Exploring Motivational Factors of Public School Teacher in Nepal for Classroom Performance

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Abstract: Motivation is a driving force that guides individuals towards the desired goal. It is even more important in school education because the motivated teacher can contribute for positive result. The study on teacher motivation is getting attention in later days because of its significant influence on classroom performance. This study is carried out to explore the factor of motivation of public school teacher for classroom performance. The factors were identified through the interview with five school teachers. The researcher adopted the qualitative research design and interview as a tool to collect data. The data were analyzed using Atlas ti. On the basis of the codes, the thematic fields were determined and analyzed. The study found that the working environment, leadership behavior, transparency of the organization, relation with colleagues, students achievement, perception of equity and participation in planning and decision making process were identified as major factors of teacher motivation.

Key words: Motivation, factors, teacher, public school, classroom performance

INTRODUCTION

As teachers have the important role for classroom performance, the factors that drives them for active classroom presentation is a significant area of exploration. There are many different studies in the past which are related to teachers motivation and its impact on their performance (Ibrahim and Al-Taneiji, 2019; Han and Yin, 2016; Boru, 2018; Shishigu, 2015; Meke, 2013). Though the past studies have different dimensions according to their research questions, their major focus was on teacher motivation.

In his study, Boru found that internal factors like success, immaterial aims and personal characteristics influenced teacher’s motivation. Moreover, the school leadership and overall environment, the learn ability of students, the plan and policies of government and the colleagues also influenced teachers’ motivation as external factors (Boru, 2018).

The global framework for Education declared in the World Education Forum in Incheon, South Korea has set and declared many programs to attain the education related goal of SDG. The SDG 4, ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ consists of many different plan, policies, strategies and goals. The world community committed to achieve the goal up to 2030 in the conference and it is now under implementation throughout the world. As the workers at bottom ground, the role of teachers is indispensable and for the active role, the motivated and committed teachers are expected. Motivation has been studied and explained in its psychological ground as intrinsic and extrinsic factors. The distinction made for extrinsic and intrinsic motivation is also important for the study of motivational factors of teachers. “Intrinsic motivation of teachers can create a great difference in the level of education and may help in realizing the excellence” (Tripathi et al., 2018).

Motivation is a psychological drive that directs individuals to achieve desired goal in a natural way (Han and Yin, 2016). The absence or minimum presence of such driving force leads to the low performance of the workers in any institution or organization.

Therefore motivation is the most significant psychological construct that influences the performance of everyone. It is directly associated to how an educational institution or any other types of organization displays the expected result or outcome. The past study has also revealed that the de-motivational factors are equally responsible for the motivation or de-motivation of the teachers. In this regard, Aydin (2012) states that “The results showed that the problems were related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators and physical conditions” (p.1). Though his study was limited to the EFL teachers at elementary schools in Turkey, it has studied the factors of de-motivation using qualitative tools such as face to
face conversation, MSN chat and diary study of the participants. It gives insight to the motivating factors from the different perspectives.

In terms of school education, the level of motivation of a teacher and classroom performance are firmly linked together. Although it was the concern from the ancient period, it has covered the arena of intellectual debate and public talks in greater extent. We cannot talk about the quality of classroom activities without the motivation of teachers which guides them for better performance with self-initiation. Similarly, the motivational level of teacher influences excessively in instructional activities. “The quality of education is directly connected to the quality of instruction. Teacher is instrumental for better instruction” (Tripathi et al., 2018).

The Incheon declaration for education has stated about the teacher motivation its importance for the better classroom performance and delivery of the teachers in education. The declaration further states that the attainment of the goals “requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology…”. The quality of classroom performance has strong relation with job satisfaction and motivation. It also helps to display high morality which influences the effective classroom delivery. “Poor morale and weak motivation undermine teacher effectiveness. Teacher retention and absenteeism and the quality of teaching are heavily influenced by whether teachers are motivated and their level of job satisfaction” (UNESCO, 2009).

