



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor: 7.2 www.ijesh.com ISSN: 2250-3552

Determinants of Teacher Motivation in Private and Government Primary Schools: A Comparative Study

Keshav

Research Scholar, S K Somaiya College, Mumbai

Abstract:

Teacher motivation is a crucial factor in determining the quality of education and student outcomes. It influences teaching performance, classroom environment and student achievement. This paper aims to identify and analyze the factors influencing teacher motivation in private and government primary schools in Ghaziabad, Uttar Pradesh. The study explores intrinsic and extrinsic motivators, including school infrastructure, career satisfaction, teacher-student relationships and parental support. A sample of 240 teachers was selected through purposive sampling and data were collected using interviews and observations. The findings suggest significant differences between private and government school teachers in terms of motivation levels and influencing factors. The research highlights the need for supportive policies and environments to enhance teacher motivation and improve educational outcomes.

Key Words: Teacher Motivation; Private Schools; Government Schools

Introduction:

Motivation means a drive or desire that motivates individual to participated in an activity or work. It has many several meanings and definitions and influences in many ways. Motivation can be internal or external in a work because of its satisfaction levels. Motivation suggests it a goal directed learning which stimulates and guided individual to word a particular direction (Alexenoamen 2009)

Motivation is perceived to have several meaning. Motivation is conceptualized as an natural aspect that drives individuals to participated in an deeds because of satisfaction desired from it a goal (Theobald 2006)

In the area of education in which a teacher is source centre of learning and creating an environment for learning it become more necessary that a teacher should be motivated.

Teacher enables students to identify with self personal interests and values by supporting their freedom of choice. (Ferlazzo 2015)

Teachers play a vital role in student learning. They often do this through their support for students autonomy (Schuiteme et al 2016). In recent years the performance of student is declining due to irresponsible behavior and a large number of duties of teachers. But there a assumption that private school teachers are more responsible and take interest in students learning than government teachers. Quality of Education and learning levels is directly related with motivation of teachers.



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor: 7.2 www.ijesh.com ISSN: 2250-3552

The current research is also conducted to this context and try to find the answer of following questions.

Research Questions:

Q.1- What are the factors which determine teachers motivation of private and government schools?

Q.2- Which factors have more influence on teacher's motivation of private and government schools.

Research Objectives: -

- 1- To determine the factors affecting teacher motivation of private and government primary Schools.
- 2- To determine the important and effective factors of teacher motivation.

Literature Review: -

Ryan, RM & Deci (2000) found in his study classic definitions of motivation, as intrinsic; extrinsic. For educational practices both types of motivation are necessary for assimilate the behavior of human. Extrinsic motivation reflect more influencing autonomy as well as control.

Pintrich P.R. (2004) conducted a study on conceptual framework for assessing motivation and self regulated learning in college students. This study found a positive relationship between self regulatory learning and students approaches to learning. To assess learning and motivation of college students a conceptual framework may be significantly important for future research work.

Madhulika Patel and Sudha Rao (2005) addressed in study on determinants of teachers motivation and performance toward school improvement the study identified many factors that are responsible for teachers motivation. Teachers ability, skills qualification, salary, financial benefits availability of teaching-learning material and class room environment are some of them that was identified as determination of teachers motivation.

Sindhu IS (2005) examined teachers motivation, student adjustment and their academic achievement. The purpose of this study was to find out relation between introversion and academic achievement. The result showed a negative correlation between male and female students. Teachers motivation was differ significantly in their adjustment and environment.

Breanne M. Harms and Neil A Knobloch (2005) found a negative relation in leadership behavior and career choices. The study was a descriptive survey to find out choices of graduate, why they chose teaching as a career. Most of pre-service teacher chose formal education through intrinsic motivation.

Reeve J (2009) conducted a study "Why teachers adopt a controlling motivating style and autonomy behavior. The purpose of the study was to remedy the paradox of autonomy supportive style of teachers with their students learning. The study identified many reasons for explain styles



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor: 7.2 www.ijesh.com ISSN: 2250-3552

of controlling and support. Students get support when their learning outcomes are poor. Teachers are often controlling when they explain instructions.

