



# NATURE OF TEACHERS MOTIVATION TECHNIQUES ADOPTED BY DIFFERENT CATEGORIES OF PRIVATE SCHOOLS

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## ABSTRACT

*Teachers' motivation and successful retention of teachers for a longer period is purely depends on the intrinsic, extrinsic and altruistic motivation factors. This research article aims to analyse nature of teachers' motivation technique adopted by different categories of schools (based on the ownership pattern) in Coimbatore city. Convenience sampling technique was applied for collection of data from the targeted sample group of teachers i.e., 100 teachers from each category of private schools. Researcher succeed in collecting 390 filled questionnaires. Data analysis indicates that the private trust schools and privately owned educational institution (entrepreneurs) attempts to keep their teachers motivate through provision of right value of monetary benefits (salary and other perks). And this motivation factor slightly varies and lower in the specific community owned schools and the schools that are run by the minority communities. At the next level, with slight differences in the percentage values, it was observed that all categories of school aim to reduce the stress level of teachers and ensure that they work in a relaxed environment. At the third level all schools functioning in Coimbatore city ensure that their school has pleasant environment and enough equipped in terms of infrastructure. The private schools functioning in Coimbatore city are suggested to focus on offering the teachers training cum upskilling opportunities, that not only support them to offer their service effortlessly cum effectively, it also supports them to plan for their career progress and move-upward in their career. All categories of the private school managements are suggested to be fairness and be approachable to the teachers.*

**KEY WORDS:** Private Schools, Teachers, Motivation, Retention

## INTRODUCTION

Individuals' attraction towards teaching career is diminishing, teaching is no more any attractive career for the educated young youth of the nation. This issue is not peculiar to India, but prevailing across the world countries as many of the developed (UK and USA) and developing countries faces the issue of shortage in teachers' attraction and retentions. It is estimated there is need for 8 lakh teachers in the coming next 3 years. Shortage of teachers in the private schools greatly restrict the schools in enrolment of new students and more students, that directly influences the school earning and sustainability (www.fsg.org, 2021).

Good and knowledgeable teachers become a prime tool in individual students' and only well motivated teacher can become a tool in students' performance. Teachers' motivation and successful retention of teachers for a longer period is purely depends on the intrinsic, extrinsic and altruistic motivation factors. Quality of education imparted through schools from base for the effective the performance of the students, which is completely dependent on the teacher who works in that school and contribute a lot for the betterment of the students. Effective motivation creates a feel of job motivation and it in turn influences the performances and retention of teachers in a specific school (Tehseen and Ulhadi, 2015). In short,

motivation to be a teacher differs from one individual's perspective and desire from others. Motivation theory could be applied to explain a person's motivation to become teachers and the factors that motivate them to continue their teaching services (Shikalepo,2020). As the results, teachers' retention is highly challenging task for the private school managers. Offering right type of motivation and adoption of changes in the schools' management practices are the single and most importance solution available for the private schools to retain and keep them satisfied.

## FOCUSED AIM OF THE STUDY

Private school administrators constitute their own HRM policies and it differs from one school to other. Some school adopt teachers friendly and supportive work culture and try to maintain healthy relationship between the school leader (principal), senior colleagues and junior colleagues. On the contrary, some school work environments are found to very harsh and less teacher friendly. It strictly influences the teachers' retention practices adopted by the private schools i.e., either "hire and fire" or "Hire Quality Teachers, Enhance their Skills and Retain them till their retirement". As it is well understood that teachers' motivation is a key element that will resolve the issue of teachers' shortage and in curtailing their turnover to a larger extent. Teachers' motivation is closely



related to their psychological satisfaction with the school and its administrators (Han and Yin, 2016).

### OBJECTIVE OF THE ARTICLE

This research article aims to analyse nature of teachers' motivation technique adopted by different categories of schools (based on the ownership pattern) in Coimbatore city.

### HYPOTHESIS

H1: Teachers' motivation techniques adopted differ from one category of the school to other (based on its ownership pattern).

### LITERATURE DISCUSSION

Researcher was able to collect selective reviews on the concept of teachers' motivation in private schools are collected and documented in this sub-section.