There are many different studies about the motivation of teachers and its impact in quality education (Tripathi et al., 2018; Mahajan, 2015; Meke, 2013; Yusoff et al., 2013; Stirling, 2008). In his study of Malawain teachers, Meke states that the working environment, salary, promotion policy and accommodation for the teachers should be well managed for teacher motivation (Meke, 2013).

In this regard, Iliya and Ifeoma (2015) state that “… teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public school teachers… Some countries may face particular threats to teacher motivation…” (p.11).

The learning achievement of each any educational institution is associated with the level of motivation of teachers working there. The teacher plays the pivotal role in teaching and has the sole responsibility to implement the educational reform practices. As the teacher has universally accepted role since time immemorial in both western and oriental tradition, there is high degree of effect of teacher’s motivation in classroom teaching (Khan, 2014).

Accepting the role of motivated teachers for better classroom performance, the document of Education For All expected the teacher up to 2015 as committed and well qualified as well devoted to the profession who is interested to explore and use innovative technologies and methods in the classroom. Here the innovation and ability to explore are the resultant situation can only be increased by teacher motivation.

Moreover, motivation is highly associated with delivery of quality instruction and classroom delivery. Both intrinsic and extrinsic motivation has the role in motivation “Teacher motivation affects quality education delivery. Both extrinsic factors (including salary and allowances, professional advancement, promotion, award schemes) and intrinsic factors (such as ability and competence, consultation, achievements, recognition and good interpersonal relationship) impact on teacher motivation” (Akuoko et al., 2012). The study revealed that teachers are motivated either by self-realization of duty (intrinsic) or by attraction of rewards or fear of some punishment for doing or not doing the assigned task to the considerable level.

Similarly, the motivation of the teacher is evident to influence and be influenced workability or job performance. “… [T]he intrinsic motivation of the teachers significantly affect their academic performance… “creativity” is the strongest predictor of academic performance of the teachers” (Tripathi et al., 2018). From this discussion, it is apparent that the degree of intrinsic motivation determines the degree of creativity and motivation of the teachers.

In this regards, Mahajan (2015) suggests that motivation is obligatory factor of excellent classroom delivery. To motivate the staffs, the leadership should be very much sensitive on the issues of money, reward, rapport and trust as well as empowerment of the staff. Both extrinsic and intrinsic motivation plays significant role for individual as well as institutional performance.

**Teacher motivation and classroom performance:**
Teacher’s role in classroom is not a sole or single one. It ranges from the classroom delivery of the content to homework assignment, feedback providing, counselling and classroom management. It also comprises the planning and evaluation of the overall teaching activities. Despite the effort made by the government in Nepal, the “…teachers-centeredness, very less use of instructional materials, less preparation and planning…” are the major problem found out in a study made by Ministry of Education.

The classroom role and responsibility of a teacher has summarized on teacher competency framework in Nepalese context. The TC Framework has incorporated eight core competencies to be a teacher. The knowledge of content, pedagogy, children, legal provision, collaboration, ICT, continuous professional development
and classroom learning management are the core competencies that a teacher should attain through constant practice and study. Therefore, creating learning environment and classroom management are the basic competencies which are directly associated to the motivation of the teachers.

Home assignment is a widely used tool to make students engage in learning adopted since the evolution of formal system of education. It helps to sustain learners’ knowledge and skills through constant practice (Songsirisak and Jitpranee, 2019). The role of teacher to assign homework and provide feedback has impact in learning achievement. However, the research study by Educational Review Office (ERO) shows that the huge mass of learners are at the underperforming level in Nepalese school at basic level. This indicates that the motivation of teacher for better classroom performance is not at satisfactory level. Classroom instruction is a major activity under classroom performance which is set or order of purposeful activities for directing learning. It includes the achievement of desired learning outcomes, students’ behavior management and handling the diversity in the classroom. It is apparent that teachers are at the pivotal point of classroom instruction. The set of activities consists of content delivery, engaging students in classroom learning, motivating and inspiring the learners, providing assignment, giving feedback on assignment and counselling the learners for better learning achievement which need greater extent of motivation on the part of teacher.

