

ATTRIBUTION OF MOTIVATIONAL LEVEL OF SECONDARY SCHOOL
TEACHER'S, PERFORMANCE TO THEIR TEACHING EXPERIENCE

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Abstract

This study intends to identify the effects of teaching experience on the motivation level of secondary school teacher's performance. The objectives of the study were to explore the motivation level of secondary school teacher's performance and to find out the effects of teaching experience on the motivation levels of secondary school teacher's performance and to give recommendations in the light of study. This empirical study was conducted through a standardized questionnaire for finding out motivation levels of teacher's performance during three stages of their teaching experience. Cluster and random sampling technique was used to select schools and then teachers. Analysis of variance and post hoc test of significance were used to compare the teaching experience groups. It was concluded that the secondary school teachers are more motivated at the beginning of their job and gradually lose their motivation levels of performance.

Key Words: Teaching, Teaching Experience, Motivation levels of teacher's performance

Introduction

Education is conceived as a powerful agency to bring about desired change in the social cultural status of a nation. The whole process of education is shaped and nourished by the personality of individual called "the teacher", who plays a vital role in any system of education. Teaching is used to refer ways of making something known to others, generally in the practice of a school. The year's teachers spend in service. The service tenure of teachers will be regarded as experience of (0-5), (6-10) and more than ten years. Motivation is an internal state and external incentives, by which teachers inspire, encourage and impel them and the students to take required actions according to the goals. Motivation refers to all phenomenons, which are involved in the stimulation of action towards particular objectives where previously there were little or no movements towards those goals. Motivational level describes the intensity of interest, action, and behavior over individual towards an activity related to themselves or others. This can be broadly grouped in 3 categories moderate, high and low. High motivational level is the greatest factor, which leads a teacher to put all her efforts to enhance the efficiency of learning process and teaching Performance. Motivation is a process that influences the direction, persistence and vitality of goal intended for behavior (Passer, 2001). A

working description of motivation would be that: “It consists of internal processes and external incentives which spur us on to satisfy some need” (Child, 2004). Byar (2000) refers performance to the degree of completion of the responsibilities that make up an employee’s job. Organ (1986) says that function of motivation is based on individual’s performance. Motivation underlies the effort that a person expands on job performance (p.99).Teacher’s performance means their teaching performance and feeling of responsibility towards improvement of learning, teaching and school program. Internationally, service tenure is regarded as effective for school teacher’s motivation for the reason, training, refresher programs and renewal of knowledge is thought essential for experienced school teachers. In the previous two decades of education reform, teachers have been viewed as centre to both of the problems of education and their solutions. School leaders and educationalists have faced the challenge of motivating teachers to perform high levels of performance. Sociologists ascribed that existing school atmosphere is a reward-scarce setting for professional task and often look to work alongside teachers’ best efforts to develop professionally and get better student learning. Much of teachers class work is carried out in self-contained situation of the classrooms that segregate them from the support of their colleagues., teachers feel difficult to supervise, due to this organizational structure and do not get regular comment from others, and often find it hard to join forces. Perhaps as a result of these circumstances, the different researches also show that a lot of good teachers depart teaching in the initial three years. obviously, education leaders required to find ways to uphold teachers in the profession and keep them motivated a motivated teacher, as described here, is one who not only feels contented with his or her occupation, but also is making powerful to strive for brilliance and augmentation in instructional perform. This issue looks at teacher motivation and considers how it has been treated historically, how it is affected by external and internal reason, and how new instructions in professional development, teacher evaluation, new teacher induction and school reform are currently creating opportunities for more effective teacher motivation for teaching performance. It is an accepted reality that the only road leading to all sorts of national development passes through the area of education in Pakistan. One can’t give name even only profession where the role of education can be undermined. If education is viewed as the backbone and energizing force for the national development then how can the glorious and pivotal position of the teacher be ignored who has been deputed to fulfill the responsibility of educating the prospect generation. The education standard and professional competence of the teachers would always remain of primary concern and would require top priority for having the fruit of the educational enterprise in its true spirit (Iqbal, 2000). This study aims at focusing on the importance of the factors that affect the motivation of Secondary school teachers during service. It defines the concept of teacher’s teaching experience, motivational levels and performance. Main motivators for teachers are presented. It also takes into account the sources of motivation, which are necessary in teaching process. Handling the challenging situation in the class and outside the class makes teachers exhausted, which hinders the success of teachers. Being intrinsically and extrinsically

