



TEACHER MOTIVATION AND SCHOOL ADMINISTRATION- A STUDY WITH REFERENCE TO TEACHERS FROM SELECTED PRIMARY SCHOOLS OF MANGALORE IN THE STATE OF KARNATAKA

Dr. Nayana L M.

Asst. Professor, Govt. First Grade College, Kaup. Udupi District, Karnataka

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ABSTRACT

Education is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language. Because language is the product of his education. Man without education would still be living like an animal. In imparting education, the role of teachers assumes special significance. The teacher's role has always been emphasized as a morale booster for harmonising the worldly agonies and celestial bliss. The quality of a nation depends upon the quality of its school and the quality of schools depend considerably on the quality of the teachers as well as on the interaction of collective internal and external forces that intervene in the fulfilment of the purpose of the schools. This paper tries to analyse the interrelation between School administration and motivation of teachers in primary schools of Mangalore in Karnataka State. A semi-structured questionnaire was prepared for the teachers. Depending on the type of information to be collected, open-ended, multiple-choice type questions, and Likert scale (1932) were included in the questionnaire. The data collected from the teacher are evaluated and analysed with appropriate statistical tools to arrive at the conclusion. It was found that favourable support and guidance from head of the school and education officer along with periodic inspection plays a vital role in motivating teachers in primary schools.

KEY WORDS: School support, School administration, Teacher motivation, Education, Primary School.

INTRODUCTION

The essence of human resource development is that education must play a significant and interventionist role in remedying imbalances in the socio-economic fabric of the country "Mission of education" according to Dr. Kalam, Former president of India "is the foundation to ensure the creation of enlightened citizens who will make a prosperous, happy and a strong nation". Education is a total process of developing human ability and behaviour. Elementary education constitutes a very important part of the entire structure of the education system. It is the backbone of the educational pattern of a country. No pattern of education can ever be successful if it does not have a sound primary education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability (NEP 2020)

TEACHER MOTIVATION

Motivation refers to all phenomena, which are involved in the stimulation of action towards objectives. Motivation is necessary for performance. Motivation occupies a central position in the execution of any human task or endeavour, the teaching-learning process is no exemption. Teacher motivation is related to what makes the teachers happy, satisfied, dedicated, and committed so that they show their best performance in teaching their students. Teacher who inspires and motivate the students are included in the category of effective teachers

The principal and the school board are primarily responsible for the administration of a school. The main responsibilities for motivating teachers fall to the school administration (Kocabas and Karakose, 2009). Lack of motivation may cause teachers to be



less successful in teaching. Unreasonable demands of administration discourage team spirit, while neglecting rewards and financial problems are the factors related to demotivation. Every teacher is not motivated entirely by the same demands and needs. If there are no factors motivating the teachers, the productivity will decrease dramatically. Unfortunately, teachers are unwilling to make major changes, unless they are adequately motivated.

SCHOOL SUPPORT AND ADMINISTRATION

If systems and structures set up to manage and support teachers are dysfunctional, the teachers are likely to lose their sense of professional responsibility and commitment. The importance of the teachers' works and their competence in performing it are crucially influenced by the quality of both internal and external supervision (Bennell P. and Akyeamong K., 2007). In order to evaluate the effect of school support and administration on teacher motivation, data was collected from the teacher respondents to evaluate the effect of components such as Head master's guidance to teacher, impartial behaviour of Head master, Head Master's, managements, and higher authorities' response to the teachers work in the school, regular or periodic inspection and guidance of education officer.

NEED FOR THE STUDY

Literature review points out the research gap in the study of interrelation between school support and administration and teacher motivation in Indian context. A teacher needs the support of the school and the department to be effective in teaching which in turn makes the teacher satisfied. This has led to the present study.

OBJECTIVES OF THE STUDY

1. To analyse inter relation between school support and administration and motivation of teachers in primary schools.
2. To study the difference in the impact of School support and administration on the motivation of teachers of primary school.

RESEARCH METHODOLOGY

The article is developed mainly on data collected through the questionnaire administered to the teachers of primary schools. Secondary sources such as books, journals, annual reports of Education Departments, and earlier research work in the related field were also referred for the study. A semi-structured questionnaire was prepared for the teachers. Depending on the type of information to be collected, multiple-choice type questions, and Likert scale were included in the questionnaire. A five-point Likert scale was used in the questionnaire to ensure higher statistical variability among the responses. Government, Aided and Unaided primary schools were selected at random. Stratified sampling technique was used to choose 214 teachers from the selected schools. The data collected from the teacher respondents were evaluated and analysed with appropriate statistical tools to get to the conclusion. Data summarization and data association techniques such as mean, percentage, standard deviation, and percentage mean were used. The ANOVA test, t-test, Regression analysis were used to draw inferences from the data.