From my own experience as teacher for 15 years in public school, I have experienced the low degree of public school teachers for effective content delivery and effective classroom performance. The study by National Assessment of Student Achievement (NASA) also indicates that the academic achievement of the students is very low. The learning achievement of students of grade 8 in the subjects Math, Science and Nepali are 35, 48 and 41 respectively out of 100. The data is based on NASA report and it signifies the low achievement of learners. The low achievement also indicates the low quality of our education. According to TIMSS & PIRLS, 2008 as cited in ERO, the learning achievement is globally accepted as a tool to measure quality. The report further states that the large number of learners are in underperforming level (p.2). Moreover, “[m]ore than 70% students have achieved only below 28% of the tested curriculum in Mathematics”.

The low achievement of the students definitely has some causes. One of the assumptions is that the training that teachers get has influence on learners’ achievement. According to Educational Brochure 2017, the total number of teachers in public schools in Nepal are 2,38,507 and they have already received TPD training by 77% in primary and secondary level whereas in lower-secondary level, 71% of them are trained. This indicates that the training of teachers is not unsatisfactory. This does not make association of learning achievement and teacher training. The facts also contradict with the study of Baral et al. (2015), as he states that the remarkable percentage of trained teachers is expected to contribute in better classroom delivery and better learning achievement of the learners. The role of training and workshop is evident to have positive impact on classroom delivery of teachers.

Despite many endeavors made by the government in Nepal, the overall achievement of learners in school level is not satisfactory. In spite of Nepal government’s huge efforts to improve the quality of education in public schools, the performance of the public schools is not satisfactory. The government initiation for the overall school improvement as well as quality education has not resulted the satisfactory outcome in terms of learning achievement. The whole program have the features like physical and infrastructure development and teacher training but not on the motivating teachers (Koirala, 2015). Although some of the indicator such as number of trained teachers and physical infrastructure of the schools were positive, the expected outcome remained unsatisfactory. The underlying problem in the overall educational system was not identified yet.

According to United Nations Education Scientific and Cultural Organization, teachers have the major responsibility in overall system of education as they are always in frontline to provide education. It further analyses that only those teachers who have got proper training and high motivation can deliver the quality education in the classroom. Therefore, the teacher motivation should be taken as a major factor to transform the educational system.

What motivates the teachers is a major area of study in Nepalese context since most of the public schools in Nepal are underperforming. In this context, the transformation of public schools in terms of educational achievement can be attained by increasing level of the motivation of school teachers. “Without proper teachers’ motivation, the educational system will be jeopardized and its implications will lead to poor quality education and outcome” (Ofojebe and Ezugoh, 2010).

The world development report 2018, published by World Bank group asserted that only motivated teachers can change the context of education and are instrumental for better classroom achievement. “...[E]quipped and motivated teachers are the most fundamental ingredient of
learning. The report further insists that teacher motivation is a major issue to be addressed for the better classroom performance and higher learning achievement of the students. The report further states that “[i]nterest in teacher motivation with incentives can increase learning if the incentivized actions are within teachers’ capacity and if the failure to perform those actions has impeded learning”. All these evidences indicate that teacher motivation is the crucial issue to be solved. The effective classroom performance and content delivery will be possible only from the motivated teachers.

This study tries to explore the factors that motivate teachers in public schools. As the level of motivation of teacher of public school in comparison to those of private school is found remarkably low from various studies (Koirala, 2015), this study attempts to explore important and influential factors to motivate teachers in public schools.

**Literature review**

**Classroom (a formal stage of learning):** Since the evolution of human civilization, knowledge transfer has taken place through generation to generation. For many years, it was in the form of oral tradition and just after the development of alphabet, it further developed and revolutionized after the invention of printing press in 15th century. However, the traditional system of engraving in tree barks, stone and metal works was prevalent throughout the world earlier.

Education is a broader concept and it is not only confined to the activities that are enacted into schools, colleges and universities or any type of institution. Schools have very limited role to impart education. In this regards, Gobby and Millei (2017) state “We often confuse education with schooling. Put simply, schooling is a formal way of educating children in preschools, schools and higher education. Schooling usually involves teachers instructing students in a formal curriculum or syllabus comprised of distinct subjects” (p.37). According to them, school has the major role of instruction on the basis of the curriculum that is designed for the learners. Therefore what a school performs is based on what a teacher initiates in the classroom. In spite of many other roles like classroom management, classroom instruction is the major task the teachers perform in the school.