motivated increases job performance. So, motivation has an important role in the job of teaching. But the different factors like teaching experience effects the motivational level for teaching performance of secondary school teachers. Pakistan, like other developing countries, is surely in need of highly educated and motivated individuals to fill the leadership role. Similarly, there is need of highly educated and motivated schoolteachers. How schoolteachers can be more involved in the process of working? To what extent teaching experience can effects the motivational level of the secondary school teacher's performance. In our society, the role and practice of schoolteachers is criticized more than appreciated. For the reason, a number of researchers have been conducted to investigate the motivational level of secondary school teachers in different dimensions but the effect of experience is rare. Because it is controversial not only at national level but also internationally that either experience raises the motivation or it decreases with the passage of time. Keeping in view the above discussion, the researcher is enforced to study the effects of teaching experience on the motivational level of secondary school teacher's performance. The objectives of the study were to: Identify the motivational level of secondary school teacher's performance, finding out the effects of teaching experience on the motivation level of secondary school teacher's performance.

The results from a multi-site longitudinal study reveal that teachers in more effective schools consistently outscore those from ineffective schools on all effective teaching indices. Teachers in effective schools are consistently more successful in keeping students on task, spend a greater amount of time presenting new material, provide more independent practice, demonstrate higher expectations for students, provide more positive reinforcement, experience fewer classroom interruptions, have fewer discipline problems and generate more consistently friendly classroom environments than do their peers in matched ineffective schools (Teddlic & String field, 1993,p.1). Another way of analyzing teaching could be based on the types of educational objectives. This may be in terms of Bloom's Taxonomy of educational objectives cognitive, affective and psychomotor domains. The time teachers spend during their services with the school head, colleagues, administrative staff and students through that he/she gains lots of knowledge, which called their teaching experience. Throughout the years of job whatever teachers observe, learn and perform are their experiences of teaching. Professional development starts when a new teacher first enters school .The government will provide the necessary funding to guarantee all new teachers a reduced teaching load and a programme of support to ensure that they have the time to consolidate and improve their performance for teaching (Nicholls, 2002,p.211).

Three matters while discussing motivation: What energizes human behavior, what directs or channels such behavior and how this behavior is maintained or sustained (Steers & Porter, 1991,p. 6). In plain language, motivation is what gets you going, keeps you going, and determines where you're trying to go. Motivation may vary in both intensity and direction. The influence of needs and desires on the intensity and direction

of behavior (Slavin, 2000, p. 327).

Luthans & Fred (2002) used three words motivation. "Drives", "Motives" and "Incentives" (P.249). Motivation is a word used to describe what energizes or directs a learner's attention, emotions, and activity. Motivations can be internal, coming from within the individual and external coming from the environment (Borich, 1992,p. 375).

Motivation plays a vital and significant role in the lives of individuals, groups, communities, establishment, organizations and nations. History is witness to this fact that with motivation, such tremendous tasks were performed which, without motivation could have been impossible (Younes & Khan, 2003, p. 51).

