 49 years old
- Over 50 years old

Education level

- Secondary vocational
- Bachelor
- Master
- PhD
- Other

How long have you been teaching?

- Under 5 years
- 5 – 15 years
- 16 – 25 years
- Over 25 years

SECTION II : FACTORS AFFECTING TEACHER MOTIVATION

FACTORS AFFECTING MOTIVATION	YES	%	NO	%
Choosing profession				

1. Was teaching your first choice of profession?	22	79%	6	21%
2. Would you like to change your profession?	4	14%	24	86%
3. Are you happy with the profession you have chosen?	26	93%	2	7%
Socio-economic status				
4. Do you think that you are an important person in society?	28	100%	0	0%
5. Does your salary fulfil your basic financial needs?	16	57%	12	43%
6. Are you satisfied with the economic situation in your family?	14	50%	14	50%
7. Do you expect your financial situation to improve?	26	93%	2	7%
Confidence and personality				
8. Are you able to cope with different classroom situations?	27	96%	1	4%
9. Does your family rely on your income?	14	50%	14	50%
10. Do you feel satisfied with your performance in class?	24	86%	3	11%
11. Do you think that you are better than other teachers?	11	39%	17	61%
Classroom anxiety				
12. Do you feel anxious in the classroom?	0	0%	28	100%
13. Do you feel that you are in control in the classroom?	28	100%	0	0%
14. Do you feel the students are comfortable with you and like you?	27	96%	1	4%
15. Do you feel the students understand you generally and when you are teaching?	28	100%	0	0%

Peer relation				
16. Do you think that you have more teaching skills than your colleagues?	8	29%	20	71%
17. Do you think that your colleagues are happy with you?	26	93%	2	7%
18. Do you think that your colleagues feel jealous of you?	6	21%	22	79%
Awards and incentives				
19. Are you satisfied with your salary?	15	54%	13	46%
20. Do you think that your salary does not reflect your teaching skills?	17	61%	11	39%
21. Do you think a teacher's salary should be performance based?	22	79%	5	18%
22. Does your salary affect the way you teach?	3	11%	25	89%