

# An Empirical Study of the Influence of the Work Itself on the Motivation of School Teachers

Debarshi Roy<sup>1</sup> and Palas R Sengupta<sup>1</sup>  
<sup>1</sup> Department of Commerce, University of North Bengal

*The job of teaching has inherent attributes which seek to motivate people to pursue it as a career choice. However these attributes might influence the motivation of school teachers in different ways. Since the motivation of the teachers have been recognized to be a influence for the effective implementation of the teaching-learning process in schools, it is imperative to study the influence of the job attributes on the motivation of school teachers so as to optimize teacher motivation in schools. Studies have been conducted on factors that influence people to take up a career in teaching but no study has been conducted on the influence of each attribute of the job of school teaching on the motivation of teachers. In order to design a school as a behavioral system which intrinsically motivates teachers to give their best it is imperative to study the attributes of the job of teaching and know how each attribute influences the motivation of teachers.*

*The present study seeks to do just that. The study included a random sample of teachers ( N=111). The results of the survey were analyzed by SPSS 17.0. A principal component analysis extracted three factors: namely Security factors, operational factors and esteem factors. The study seeks to provide a detailed analysis of how the job attributes influence school teachers to give their best at work.*

**Keywords :** Motivation, Teacher, Job attributes, System, Factor score regression

## INTRODUCTION

The behavioral approach, the cognitive approach and the humanistic approach are the three approaches by which studies on human motivation have traditionally been conducted. The behavioral approach has been widely influenced and based on the works of psychologists like B.F. Skinner (Skinner, 1938, 1948) and is based on the fundamental concept of reinforced desired behavior, the cognitive approach, which has as its basis Jean Piaget's theory of equilibration, assimilation and accommodation (Piaget, 1964) and the humanistic approach as propounded by stalwarts like Abraham Maslow (1943) and Friedrich Herzberg (1959) wherein people are motivated to meet unfulfilled deficiency needs.

Brumback(1986) and Maehr(1984) showed that better student performance could be achieved by motivated teachers. Thus a systemic approach which takes into account all the attributes of the job of teaching is required. This study strives to explore the job of teaching and its attributes from an in-depth vertical and systemic approach.

## STUDY OF RELATED LITERATURE

A study of related literature first explored the broad studies of Friedrich Herzberg ( 1959 ) who in his study had described the factor work itself as a motivator or growth factor. Thomas Sergiovanni

(1967) found that the factors related to the work itself were satisfiers. This finding was synchronous with Herzberg's two factor theory. With specific instances of studies related to teacher motivation Frase (1992) emphasized that the intrinsic factors related to the work itself and the job of teaching itself brought joy and satisfaction to teachers and acted as motivators rather than extrinsic rewards. He identified what he termed as work content factors which were essentially factors related to the work itself. Bonnie S. Billingsley ,Lawrence H. Cross ( 1992) had concluded in their study that variables that were intrinsically related to the work itself were better predictors of job commitment and satisfaction than demographic variables like gender, age etc. A.J. Seniwoliba (2013) in his study found that even teachers who were dissatisfied with their salary, recognition, students' indiscipline were motivated and satisfied by the work itself. Thus it was concluded by most studies that work itself played a primary role in motivating teachers at work. However a systemic analysis of the various factors that constituted the work itself and their impact on the motivational levels of teachers was not really explored. It is this gap that the current study seeks to bridge.

After a detailed study of literature and a series of five interview sessions with school education experts , teachers and heads of schools it was concluded by the researchers that the following factors could be said to constitute and describe the inherent job attributes of work of school teaching .1. Job Satisfaction 2. Adequate Pay 3. Work Hours 4. Appraisal, recognition and rewards 5. Boss/ Supervisor 6. Security of Tenure 7. Safety at work 8. Organizational Structure 9. Merit based promotions 10. Future Prospects

## RESEARCH OBJECTIVES

The following research objectives were identified for the purpose of the study:-

1. To broadly identify the factors which constitute

the inherent attributes of the job of teaching.

2. To ascertain whether the work of teaching itself influences the motivation of teachers.
3. To classify and categorize the different attributes of the job of teaching based on the nature of their influence on the motivation of teachers.
4. To ascertain the influence of each component on the motivation of school teachers.
5. To design a system model incorporating the components as an intrinsic inherent work-attribute motivational system for school teachers.