Ryan and Deci (2000a) state, "to be motivated means to be moved to do something", unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task"(P. 54). "Interest, curiosity, or desires to achieve are the key factors that compose motivated people. However, they believe that arousing interest is not enough to be motivated. This interest should be sustained. In addition to this, time and energy should be invested and the effect, which is required, needs to be sustained so as to reach the aim (Williams & Burden, 1997, p. 111). Motivation can be characterized as needs or expectations, behavior, goals and some form of feedback (Steers & Lyman, 1991,p.6). Improvement in teacher motivation has benefits for students as well as teachers. It is likely that high levels of teacher social interaction on the job are linked to high motivation levels (Bishay, 1996,p.147). Motivation is a broad-based term and encompasses many aspects of behaviour (Yadav, 2003,p.227). Performance of individual is a function of motivation. Motivation underlies the effort that a person expands on job performance. So, if an organization wants to improve the performance of its employees then it should concentrate on motivational elements of performance management (Organ, 1986,p.101). According to Ivancevich and Luthans (1985) further adds the theorists of content theories identified the prioritized needs/drives that people have, types of incentives or goal that people strive to attain in order to be satisfied and perform well. Whereas process theories of work motivation describe, explain and analyzes how behavior is energized, directed, sustained, and stopped. (Ivancevich, 1999).On the other hand, these are more concerned with the cognitive antecedents that go into motivation or effort and important, with the way they relate to one another. (Luthans 1985). In efficiency under increased motivation are not infrequent in our daily life. The case of stage fright is a common one. A person who can recite his lines well before an empty, auditorium may be speechless when he steps onto the stage on opening night. His failure cannot be attributed to a loss in motivation but rather to a motivational level that is too high. Some athletes, who are outstanding in their performance on the practice field, perform below par on the day of the big game. College students frequently state that a poor showing on an examination resulted not from a lack of motivation during the examination that they could remember nothing. Infants, when they are very hungry, often kick, squirm, and lose coordination of the sucking response. As a result they feed themselves less well than when their hunger is lower (Wickens, & Meyer, 1961, pp. 185-186). Richard Ingersoll a University of Georgia sociologist defines

that teaching as an occupation with a very high turnover rate and the graying workforce is only a piece of the puzzle (Lawrence, 1999, p.13).The following factors effect motivation of teacher’s performance during their service:1- The school’s general climate and the existing school norms; 2-The class sizes, the school resources and facilities;3- The standard activity structure within the institution; 4- Collegial relations; 5- The definition of the teacher’s role by colleagues and authorities; 6- General expectations regarding student potential; 7-The school’s reward contingencies and feedback system; 8-The school’s leadership and decision-making structure (Dornyei, 2001a, P.161).

Methodology

The population of the study was all the Government Secondary School teachers of the district Lahore. A cluster sampling technique was used to select the schools and random sampling for the selection of teachers of Govt. secondary schools. The Sample of research was comprised of 150, secondary school teachers from Govt. high schools of Lahore city on the basis of their teaching experience. The sample was divided into 3, equal groups of secondary school teachers according to the group 1, (0-5) years, group 2, (6-10) years and group 3, 11+ years of teaching experience, 50 secondary school teachers from each group of teaching experience.The selection of the instrument was made on the basis of motivational factors, teaching experience effecting the motivational level of secondary school teacher’s performance. A standardized questionnaire suitable to the objectives of the study a standardized questionnaire obtained from Smith (2004) motivation questionnaire. The questionnaire to assess the motivation level of the teachers was administered to 150, secondary school teachers from Govt. high schools of the district Lahore, 50, secondary school teachers from each group of teaching experience.

Descriptive statistics was calculated

Table 1.

Descriptive statistics for the 40, statements of motivation questionnaire

	Group-1 (0-5)years teaching experience	Group- 2 (6-10)years teaching experience	Group- 3 11 + yrs teaching experience
Sum of the means of three groups	140.74	136.58	130.52
Average of mean score	3.52	3.41	3.26

It is indicated in the above table that the total mean scores achieved by the group 1, that is (0-5) years of teaching experience, i.e. 3.52 is greater then the men score

achieved by group 2, (6-10) years of teaching experience, i.e. 3.41 and group 3, more than 10, years of teaching experience which is 3.26, 3.52 > 3.41 > 3.26. The simple comparison of mean scores shows that the motivational levels of beginners secondary school teachers is 3.52 which is more than the highly experienced group with mean score 3.26.

Table 2 .

ANOVA for the comparison of the groups of secondary school teachers motivation level based on their teaching experiences

	SS	df	MS	F	Sig.
Between Groups	1.161	2	.581	3.691	.027*
Within Groups	3.126	147	.157		
Total	24.288	149			

* P < .05 Level of significance

It is indicated in the above table that the significance value of the comparison of the mean scores of the motivational level of secondary school teacher's performance with different experiences is 0.027, which is lesser 0.05, level of significance.