SCOPE OF THE STUDY

The study has been undertaken in primary schools in Mangalore. For the present study, primary schools affiliated to the Karnataka State Board were selected. Teachers teaching in these primary schools are the teacher target population. Basically, there are three types of schools, namely, (i) the Government schools, managed completely by the Government, (ii) Aided schools, managed by private individuals or trust but a part of the funding is done by the Government, and (iii) Un-aided schools, managed by private individuals or trusts without any financial assistance from the Government.

LIMITATION OF THE STUDY

1. Teachers are engaged with teaching and administrative work in school, the information given due to the time constraint may be partially accurate or biased.
2. The study was conducted in the primary schools in Mangalore, generalisation cannot be arrived at based on this study.
3. The sample size of 214 teachers may be small to come to any conclusions and there is a possibility of the results being partial due to the size of the sample.

REVIEW OF LITERATURE

Mehmet D. Karsh and Hale Iskender (2009) made a study "To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment" It is also found out that the level of motivation affects the institutional commitment and the level of institutional commitment changes according to motivation given by the administration. The level of motivation also affects the job satisfaction and high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction.

Elizabeth Gloria Anindo Wanyama and Enose M.W. Simatwa (2018) studied Contribution of school administrators to teacher motivation in enhancement of students' academic performance in secondary schools in Kenya: a study of secondary school administrators in Emuhaya and Vihiga sub counties found that Administrators' contribution to Teacher Motivation was positive and



significant. School Administrators’ contribution to Teacher Motivation in the enhancement of students’ academic performance was significant and enhanced students’ academic performance

Nazim Serkan Burgul, Osman Emiroğlu and Ahmet Güneyli (2019) conducted a study “School administrators and teacher motivation understanding: Cyprus Case” found that the opinions of school administrators related to how they perceive the motivational levels of teachers are the following: working discipline, participation, and body language. On the other hand, most of the school administrators’ opinions regarding the low motivation of teachers are related to “teacher unwillingness”. The teacher motivation understanding indicators of school administrators are generally extrinsically motivation oriented. In this case, there is an increased necessity for intrinsic motivation, observation, and evaluation of teachers.

Amy Portey (2021) The literature confirms that an administrator should have a vested interest in motivating a faculty to strive to perform to the best of their ability in order to improve student achievement. Leaders need to guide staff in an effective conscious goal setting process while being aware of environmental cues that could be affecting motivation subconsciously. Administrators must support staff by providing professional development when appropriate, and creating boundaries and processes for useful professional feedback. Finally, it is necessary for leaders to establish a culture of trust and collaboration essential for collective teacher efficacy and support teachers’ efforts to achieve mastery experiences. Relationships cultivated in these actions will fuel the cyclical nature of seeing results, generating efficacy, and increasing motivation.

Trenton M Watson (2021) conducted a study to investigate school administration and its influence on the morale and motivation of charter school teachers in K-12 charter schools in the Southwest Tennessee region of the United States concluded that charter school administrators create and facilitate a conducive environment in which teachers maximize their morale and motivation using different strategies.

ANALYSIS OF DATA AND INTERPRETATION

Analysis of the data so collected on the parameters of school support and administration are evaluated and presented in the following tables:

Table No.1.1
Teacher motivation due to Head Master’s guidance to improve teaching skill

Type of Schools	Head Master’s guidance is useful to improve my teaching skill									
	Strongly disagree	Dis-agree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	30 83.3%	6 16.7%	4.17	.378	83.33	2.430	.036
Govt. city	3 10.0%	0 .0%	0 .0%	24 80.0%	3 10.0%	3.80	.997	76.00		SIG
Aided taluk	2 13.3%	0 .0%	0 .0%	11 73.3%	2 13.3%	3.73	1.163	74.67		
Aided City	2 4.9%	1 2.4%	1 2.4%	23 56.1%	14 34.1%	4.12	.954	82.44		
Un-aided taluk	1 2.5%	1 2.5%	1 2.5%	18 45.0%	19 47.5%	4.33	.859	86.50		
Un-aided city	1 1.9%	1 1.9%	2 3.8%	25 48.1%	23 44.2%	4.31	.805	86.15		
Total	9 4.2%	3 1.4%	4 1.9%	131 61.2%	67 31.3%	4.14	.866	82.80		