## METHODOLOGY

This study can be described as a descriptive research study with no intervention on the part of the researcher. The study was conducted on a random sample of school teachers teaching in the districts of Darjeeling and Jalpaiguri in West Bengal (N=111) . In order to enhance the reliability and validity of the study and the subsequent analysis of the results it was decided by the researchers to have a large sample size greater than 100. Teachers from the two mentioned districts of North Bengal were approached at random and when the number of respondents reached 111 it was decided that the analysis could be conducted on that sample size since it was adequate. The study was based on responses to a confidential questionnaire that was personally administered to the respondents. The sample consisted of teachers from a wide range of schools such as missionary managed English medium schools, individually managed private English medium schools, Hindi and Bengali medium schools both in the urban and rural areas. The rating scale and the questions were explained to the respondents directly by the researcher. The analysis of the resultant data was carried out by SPSS 17.0. The questionnaire used for the study had twelve questions which the respondents had to rate on a five point Likert- type scale. In the first two questions the respondents were asked to rate their

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efforts to give their best at work in school and to rate their overall experiences with the various aspects of their work in school. The scale used here was; 1= Terrible 2= Not satisfactory 3= Satisfactory 4= Good 5= Excellent. These two questions represented the dependent variables. In the following ten questions the teachers' experiences with the various aspects of their work were rated on a five point Likert-type scale. This five point scale was; 1= Terrible 2= Not satisfactory 3= Satisfactory 4= Good 5= Excellent.. These ten questions represented the independent variables. At the first the stage the data was checked for reliability and validity. On ensuring its reliability and validity the data was subsequent quantitative and qualitative analysis was conducted and inferences were drawn.

**Table 1 : Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| VAR00001           | 111 | 1.00    | 5.00    | 2.4775 | 1.15086        |
| VAR00002           | 111 | 1.00    | 5.00    | 2.4324 | 1.14114        |
| VAR00003           | 111 | 1.00    | 5.00    | 2.5315 | 1.16634        |
| VAR00004           | 111 | 1.00    | 5.00    | 2.6216 | 1.25085        |
| VAR00005           | 111 | 1.00    | 5.00    | 2.5045 | 1.18991        |
| VAR00006           | 111 | 1.00    | 5.00    | 2.6216 | 1.23623        |
| VAR00007           | 111 | 1.00    | 5.00    | 2.4775 | 1.19732        |
| VAR00008           | 111 | 1.00    | 5.00    | 2.7838 | 1.26782        |
| VAR00009           | 111 | 1.00    | 5.00    | 2.8378 | 1.20258        |
| VAR00010           | 111 | 1.00    | 5.00    | 2.5135 | 1.18984        |
| VAR00011           | 111 | 1.00    | 5.00    | 2.6216 | 1.23623        |
| VAR00012           | 111 | 1.00    | 5.00    | 2.6216 | 1.25809        |
| Valid N (listwise) | 111 |         |         |        |                |

**Table 2: Reliability Statistics for part  
part A of the questionnaire**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .955             | 2          |

**Table 3 : Reliability Statistics for  
B of the questionnaire**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .947             | 10         |

**Table 4 : Reliability statistics for the whole questionnaire**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .958             | 12         |

The overall Cronbach's Alpha for the overall study was .958. The Cronbach's alpha for section A of the questionnaire which included two questions which represented the dependent variables was .955 and the Cronbach's alpha for Section B of the questionnaire which contained the independent variables was .947. Thus the reliability statistics were accepted.

A correlation analysis with the dependent variable as given in question 1 which asked the respondents to rate their efforts to give their at work in school and question 2 which asked the respondents to rate their overall experience with various work related factors at school yielded a correlation coefficient of .914. Thus the effort to give ones best at work in school every day is highly correlated to ones experience with factors that constitute the work itself.

At the next step a principal component analysis was conducted with all the ten independent variables.

A thorough quantitative analysis of the acquired data brought forth that the KMO measure of sampling adequacy was .870, chi-square was found to be 2593.510. Thus the KMO and Bartlett's test showed that factor analysis was justified in this case. The principal component analysis extracted three factors with eigenvalues which greater than 1. After a principal component analysis with orthogonal varimax rotation 3 factors were extracted. The three factors which were extracted explained 97.905 % of the variances. It was seen from table 11 that variables 4,6,11,12 loaded onto component 1. Variables 3,5,7,10 loaded onto component 2 while variables 8,9 loaded onto component 3. The three components were named Comfort, Security and Esteem factors.