The emergence of formal schools has the traditional bases in Nepal in Gurukulas, Viharas, Madarasa etc. In 1956, there were “…remnants of Sanskritic education, Buddhistic Viharas, the British education and the BhasaPathsalas, the last based on the Nepalese language” (Pandey et al., 1956). After the fall of Rana regime, the opening of formal school throughout the country was exceeded though there was not any systematic plan from the then government. After all, it opened a wide array to the formal schooling system in Nepal and the formal way of instruction and pedagogical activities.

**Teacher motivation:** Motivation is said to be a psychological drive that directs human to attain a goal that is pre-determined. “The concerns of individuals about their personal lives are full with issues of motivation” (Zsuzsanna, 2016). Since the teachers are not the exception of it and can be motivated or de-motivated by issues and situation around them, The behavior of a teacher is framed by the level of motivation he owns. Bieg et al. (2011) suggest that the supportive behavior of tutor is very much important for the learners for the quality of the instruction they get. There are many different studies about motivation (Ibrahim and Al-Taneiji, 2019; Boru, 2018; Tripathi et al., 2018; Fisher, 2017; Casey, 2016; Han and Yin, 2016; Rasheed et al., 2016; Zsuzsanna, 2016; Mahajan, 2015; Shishig, 2015; Iliya and Iework, 2015; Gichure, 2014; Khan, 2014; Yusoff et al., 2013; Meke, 2013; Akuoko et al., 2012; Glass, 2011). But the study in Nepalese context is very hard to find. Moreover the studies do not relate teacher’s motivation and their classroom performance. They can provide just approximation and cannot be helpful in particular situation of teaching and classroom performance.

Ibrahim and Al-Taneiji (2019) studied teachers satisfaction in Abu Dhabi public school from the perspective of Herzberg’s two factor theory and found that the maintenance factors are prominent for teachers’ satisfaction and the motivational factors can influence only if the maintenance factors are fulfilled. He has discussed the feeling of insecurity in job, perception of heavy load and stagnant salary as maintaining factors and the pleasure and fun from teaching, professional growth and students satisfaction and gratification towards teachers as motivation factors.

Boru (2018) adopted a qualitative approach for the in-depth study of “…internal and external causes that were influential towards job motivation of the teachers who were selected according to some success performance criteria for the institutions which is called science, art school where the gifted students are educated” (p.791) and found that the level of success, working environment, the desire of learners to learn were the factors that motivate teachers.

The study carried out by Tripathi et al. (2018) is very much important in this regard. They studied how the intrinsic motivation impacts the performance of management teachers. They arrived at the conclusion that the intrinsic motivational factors are the major predictor of the academic performance of the teachers.

Fisher (2017) carried out a phenomenological study of low performing school to answer how teachers are
motivated the teacher to take leadership roles and concluded that the role and behavior of school leader influences teachers’ motivation. This indicates that the effective leadership behavior shown by school leaders influences the level of motivation.

Casey (2016) studied how intrinsic and extrinsic motivational factors encourage the teachers to sustain themselves in teaching profession. The study “discovered that their colleagues as family, sense of calling, love for children, contribution to community and service to others are the motivational factors...” (Casey, 2016).

Rasheed et al. (2016) examined the factors responsible for high and low motivation of the teachers at Rawalpindi city in India. They suggested that teachers should be respected, paid salary according to their abilities and qualification and provided training on certain interval for their motivation. Only motivated teachers can perform effective classroom performance. “Real change in education comes with changes in the content that teachers teach and students learn and in the instructional methods that teachers use” (National Research Council, 1997).