Source: Survey Data

As seen in Table No. 1.1, the teachers are highly motivated due to Head Masters guidance to improve teaching skills (mean ± SD 4.14±0.866 with percentage mean 82.80). The ANOVA test results show significant differences in teacher motivation between teachers of various schools in relation to the above factor (F=2.430 and p=0.036). High motivation was observed among teachers of Un-aided taluk and Un-aided city schools (percentage mean 86.5 and 86.15 respectively). And comparatively low motivation was observed among Aided taluk school teachers (percentage mean 74.67). It was also observed that motivation is higher among teachers of Un-aided taluk school (percentage mean 86.5) and Un-aided city school (percentage mean 86.15) when compared to teachers of Government taluk school (percentage mean 83.33), Government city school (percentage mean 76), Aided taluk school (percentage mean 74.67) and Aided city school (percentage mean 82.44). It signifies that Head Masters guidance motivates Un-aided school teachers more than Aided and Government school teachers.



Table No. 1.2
Teacher Motivation due to Head Master's impartial distribution of work

Type of schools	Head Master's impartial distribution of work									
	Strongly disagree	Dis-agree	Un-certain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	28 77.8%	8 22.2%	4.22	.422	84.44	.998	.420
Govt. city	2 6.7%	1 3.3%	0 .0%	21 70.0%	6 20.0%	3.93	.980	78.67		NS
Aided taluk	0 .0%	0 .0%	1 6.7%	13 86.7%	1 6.7%	4.00	.378	80.00		
Aided City	6 14.6%	0 .0%	3 7.3%	15 36.6%	17 41.5%	3.90	1.35 7	78.05		
Un-aided taluk	6 15.0%	2 5.0%	1 2.5%	17 42.5%	14 35.0%	3.78	1.38 7	75.50		
Un-aided city	2 3.8%	1 1.9%	5 9.6%	23 44.2%	21 40.4%	4.15	.958	83.08		
Total	16 7.5%	4 1.9%	10 4.7%	117 54.7%	67 31.3%	4.00	1.05 5	80.09		

Source: Survey Data

As seen in Table No. 1.2, the teachers are highly motivated in relation to the Head Master's impartial distribution of work to the teachers (mean ± SD 4±1.055 with percentage mean 80.09). The ANOVA test results show no significant difference in teacher motivation between the teachers of various schools in relation to the above factor (F=0.998 and p=0.420). It is also observed that impartial distribution of work by the HeadMaster motivates the teachers.

Table No. 1.3

Teacher motivation due to appreciation for the good work by HeadMaster, management and higher authorities.

Type of schools	Head Master, management and other higher authorities are happy with my good work									
	Strongly disagree	Dis-agree	Un-certain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	4 11.1%	23 63.9%	9 25.0%	4.14	.593	82.78	3.151	.009
Govt. city	1 3.3%	0 .0%	1 3.3%	25 83.3%	3 10.0%	3.97	.669	79.33		HS
Aided taluk	0 .0%	0 .0%	1 6.7%	12 80.0%	2 13.3%	4.07	.458	81.33		
Aided City	0 .0%	0 .0%	4 9.8%	20 48.8%	17 41.5%	4.32	.650	86.34		
Un-aided taluk	0 .0%	0 .0%	2 5.0%	17 42.5%	21 52.5%	4.48	.599	89.50		
Un-aided city	0 .0%	0 .0%	9 17.3%	29 55.8%	14 26.9%	4.10	.664	81.92		
Total	1 .5%	0 .0%	21 9.8%	126 58.9%	66 30.8%	4.20	.642	83.93		

Source: Survey Data

As seen in Table No. 1.3, the teachers are highly motivated in relation to Head Master, management, and other higher authorities' happiness over the good work of the teacher (mean ± SD 4.20±0.642 with percentage mean 83.93). The ANOVA test results show a highly significant difference in teacher motivation between the teachers of various schools in relation to the above factor (F=3.151 and p=0.009). Higher motivation was observed among Un-aided taluk school teachers (percentage mean 89.5) while lower motivation was observed among Government city school teachers (percentage mean 79.33). This shows that evaluation of teachers by the HeadMaster, management and higher authorities play a significant role in the motivation of Un-aided taluk school teachers when compared to the teachers in other schools.