Nearly 3.3 million teachers are working in Private schools in both rural and urban regions in India (Chudgar and Sakamoto, 2021). Government and Government aided school practices standardised methods in recruiting full-time and part-time teachers, whereas the private schools fail to adopt a standardised practice of teachers' recruitment (Ramachandran et al., 2018). Corporation school teachers enjoys good working condition, infrastructure facilities and highly valued salary packages that motivate them to work effectively Arunadevi and Sunitha (2018). School faces issues in both recruiting and retaining quality and experienced teachers. Schools faces issues that even a well experienced teachers leave their job /turnover for various reasons in the recent times (Sen and Mehta, 2023). Factors that influence teachers' recruitment are potential teacher's ability to teach, being social, ability to use the resources available, nature of intrinsic values they have etc Swetha (2021). There exist differences in school teachers' recruitment practices from one regional state to other (Chomal and Raj (2022). At the same time teachers age, their educational qualification, their designation in the school, teaching experience, school location, type of school, classroom climate and the level of job satisfaction released by them influences their competency level (Rajathi and Begam, 2012).

Teachers working in Private schools are found to be less pleased and satisfied with their job compared to the Government and Government aided schools in the study regions (Arumugasamy and Ren, 2013). School managements attitude towards teachers, regional location of the school and teachers' qualification are the factors that motivates, effective work environment, and support the schools in retaining the teachers (Sekhar et al., 2014, Das and Baruah, 2015). The teachers' motivation level differed from one school type to other i.e., based on their

gender, school location, school management type, professional service experience and amount of monthly income earned by them (Rajammal,2021).

Through the literature assessment it has been well understood that teachers' motivation level differed from one school type to other, so far, no study has been conducted that discusses on the teachers' motivation in different categories of schools owned by the private entities. Prevailing dearth of the researcher provided a wider scope for authoring this article.

### METHODOLOGY AND DESIGN

Construction of the article was supported by qualitative (literature analysis) and quantitative (empirical) analysis. The primary data needed for the study was collected through conduct of direct discussion and distributing questionnaires among the private school teachers. The secondary data were collected from the previous studies conducted on researcher on the topic journal publications, magazines, articles and past scholars research work. For fixing of right samples the researcher had chosen two type of sampling techniques in this study i.e., one for the categorisation of private schools functioning in Coimbatore city, that was clustered based-randomly classified as trust, private education institution, particular community and minority institution. Convenience sampling technique was applied for collection of data from the targeted sample group of teachers i.e., 100 teachers from each category of private schools, 400 samples. Researcher succeed in collecting 390 filled questionnaires.

### DISCUSSION AND RESULTS

Private school functioning in Coimbatore region primarily focused to recruit teachers those who possess adequate teaching qualification, strong in multi-tasking equipped with right teaching techniques, subjects' expertise and being well organised. The sample schools are found to be more academic progress oriented and they focus to achieve good results in the higher and higher secondary board examination i.e., fair well attitude. The 390 samples collected were distributed as 66.41 per cent of the private school women teachers and 33.59 per cent men. Precisely 41.54 per cent of the sample teachers are aged between 31-40 years and 27.44 per cent were aged between 41-50 years. The data indicated that majority of the teachers participated in the survey are matured and experienced too. Majority i.e., 51.28 per cent of the school teachers had completed UG degree with B.Ed., and 16.92 per cent of the teachers has PG degree with B.Ed., qualification. Exactly, 49.67 per cent of the teachers have accumulated teaching experience of 6-10 years and 37.97 per cent of school teacher salary package values between Rs. 1,80,000-Rs. 2,40,000 per annum.



**TABLE: 1**  
**DIFFERENCES BETWEEN OWNERSHIP OF SCHOOL AND MOTIVATION OF TEACHERS**  
 (Value in Percentage)

Variables	Trust	Private Educational Institution	Particular Community	Minority Institution
Provision of Right Monetary Benefits	90.42	90.30	89.96	89.80
Fairness and Management Accessibility	77.80	76.62	76.82	76.74
Teachers Training and Skills Upgradation	77.66	77.10	77.20	77.10
Scope for Career Progress	81.52	80.20	80.12	79.84
Scope for Stress Reduction and Relaxation	82.22	82.04	81.98	81.84
Job Delegation	80.52	78.74	78.80	78.74
HR Policy	78.82	78.40	78.86	78.66
Institutional Culture and Environment	79.78	79.00	78.80	78.90
School Environment and Infrastructure	82.22	82.10	82.20	82.30
Fixing Accountability and Recognition	80.36	79.74	79.80	79.66
Recruitment and Retention Policy	79.98	79.38	79.38	79.28