The studies mentioned so far discussed the necessities of teacher motivation for teacher for better performance specifically for effective classroom performance. In this regard, Alam and Farid (2011) states that:

*Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the students. The importance of motivation in imparting education has raised many questions as, “what is actual motivation? “What are the factors which promote motivation in students?” “Why teachers' motivation is important? “The motivation of teachers is affected by many factors. Amongst those factors a few are as under: Personal/social factors, Classroom environment, Socio economic status, Student’s behavior, Examination stress, Rewards/incentives and Self- confidence/personality of teacher (p.298)*

**Theories of motivation (need hierarchy theory):** The study in the field of motivation has generated a great extent of knowledge for discussion (Haque et al., 2014; Yusoff et al., 2013; Lunenburg, 2011). Moreover, it has been easy to use the theoretical lenses of the contributor to study the related phenomena.

Among the theory of human motivation, the need hierarchy theory of Abraham Maslow is a popular one. According to Maslow, all the human activities are guided by human motivation to fulfill their needs. Maslow (1943) states that “[t]he integrated wholeness of the organism must be one of the foundation stone of the motivation theory” (p.2). The behavior is the output of the process of fulfilling the needs at different level. The basic needs of human are categorized as five sets goals or goal directed activities. “These are briefly physiological, safety, love, esteem and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires” (Zhou and Brown, 2015).

The hierarchy of Maslow ranges from physiological needs at the base to the safety, love and belongingness, self-esteem and self-actualization needs. According to Maslow (1943), if the figure is drawn to represent the average level of satisfaction, the percent of satisfaction will be 85, 70, 50, 40 and 10%, respectively (Mawere et al., 2016). It is apparent from the statement that nobody is fully satisfied from the needs and the level of satisfaction decreases at the upper level.

According to Maslow as cited by Haque et al. (2014), the physiological needs at the bottom of the hierarchy should be fulfilled at a reasonable level for any individual for the motivation of safety or security needs. The physiological need consists of the longing for food, water, shelter and the very basic things for survival. To be more specific, physiological needs are survival needs. After the fulfillment of survival needs, the individuals are motivated to have protection from the insecurity. They want security of job, status and whatever they have. Gradually they wish to move further to the need of love and belongingness. They want to be loved and respected and express love to others. At the fourth level of need hierarchy, the individuals want to be special, unique and respected from others to fulfill esteem needs. At the topmost level of hierarchy, the self-actualization needs are to be fulfilled. Full satisfaction of the lower order needs is attained and the highest potential is entertained at this level (Haque et al., 2014).

Being a popular theory explaining human needs, Maslow’s theory is criticized and questioned on validity. The validity is questioned because of the lack of empirical evidences for the characteristics for self-actualization. “It is extremely difficult to empirically test Maslow’s concept of self-actualization in a way that causal relationships can be established (Zhou and Brown, 2015). However, it is a prominent theory to understand the human behavior and to adopt motivational strategies for the effective service delivery of the staff. This is more applicable in the schools as the motivation of teachers plays significant role in their classroom performance.

The behavior shown by the teachers are the reflection of their level of motivation. The teachers who are always striving for their survival are not motivated by safety or higher level needs in the hierarchy. After they get sufficient payment and can fulfill daily needs, they long
for the safety and security in job. It might be permanency or assurance of continuation. This eventually leads them to the love and belongingness needs and they are involved in group and offer the like-minded people to be with them. Unless and until the love and belongingness need are fulfilled, the esteem needs do not motivate but after the attainment of it, there is an automatic departure towards the esteem needs. The teachers at the same environment are not motivated by the same or similar needs because of individual differences.

According to this theory, the lower hierarchy needs are easy to fulfill and it is fulfilled for a large numbers of staffs or individuals. The chance of promotion, respect and autonomous action, acceptance of the leadership by others, challenges and high rate of success, contentment of the learners are the higher order needs at he need hierarchy. This leads the teachers to take initiative action for the betterment of the organization and eventually enhances the classroom performance.

Factors affecting teachers’ motivation: Different Studies have explored the influencing factors in their distinct ways. Both intrinsic and extrinsic factor are responsible for the motivation of the teachers. In his study of the motivation of EFL teachers in Turkey, Ozturk (2015) found that motivation was an internally driving factor to motivate the teachers in their teaching job. The administration of educational institution, the environment they are working and the help, support and curiosity of the students as well as their satisfaction are the factors that motivate the teachers. The study has focused more on extrinsic factors than intrinsic factors. He has suggested the better institutional environment, systematic and well organized administrative procedure and better working environment to enhance teacher motivation.