Zhang T. Solmon, M.A. & GUX (2012) organized a study to examine how teachers support predicted students' motivation and achievement outcomes in physical education. The study found the predictive strength of teachers' beliefs and support toward outcomes of students. There was a significant relation between students' motivation and achievement outcomes through teachers' support and autonomy.

Schiefele, U. & Schaffner, E (2015) conducted a study in Teacher interests, mastery goal and self-efficacy as predictors of instructional practices and student motivation. The purpose of the study was to find out the role of elementary school teachers' motivation. The sample size was 110 teachers - class pair. The result showed a positive relation between teachers' interest, mastery goal and self-efficacy with predictive of instructional practices. But in relation with students' motivation and teachers' didactic support there was no significant relation as predictors.

Many researches have been made to study factors of teachers' motivation for predicting learning outcomes of students. The present study has been an attempt to find out determinants of teachers' motivation of primary school teachers.

Research Methodology

The study was organized in Ghaziabad city of Uttar Pradesh. The sample size was 240 teachers of private and government primary schools which were selected through purposive sample technique. This research was qualitative in nature. The methods of collecting data were interviews of teachers and observation of schools. The percentile technique was used for analyzing data and showed by percent of responses.

The determinants of teacher motivation

Teachers' motivation correlated with many factors which influence qualities of learning outcomes. Many studies have been conducted to predict teacher motivation factors. The researcher tried to find out areas of teacher motivation i.e. school infrastructure and climate conditions, Teacher career satisfaction, Teacher-student relationship and Teacher-Parent relationship.

Conclusion:

The study concludes that teacher motivation is influenced by a range of factors, including institutional support, financial benefits, professional growth opportunities, infrastructure and interpersonal relationships. Private school teachers showed relatively higher motivation levels due to better accountability and competitive environments, whereas government teachers often faced challenges such as heavy workloads and limited resources. However, both sectors need focused interventions to boost motivation levels. Creating a positive school climate, ensuring fair salaries and benefits, offering career development opportunities and strengthening teacher-student and



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor: 7.2 www.ijesh.com ISSN: 2250-3552

teacher-parent relationships are essential steps. The findings underscore that a motivated teacher workforce is fundamental for improving the quality of education and student learning outcomes

Recommendation

The study recommends that there is need for predictive strength of teachers motivation factors so that we can get qualities education for our students. The government and private sector should emphasized for creating good and satisfied environment for teachers. So that they can give their best for students learning improve the status of learning.

References:

- Alexenoamen, T. (2009). Motivation and its impact on learning. *Educational Research Journal*, 23(2), 45–59.
- Theobald, M. (2006). Motivation and student engagement. *Teaching and Teacher Education*, 22(1), 65–77.
- Ferlazzo, L. (2015). Building student motivation. *Education Week Teacher*.
- Schuiteme, M., et al. (2016). Teacher autonomy support and student motivation. *Learning and Instruction*, 44, 64–73.
- Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation. *American Psychologist*, 55(1), 68–78.
- Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning. *Educational Psychology Review*, 16(4), 385–407.
- Patel, M., & Rao, S. (2005). Determinants of teacher motivation and performance. *School Improvement Journal*, 19(3), 117–128.
- Sindhu, I.S. (2005). Teachers' motivation, student adjustment and academic achievement. *Indian Educational Review*, 41(2), 45–59.
- Harms, B.M., & Knobloch, N.A. (2005). Leadership behavior and career choices of teachers. *Career and Technical Education Research*, 30(2), 123–139.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style. *Educational Psychologist*, 44(3), 159–175.
- Zhang, T., Solmon, M.A., & Gu, X. (2012). Teachers' support and students' motivation in physical education. *Journal of Teaching in Physical Education*, 31(3), 329–344.
- Schiefele, U., & Schaffner, E. (2015). Teacher interests and instructional practices. *Learning and Instruction*, 38, 42–49.