Source: Computed from Primary Data

To draw a uniformity in the data analysis the coded data were converted into percentage values, that supported in assessing the score of each motivation factors and its differences prevails in each category of the school. Data analysis indicates that 90.42 per cent of the private trust schools and privately owned (90.30 per cent) educational institution (entrepreneurs) attempts to keep their teachers motivate through provision of right value of monetary benefits (salary and other perks). And this motivation factor slightly varies and lower in the specific community owned schools and the schools that are run by the

minority communities. At the next level, with slight differences in the percentage values, it was observed that all categories of school aim to reduce the stress level of teachers and ensure that they work in a relaxed environment. At the third level all schools functioning in Coimbatore city ensure that their school has pleasant environment and enough equipped in terms of infrastructure. The least score, were placed for the schools focus on teachers training cum upskilling them and the fairness and inapproachable behaviour of school management.

**TABLE: 1**  
**MEASURE OF DISPERSION AND ONE-WAY ANOVA TEST OWNERSHIP OF SCHOOL VS. MOTIVATION OF TEACHERS**

Variables	Trust		Private Organisation		Particular Community		Minority Institution		F Value	Sig
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Provision of Right Monetary Benefits	4.521	0.833	4.515	0.808	<b>4.498</b>	0.822	4.490	0.816	10.030	<b>.003</b>
Fairness and Management Accessibility	<b>3.890</b>	0.600	3.831	0.606	3.841	0.601	3.837	0.604	10.186	<b>.006</b>
Teachers Training and Skills Upgradation	<b>3.883</b>	0.546	3.855	0.547	3.860	0.551	3.855	0.547	10.057	<b>.002</b>
Scope for Career Progress	<b>4.076</b>	0.672	4.010	0.677	4.006	0.681	3.992	0.679	10.280	<b>.040</b>
Scope for Stress Reduction and Relaxation	<b>4.111</b>	0.720	4.102	0.745	4.099	0.746	4.092	0.743	9.011	<b>.008</b>
Job Delegation	<b>4.026</b>	0.649	3.937	0.678	3.940	0.674	3.937	0.678	8.400	<b>.003</b>
HR Policy	<b>3.941</b>	0.617	3.920	0.588	3.943	0.611	3.933	0.612	10.030	<b>.003</b>
Institutional Culture and Environment	<b>3.989</b>	0.566	3.950	0.584	3.940	0.583	3.945	0.586	11.137	<b>.038</b>
School Environment and Infrastructure	4.111	0.690	4.105	0.712	4.110	0.713	<b>4.115</b>	0.710	12.003	<b>.000</b>
Fixing Accountability and Recognition	<b>4.018</b>	0.575	3.987	0.577	3.990	0.572	3.983	0.579	7.073	<b>.004</b>
Recruitment and Retention Policy	<b>3.999</b>	0.728	3.969	0.714	3.969	0.714	3.964	0.719	6.047	<b>.006</b>

Level of Significance: 5 per cent



Following the descriptive data analysis, a cross section of data analysis and statistical analysis were conducted to elucidate the prevailing differences in the teachers' motivation techniques adopted in different categories of schools based on their ownership base. The computed ANOVA test values: 10.030, 10.186, 10.057, 10.280, 9.011, 8.400, 10.030, 11.137, 12.003, 7.073 and 6.047 were found to be within the significance level at five per cent. Henceforth, the hypothesis framed is accepted and it has been concluded that teachers' motivation techniques adopted differ from one category of the school to other (based on its ownership pattern).

## CONCLUSION

It is the moral responsibility of the school to recruit right and well-qualified teachers on the one hand and on the other hand the school management have to adopt strategic motivation practices to retain the teachers satisfied and continue their service for long-term (i.e., their retirement). The private schools functioning in Coimbatore city are suggested to focus on offering the teachers training cum upskilling opportunities, that not only support them to offer their service effortlessly cum effectively, it also supports them to plan for their career progress and move-upward in their career. All categories of the private school managements are suggested to be fairness and be approachable to the teachers i.e., in listening to their needs, grievances and addressing them on time, will develop a confidences and trust on the school administrators that make them feel secured, recognised and well-treated by the school administration that develop a feel of satisfaction, motivated and that in turn influences them to serve with dedicated and loyal, not thinking about leaving their job in between their service tenure.

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