

Motivation and extra teaching allowances



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Motivation guide people's actions and behaviors toward achievement of some goals (Analoui, 2000). Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992). In work and other contexts therefore, motivation is often described as being —intrinsic or —extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well being (Ryan & Deci, 2000).

Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. The concept of intrinsic motivation was an important challenge to behaviorism, and has roots in White's (1959) competence motivation. Maslow (1943) and Alderfer (1969) addressed similar needs. In this study, intrinsic motivation of teachers was measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others.

Extrinsic motivation of teachers on the other hand, was measured in terms of externally administered rewards like salary, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary

defines performance as —the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation|| (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class.

The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher' s ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Objectives of the Study

General Objectives of the Study

To find out the effects of motivation on the performance of private school teachers in Irao Institute.

Specific Objectives

1. To find out the effect of motivation on teachers morale to perform.
2. To find out the effect of intrinsic motivation on the performance of teachers.
3. To find out the effect of extrinsic motivation on the performance of teachers.

Scope of the Study

The study was carried out in private school in Numancia. The school was selected for study because of the problems encountered of the researcher during her stay in Irao Institute.

Regarding its content scope, the study investigated whether motivation of teachers affected their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of teachers. Indicators of intrinsic motivation assessed by the study included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation included externally administered rewards like salary, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Significance of the Study

The study is of importance to the policy makers and private school administrators as it identifies major strategies to modify the behavior of teaching staff towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers' motivation.

Theoretical Framework

This study was informed by Vroom's (1964) Valency Instrumental Expectancy theory. Vroom's (1964) Valency Instrumental Expectancy theory
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explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Valency Instrumental Expectancy theory indicates that people constantly predict the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions).

His theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory was therefore adopted to guide an assessment of the effects of motivation on the performance of private school teachers in Irao Institue.

Conceptual Framework

Figure 1. Conceptual framewok showing the possible effect of motivation on teacher performance.

Independent Variable Intervining Variables Dependent Variable

Figure 1, describes motivation as being —intrinsic or —extrinsic in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , Job flexibility. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Definition of Terms

Motivation According to Okumbe (1998) motivation is defined as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive. According to Balunywa (2003), motivation is the inducement of a desired behavior with in subordinates. It is the inducement of a desired behaviour within subordinates. Hornby (2000)

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on the other hand defines motivation as an incentive to act or move.

Webster's dictionary (2002) defines the concept motivation as the act or process of moving or drive, or an incentive. In this study, the variable motivation involved both intrinsic and extrinsic motivators.

Extrinsic Motivation

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Intrinsic Motivation Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

Body of the Report

In this chapter, data regarding the effects of motivation on the performance of private school teacher in Irao Institute has been discussed. The presentation is arranged in line with the specific objectives that guided the study including:

1. The effect of motivation on teachers morale to perform.
2. The effect of intrinsic motivation on the performance of teachers.
3. The effect of extrinsic motivation on the performance of teachers.

The effect of motivation on teachers' morale to perform Research findings revealed that teachers benefited from both monetary and non-monetary motivators. The majority of the respondents joined the teaching profession because of the personal interest they had in teaching. However, 58.4% of the respondents indicated that salary was inadequate to meet their needs with increase of the cost of living. The inadequacy of the salary earned by private school teachers was emphasized by their principal that — most teachers are not satisfied with the amount of money the government pays them. It's indeed inadequate.

The cost of living has gone up and most teachers find it difficult meet daily expenses like transport, house rent, food, medical care and school fees for their family members from the mere 3,000= they earn as their salary. In addition, late payment of salaries was very common in private school. As a form of motivation, therefore, salary was insufficient to motivate teachers and increase their morale to perform efficiently. It is fair to conclude that the performance of teachers was good despite the fact that their motivation was inadequate. Consequently, some of the respondents advocated for increase

in salary and other non monetary benefits of teachers to match the increasing cost of living. Despite this, however, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.