Table No.1.4
Teacher motivation due to regular inspection and guidance of education officers

Type of schools	Regular/periodic inspection and guidance of education officers, which helps me to improve teaching									
	Strongly disagree	Dis-agree	Un-certain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	29 80.6%	7 19.4%	4.19	.401	83.89	4.082	.001
Govt. city	2 6.7%	0 .0%	1 3.3%	23 76.7%	4 13.3%	3.90	.885	78.00		HS
Aided taluk	1 6.7%	0 .0%	0 .0%	13 86.7%	1 6.7%	3.87	.834	77.33		
Aided city	1 2.4%	0 .0%	1 2.4%	27 65.9%	12 29.3%	4.20	.715	83.90		
Un-aided taluk	1 2.5%	0 .0%	2 5.0%	29 72.5%	8 20.0%	4.08	.694	81.50		
Un-aided city	9 17.3%	1 1.9%	5 9.6%	29 55.8%	8 15.4%	3.50	1.291	70.00		
Total	14 6.5%	1 .5%	9 4.2%	150 70.1%	40 18.7%	3.94	.915	78.79		

Source: Survey Data

As seen in Table No. 1.4, the teachers are highly motivated in relation to inspection and guidance of education officers which helps to improve teaching (mean ± SD 3.94 ± 0.915 with percentage mean 78.79). The ANOVA test results show a highly significant difference in teacher motivation between the teachers of various schools in relation to the above factor (F=4.082 and p=0.001). High motivation was observed among the teachers of Aided city school (percentage mean of 83.9) and Government taluk school (percentage mean 83.89). Low motivation was observed among Un-aided city school teachers (percentage mean 70). It indicates that Un-aided city school teachers need the guidance of education officers to improve their teaching skills.

Table No. 1.5

Regression analysis to study significant components of school support and administration on teacher motivation. Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	t	p
		B	Std. Error	Beta		
3	(Constant)	.655	.063		10.428	p<0.001
	Head Master's guidance is useful to improve my teaching skill	.298	.013	.444	22.637	p<0.001
	The Head Master is impartial in distributing work.	.278	.011	.503	26.411	p<0.001
	Regular/periodic inspection and guidance of education officers, which help me to improve teaching.	.271	.011	.427	23.888	p<0.001

a. Dependent Variable: Motivation due to school support and administration

Model	R	R Square	ANOVA F value	p value
3	.968	.937	1041.124	p<0.001

Backward Regression analysis was performed to study the significant components of school support and administration which leads to motivation among the teachers (as seen in table 1.5). All the components of school support and administration has a significant impact on teacher motivation with R square 93.7%. Among the components, Head Masters impartial distribution of work (β=.503) has a greater impact on teacher motivation followed by the factors of Head Masters guidance to improve teaching skill (β=.444), and regular or periodic inspection and guidance of education officers (β=0.427).



FINDINGS

Teachers are highly motivated in relation to Head Master's guidance in improving teaching skills, Head Master's impartial distribution of work, Head Master, management, and other higher authorities' appreciation for teachers work, and regular inspection and guidance of education officers. In relation to Head Master's guidance in teaching, Un-aided school teachers are highly motivated (percentage mean 86.33 avg) comparatively lower motivation was observed among Aided school teachers (percentage mean 78.56 avg). In relation to Head Master's management, and other higher authorities' appreciation for teachers, Un-aided school teachers are highly motivated (percentage mean 85.71 avg) comparatively lower motivation was observed among Government school teachers (percentage mean 81.05 avg). In relation to inspection and guidance of education officer's teachers of Government schools are highly motivated (percentage mean 80.94) comparatively lower motivation was observed among teachers of Un-aided schools (percentage mean 75.75 avg).

CONCLUSION

In order to play a pivotal role in reforming education at all levels, teachers should be inspired by creative idealism and take pride in their profession. Dr. Abdul Kalam has spoken of igniting the young minds, but we must remember that we cannot do that unless we ignite the mind of the teacher in the first place. So, there is a need for teacher motivation to motivate students. School administration in terms of head of the school, education officers and other authorities must play a significant role to keep the teacher motivated in the process.

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