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**Table 5: Correlation between the effort to give ones best  
at work in school and the experience with factors related to the work itself.**

|   |                     | VAR00001 | VAR00002 |
|---|---------------------|----------|----------|
| Effort to give ones best<br>at work in school                   | Pearson Correlation | 1        | .914**   |
|   | Sig. (2-tailed)     |          | .000     |
|   | N                   | 111      | 111      |
| Experience with factors related<br>to the work itself at school | Pearson Correlation | .914**   | 1        |
|   | Sig. (2-tailed)     | .000     |          |
|   | N                   | 111      | 111      |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 6 :KMO and Bartlett's Test**

|  |                    |          |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .870     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 2593.510 |
|  | Df                 | 45       |
|  | Sig.               | .000     |

**Table 7 : Communalities**

|          | Initial | Extraction |
|----------|---------|------------|
| VAR00003 | 1.000   | .968       |
| VAR00004 | 1.000   | .996       |
| VAR00005 | 1.000   | .972       |
| VAR00006 | 1.000   | .994       |
| VAR00007 | 1.000   | .972       |
| VAR00008 | 1.000   | .978       |
| VAR00009 | 1.000   | .978       |
| VAR00010 | 1.000   | .952       |
| VAR00011 | 1.000   | .988       |
| VAR00012 | 1.000   | .991       |

Extraction Method: Principal Component Analysis.

**Table 8 Total variance explained**

| Component | Initial Eigenvalues |               |              |
|-----------|---------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % |
| 1         | 6.895               | 68.950        |              |
| 2         | 1.476               | 14.759        |              |
| 3         | 1.420               | 14.196        |              |
| 4         | .071                | .709          | 98.614       |
| 5         | .044                | .439          | 99.053       |
| 6         | .041                | .405          | 99.459       |
| 7         | .026                | .263          | 99.722       |
| 8         | .016                | .159          | 99.881       |
| 9         | .008                | .084          | 99.964       |
| 10        | .004                | .036          | 100.000      |

Extraction Method: Principal Component Analysis.

**Table 9 Total variance explained**

| Component | Initial Eigenvalues | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|-------------------------------------|---------------|--------------|
|           | Cumulative %        | Total                               | % of Variance | Cumulative % |
| 1         | 68.950              | 6.895                               | 68.950        | 68.950       |
| 2         | 83.709              | 1.476                               | 14.759        | 83.709       |
| 3         | 97.905              | 1.420                               | 14.196        | 97.905       |

Extraction Method: Principal Component Analysis.

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| Table 10 Total variance explained |                                   |               |              |
|-----------------------------------|-----------------------------------|---------------|--------------|
| Component                         | Rotation Sums of Squared Loadings |               |              |
|                                   | Total                             | % of Variance | Cumulative % |
| 1                                 | 3.903                             | 39.030        | 39.030       |
| 2                                 | 3.836                             | 38.361        | 77.392       |
| 3                                 | 2.051                             | 20.514        | 97.905       |

Extraction Method: Principal Component Analysis.

| Table 11 Rotated Component Matrix <sup>a</sup> |             |             |             |
|--|-------------|-------------|-------------|
| Variables                                      | Component   |             |             |
|  | 1           | 2           | 3           |
| JOB SATISFACTION                               | .307        | <b>.918</b> | .178        |
| ADEQUATE PAY                                   | <b>.928</b> | .323        | .177        |
| WORK HOURS                                     | .319        | <b>.921</b> | .150        |
| APPRAISAL, RECOGNITION AND REWARDS             | <b>.931</b> | .319        | .160        |
| BOSS / SUPERVISOR                              | .322        | <b>.917</b> | .166        |
| SECURITY OF TENURE                             | .224        | .183        | <b>.945</b> |
| SAFETY AT WORK                                 | .171        | .191        | <b>.955</b> |
| ORGANIZATIONAL STRUCTURE                       | .305        | <b>.909</b> | .180        |
| MERIT BASED PROMOTIONS                         | <b>.922</b> | .308        | .208        |
| FUTURE PROSPECTS                               | <b>.924</b> | .326        | .174        |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.a. Rotation converged in 5 iterations.