So the null hypothesis that "there is no significant difference between the effects of teaching experience on the motivational level of secondary school teacher's performance" is rejected. It is concluded that the secondary schools teachers with different experiences have significant difference of their motivational levels.

Table 4.43.

Post Hoc Tests for Multiple Comparisons Dependent Variable: Motivational levels of teacher's performance. Independent Variable: Teaching experience

Groups for experience	M D	SE	Sig.	
Group 1 (0- 5) years	Group 2 (6- 10) years	7.500E-02	7.933E-02	.346
Group 1 (0- 5) years	Group 3 11+ years	.2125	7.933E-02	.008**
Group 2 (6-10) years	Group 3 11+ years	.1375	7.933E-02	.085

** $P < .01$ Level of significance, * $P < .05$ Level of significance

The mean difference is significant at the .05 levels.

It is indicated in the above table that the significance value of the comparison of the means scores between the effects of group 1, (0-5) and group 2, (6-10) years teaching experience of secondary school teachers on their motivational level for teaching performance factor is .346 which is greater than 0.05 value of significance. So the null hypothesis that, “ there is no significance difference between the effect of group 1, (0-5) and group 2, (6-10) years teaching experience of secondary school teachers on their motivational level for teaching performance “, is accepted. It concluded that the secondary school teachers with group 1, (0-5) and group 2, (6-10) years teaching experience have significant difference of their motivational level for teaching performance.

It is indicated in the above table that the significance value of the comparison of the means scores between the effects of group 1, (0-5) and group 3, 11+ years teaching experience of secondary school teachers on their motivational level for teaching experience factor is .008 which is lesser than 0.05 value of significance. So the null hypothesis that, “ there is no significance difference between the effect of group 1, (0-5) and group 3, 11+ years teaching experience of secondary school teachers on their motivational level for teaching performance “, is rejected. It concluded that the secondary school teachers with group 1, (0-5) and group 3, 11+ years teaching experience have significant difference of their motivational level for teaching performance.

It is indicated in the above table that the significance value of the comparison of the means scores between the effects of group 2, (6-10) and group 3, 11+ years teaching experience of secondary school teachers on their motivational level for teaching performance factor is .085 which is greater than 0.05 value of significance. So the null hypothesis that, “ there is no significance difference between the effect of group 2, (6-10) and group 2, 11+ years teaching experience of secondary school teachers on their motivational level for teaching performance “, is accepted. It concluded that the secondary school teachers with group 2, (6-10) and group 3, 11+ years of teaching experience have significant difference of their motivational level for teaching performance.

It declares that the secondary school teachers are highly motivated at the beginning of their service but due to insufficient pay, lack of cooperation and respect from the parents and head teachers, mistrust from the school administration, monotonous work, less interest for the routine jobs, constant work load, low opportunities for progress and growth and less participation in decision making reduces their motivation. Having not the pay linked to their performance also disappoints them. They feel rejected by having no chance to lead their fellows, go on to the top, having no chances of creativity and poor acknowledgement on the part of their heads and

colleagues. They feel hindrance if they cannot work on their pace, have rigid job conditions, are not able to show off their potential and have no charge and control for people and resources.

Discussion and Conclusion

It declares that the secondary school teachers are highly motivated for their performance at the beginning of their service but due to insufficient pay, lack of cooperation and respect from the parents and head teachers, mistrust from the school administration, monotonous work, less interest for the routine jobs, constant work load, low opportunities for progress and growth and less participation in decision making reduces their motivation. Having not the pay linked to their performance disappoints. The secondary school teachers with different experiences have significant difference of their motivational levels of performance. The secondary school teachers with group 1, (0-5) and group 2, (6-10) years teaching experience have significant difference of their motivation levels of performance. The secondary schools teachers with group 1, (0-5) and group 3, 11+ years teaching experience have significant difference of their motivational levels of performance. The secondary school teachers with group 2, (6-10) and group 3, 11+ years of teaching experience have significant difference of their motivational levels of performance.

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