MATERIALS AND METHODS

This study is based on qualitative research paradigm. It is affected by the pandemic COVID-19 because the regular and constant field visit and face to face interview was very much difficult because of the restriction on the mobility to combat the viral pandemic. There is lock down in the most of the countries throughout the world. Nepal is in complete lockdown since last week of March. The contact with the people out of the home is restricted and everybody has to maintain social distance.

This study used qualitative research design to explore the factors of teacher motivation. Qualitative inquiry tries to explore meaning of the everyday actions and beliefs and experiences of people. Five teachers working in Rasuwa were interviewed on telephone and Facebook messenger. Each of them was pre-informed and taken consent to talk about the perception, feeling and experience related to their motivation for better performance at school. A semi-structured interview schedule was sent to them through Facebook messenger for generating idea on the issue to be discovered. I chose interview as a method of data collection because “Interviews are one of the most commonly recognized forms of qualitative research method”. After interview, I sent them the rough data generated from the interview for cross checking. Along with the interview, I prepared memo of the events as well as information of the process. Among the five participants, three of them were working as secondary level teachers whereas two of them were lower secondary level teachers. Similarly, three of them are male whereas two of them were female. The participants were purposefully selected for the convenience of the researcher. The script of the interview was analyzed with categorization the similar concept in a single theme. To process the data, a qualitative data analysis software Atlas.ti was used. The themes were kept in ranking order to find the prominence of the theme for analysis.

The description of the participants is in Table 1.

The participants were interviewed to explore their motivational factors asking them about the overall situation of the school and what their expectation was for the optimum use of their potential. Likewise, they were asked to visualize an ideal situation where they could work far better than this one.

RESULTS AND DISCUSSION

All the five participants actively supported to explore the motivational factors for their classroom performance. They stated that not only the classroom performance, the whole process of educational system is influenced negatively or positively by the motivation of the teachers. The responses of the participants coincided at some point and it became easy to arrange them in different themes. All of them said that working environment is the most important for their motivation. In further exploration of the sub-component of working environment, they shifted their answer towards the de-motivating environment or de-motivational factors. For clarification, the researcher noted carefully the factors of de-motivation as well as the participants opined. They expected equality in leadership behavior of the school administration and the leaders. One of the teacher states in this regard:
As I am a teacher from very far from school location, I frequently feel the partiality of head teacher. The local teacher and those who are always near the head teacher get chance to take part in training but we never get

The other said:

For the same case of leave, there is different provision for me and other teacher who are near the head teacher. Moreover, the school administration has bias on whether a teacher is from local community or from a distant. As I am from Terai, I am not informed the school plan, activities and decision. They think that it is not necessary

The participants expected their participation in the school activities from planning to implementation. They said that participation fosters ownership of the activities. In my question, they responded that they get salary regularly but it is not important to mention because every employee get salary from the government so this is not by the schools.

They further stated that they are happy in this school because of the behavior shown by the students. Furthermore, the achievement of the students motivates them to be more creative and do something better. Four out of five participants agreed on a point that the only thing they are happy and satisfied with school is students achievement and the homage they get from the learners and parents.

The other factor that has contributed for motivation of the teachers is the behavior of the staff. They agreed that most of the staffs are friendly and supportive to each other. They arrived at point that the colleagues are highly supportive. They believe that they can share each problems, whether individual or academic, to the colleagues and they get support and suggestion.

One of the participants remarked that:

Though we are not so motivated by the leadership, we are happy again because of our friends at school. The friends are very much helpful during school hours and even at our family issues and problem

In my question on how can teachers be motivated in public school; the participants came to the general agreement that the transparency of school administration and leadership in terms of school operation and participation of the teachers in decision making process are the key issues. They claimed that it can both motivate and humiliate the school staffs.

In this study, I have made theme based analysis of the findings from the interview. It is organized on the key themes based on the findings. The themes are discussed on the basis of their motivational influence to the teachers’ performance.