| Table 12 : Extracted components from principal component analysis |                        |                                    |
|---|------------------------|------------------------------------|
| COMFORT FACTORS   | SECURITY FACTORS       | ESTEEM FACTORS                     |
| Job Satisfaction  | Security of tenure     | Adequate Pay                       |
| Work Hours  | Safety at work         | Appraisal, recognition and rewards |
| Boss/ Supervisor  | Merit based promotions |                                    |
| Organizational Structure  |                        | Future prospects                   |

After the principal component analysis a principal component regression was conducted using the principal components as inputs. The multiple linear regression analysis was conducted taking the variable 1 which represented the motivation of the teachers to give their best at work in school as the dependent or predicted variable and the three components extracted by the principal component analysis as the independent or predictor variables. The results of the analysis are as follows :-

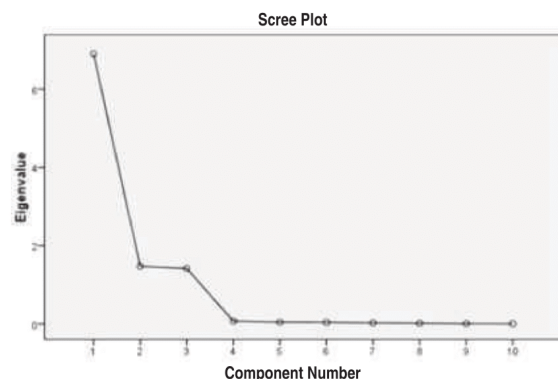


FIGURE 1 Screen Plot

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| TABLE 13 : Model Summary |       |          |                   |                            |
|--------------------------|-------|----------|-------------------|----------------------------|
| Model                    | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                        | .842a | .709     | .701              | .62931                     |

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: VAR00001

| TABLE 14 : Model Summary |                   |          |     |     |               |               |
|--------------------------|-------------------|----------|-----|-----|---------------|---------------|
| Model                    | Change Statistics |          |     |     |               | Durbin-Watson |
|                          | R Square Change   | F Change | df1 | df2 | Sig. F Change |               |
| 1                        | .709              | 86.961   | 3   | 107 | .000          | 1.862         |

b. Dependent Variable: VAR00001

| TABLE 15 :Anova |            |                |     |             |        |       |
|-----------------|------------|----------------|-----|-------------|--------|-------|
| Model           |            | Sum of Squares | Df  | Mean Square | F      | Sig.  |
| 1               | Regression | 103.318        | 3   | 34.439      | 86.961 | .000a |
|                 | Residual   | 42.376         | 107 | .396        |        |       |
|                 | Total      | 145.694        | 110 |             |        |       |

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: VAR00001

| TABLE 16 :Coefficients |                                    |                             |            |                           |
|------------------------|------------------------------------|-----------------------------|------------|---------------------------|
| Model                  |                                    | Unstandardized Coefficients |            | Standardized Coefficients |
|                        |                                    | B                           | Std. Error | Beta                      |
| 1                      | (Constant)                         | 2.477                       | .060       |                           |
|                        | REGR factor score 1 for analysis 1 | .597                        | .060       | .519                      |
|                        | REGR factor score 2 for analysis 1 | .619                        | .060       | .538                      |
|                        | REGR factor score 3 for analysis 1 | .448                        | .060       | .389                      |

a. Dependent Variable: VAR00001

| TABLE 17 :Coefficients |                                    |        |      |                                 |             |
|------------------------|------------------------------------|--------|------|---------------------------------|-------------|
| Model                  |                                    |        |      | 95.0% Confidence Interval for B |             |
|                        |                                    | t      | Sig. | Lower Bound                     | Upper Bound |
| 1                      | (Constant)                         | 41.477 | .000 | 2.359                           | 2.596       |
|                        | REGR factor score 1 for analysis 1 | 9.947  | .000 | .478                            | .716        |
|                        | REGR factor score 2 for analysis 1 | 10.310 | .000 | .500                            | .738        |
|                        | REGR factor score 3 for analysis 1 | 7.459  | .000 | .329                            | .566        |

a. Dependent Variable: VAR00001



| Table 18 : Coefficients |                                    |                         |       |  |
|-------------------------|------------------------------------|-------------------------|-------|--|
| Model                   |                                    | Collinearity Statistics |       |  |
|                         |                                    | Tolerance               | VIF   |  |
| 1                       | REGR factor score 1 for analysis 1 | 1.000                   | 1.000 |  |
|                         | REGR factor score 2 for analysis 1 | 1.000                   | 1.000 |  |
|                         | REGR factor score 3 for analysis 1 | 1.000                   | 1.000 |  |

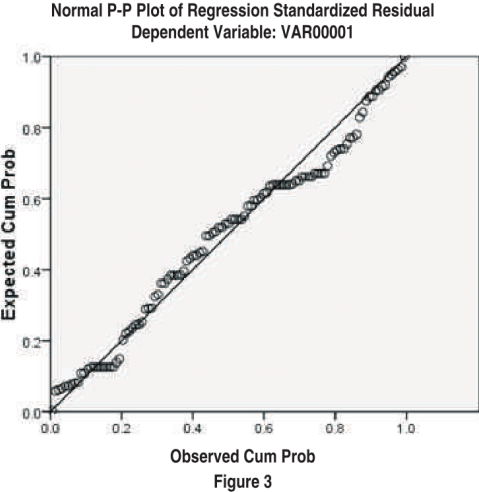
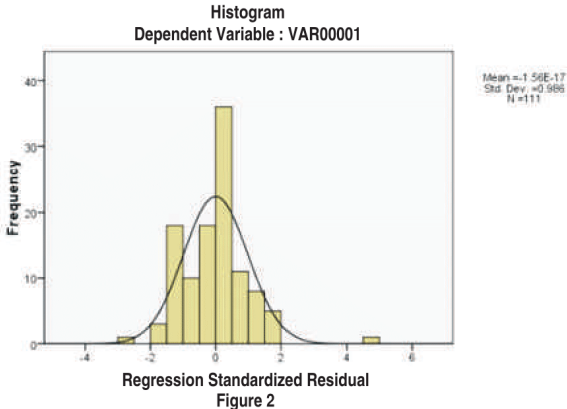
a. Dependent Variable: VAR00001

| Table 19 : Collinearity Diagnostics |           |                      |                 |            |                                    |
|-------------------------------------|-----------|----------------------|-----------------|------------|------------------------------------|
| Model                               | Dimension | Variance Proportions |                 |            |                                    |
|                                     |           | Eigenvalue           | Condition Index | (Constant) | REGR factor score 1 for analysis 1 |
| 1                                   | 1         | 1.000                | 1.000           | .00        | .91                                |
|                                     | 2         | 1.000                | 1.000           | 1.00       | .00                                |
|                                     | 3         | 1.000                | 1.000           | .00        | .00                                |
|                                     | 4         | 1.000                | 1.000           | .00        | .09                                |

a. Dependent Variable: VAR00001

| Table 20 :Collinearity Diagnostics |           |                                    |                                    |  |
|------------------------------------|-----------|------------------------------------|------------------------------------|--|
| Model                              | Dimension | Variance Proportions               |                                    |  |
|                                    |           | REGR factor score 2 for analysis 1 | REGR factor score 3 for analysis 1 |  |
| 1                                  | 1         | .09                                | .00                                |  |
|                                    | 2         | .00                                | .00                                |  |
|                                    | 3         | .00                                | 1.00                               |  |
|                                    | 4         | .91                                | .00                                |  |

a. Dependent Variable: VAR00001



As per the results of the principal component regression which was conducted using the component scores as the predictor variables and the enter method a significant model emerged ( $F_{3,107} = 86.961, P < .0005$ , Adjusted  $R^2 = .701$ ). Durbin-Watson statistics = 1.862 so there was no significant autocorrelation, the conditionality Index was 1 which showed that there was no multicollinearity among variables. Figure 2 illustrates that the residuals are approximately normally distributed. The principal component regression brought forth the fact that all the three factors viz the Comfort factors and Security factors and Esteem factors are significant predictors of workplace motivation of school teachers.

| Table 21            |      |             |
|---------------------|------|-------------|
| Predictor variables | Beta | P           |
| ESTEEM FACTORS      | .519 | $P < .0005$ |
| COMFORT FACTORS     | .538 | $P < .0005$ |
| SECURITY FACTORS    | .389 | $P < .0005$ |