School environment and teachers motivation: This study found that the environment of school influences teacher motivation for the classroom delivery. Similar type of study by Sogony asserts that the overall environment influences teacher motivation. In this study too, the participants showed their perception that they can be better motivated for classroom performance if they get conducive environment for them. This is also supported by the study of Kiziltepe (2008) claiming that working condition of plays the role of de-motivation factor. According to Maslow, the overall school environment is not at the higher order at the hierarchy. Most of the environmental factors come under physical or safety needs. The need identified by the participants indicate that they are in course of fulfilling lower order needs. Without the fulfillment of lower order needs at some degree, they can never strive for the higher order need and higher level performance.

The role of leadership behavior: The finding shows that the formal and informal behavior of school principal and school management motivates or de-motivates teachers. If the teachers perceive the behavior supportive to them, they are motivated. Various studies on role of leadership behavior conclude that the role of leadership behavior is an influential factor for teacher motivation. The study of Sogony claims that Consultative and participatory leadership style positively influences teacher’s job performance. Similar study on the role of school director were carried out by Ferizi-Miftari and Rexha (2018) and concluded that the leadership behavior contributes in the motivation of school teacher. In addition to this, the perception of the relation with the supervisor as supporting but not controlling enhances the feeling of safety of work place to the workers (Ariani, 2015). The behavior of leadership contributes to maintain safety as well as self-esteem of the teachers.

Perception of equity: The study shows that the perception of teachers that they are equally treated in comparison to their co-workers matters in their motivation. In their study, Wells et al. (2013) found that three types of justice, distributive justice, organizational justice and procedural justice are the different dimension of perception of equity. The teachers are more motivated if they think they are not in injustice in any of the three dimensions. The perception of equity assures them the feeling of safety and respect.

Participation in planning and decision making process: The finding shows that the teachers seek their role and participation in planning and decision making process. The more they participate, the better they perform the assigned role and are motivated. The similar study is evident that the leader should create the
environment for the participation of the teacher in planning, executing and decision making for their motivated behaviors (Dehaloo, 2011). The teachers are concerned about ownership, respect and self-esteem.

**Relation with colleagues:** The positive relation with colleagues and friend works as very much inspiring factor in teacher motivation. The behavior of coworkers have both positive and negative impact on teacher motivation (Dehaloo, 2011). Moreover the cooperative relation with the co-workers and colleagues always assures “good psychological condition” (Ariani, 2015) that motivates the teachers.

**Students’ satisfaction and achievement:** The result showed that teacher motivation is also depends on students satisfaction and learning achievement of students. However the past study is evident that teacher motivation greatly influences students learning achievement (Muharam et al., 2019). But in this study learner’s achievement has been found as a factor of teacher motivation. This finding is similar with the study of Rasheed et al. (2016), as they have concluded that learners’ achievement is one of the factor that influences teacher’s motivation. Kiziltepe (2008) asserted the view that students are the factor to motivate teachers.

**Transparency:** This study found that the transparent behavior of school administration and management influences the motivation level of the teacher. This finding is aligned with the study of McManus et al., (2007) as they assert that transparency contributes to the enhanced performance of the staff or workers. In this study, the participants questioned on the transparency of the school administration and management. Transparency, as a component of good governance, creates the situation of mutual trust and respect among the school stakeholders. This supports to create conducive environment and ultimately motivates for better performance.

**CONCLUSION**

According to need hierarchy theory of Prof. Maslow, the individuals always strive to go upward to the level of needs. After the fulfillment of basic physiological needs, the individuals go upwards to the security, love and belongingness, self-esteem and self-actualization. The findings show that the needs of teachers/participants are not of basic level. They are related to love and belongingness relation with colleagues, behavior of leadership, students’ satisfaction and achievement and participation in planning and decision making process- self-esteem. Similarly, the need of the perception of equity is related with safety as well as self-esteem.

The school management and the leaders can motivate the teacher for the classroom performance carefully increasing the level of their participation and making them feel to be behaved equally among the co-workers. Moreover the leadership behavior, students’ achievement and the relation with the co-workers influences for the teacher motivation. The school leadership and management can motivate the teachers for better output by proper intervention on the identified factors.

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