## ANALYSIS AND INTERPRETATIONS

Question 1 was a dependent variable which asked the respondents to rate their efforts to give their best at work in school. This variable sought to ascertain the levels of workplace motivation of the teachers. In a similar vein Question 2 represented a dependent variable wherein the respondents were to rate their overall experience with the various factors which are intrinsically related to the work itself. Correlation analysis between the responses of these two variables showed significant correlation between the responses. Thus the motivation of the teachers is correlated to their experiences with the various factors which are intrinsically related to the work of teaching. This is in conformity to the findings of several previous studies in teacher motivation. The intrinsic factors that are related to the work itself motivate a lot of people to join teaching at the school level. These factors also motivate people to carry on in the profession of teaching for long periods of time and mostly till retirement.



After a principal component analysis of the ten independent variables that were taken to be representative of the work itself, three components were extracted.

- The first component was termed Esteem Factors. It comprised of 4 items, all of which were related to the individual esteem of a school teacher. These factors enhance teacher motivation by creating inherent attributes in the work which boost self esteem of the teachers. These factors were adequate pay, appraisal recognition and rewards, merit based promotions and future prospects.
- The second component represents Comfort Factors which consist of factors which make the work of teaching mentally and physically comfortable. These consist of Job satisfaction, work hours, boss/ supervisor and organizational structure. These factors are essential to increase workplace motivation in terms of directly improving efficiency and thus improving teaching efficacy.
- The third component represents Security factors. This component includes variables like which enhance workplace security both in terms of tenure of service as well as physical security and safety of the teacher. These variables satisfy the safety needs of the teachers.

The results of the principal component regression showed that the dependent variable which was the motivation of the teachers to give their best at work in school could be satisfactorily predicted by the component scores from the three components that were extracted by the principal component analysis while adhering to all the assumptions of a multiple regression analysis on model fit, autocorrelation, multicollinearity and normality of residuals.

The resultant model that emerged inferred that the motivation of the teachers are predicted by the esteem, comfort and security factors that were intrinsically present in the job of teaching. This may be due to a number of reasons. The job of teaching

has some inherent attributes which motivate people to join the profession and then remain in it. Broadly it is safe profession with security of tenure, there are paid holidays during the year when the school is closed and the work hours are more or less fixed. Teachers now draw a comfortable salary with regular increments and many schools have an appraisal, recognition and reward model. The most important appraisal and recognition and rewards however come from the students. As professionally managed schools emerge and the importance of school education is recognized teachers now have attractive future prospects with multiple options. The future growth options are not only in teaching but also in school management, education consultancy, research and higher learning, curriculum development and design as also in IT enabled teaching areas. The organization structures in schools vary from strictly hierarchical and rigid in traditional schools to horizontal and flexible in many modern and experimental schools. However in all kinds of set up the teacher has a near complete freedom in the classroom and that is the most important aspect of the job of teaching. Another important dimension or feature of school teaching is the job satisfaction that one gets from teaching young minds and watching them grow and become successful. It is this connection between the students and teachers that intrinsically motivates teachers through job satisfaction.

The findings show that schools should provide a safe working environment for teachers with a security of tenure. Schools also have to ensure adequate pay with optimal working hours. There should be mechanisms for identifying talent among teachers and hone those talents, care should be taken to recognize good performance and reward them. A competent, just and empathetic school leader is required to lead the school. An adequate organizational structure should be designed to ensure optimal motivation. Mostly schools should employ teachers who are intrinsically motivated by

the work of teaching and are satisfied with the choice of job or career. Augmenting these intrinsic characteristics of the job of teaching will go a long way to ensure that the work itself acts as a system to motivate the teachers.

The findings of the study can be represented in the form of a system model. The figure 4 represents the model wherein the three components; comfort, security and esteem represent the subsystems of the work-attribute motivational system for teachers. These four subsystems in turn consist of the various sub-sub systems that work in sync to create a systemic model for each subsystem.

## SUMMARY AND CONCLUSION

In conclusion it is pertinent to summarize the results and align them in the context of the objectives that this study set out to achieve.

The first objective of the study was to broadly identify the factors that constitute the inherent attributes of the job of teaching. This objective was fulfilled by a detailed study of related literature as well as through a series of five interview sessions with heads of schools, school education experts and teachers. A set of 10 factors were identified and shortlisted for the purpose of further study. These

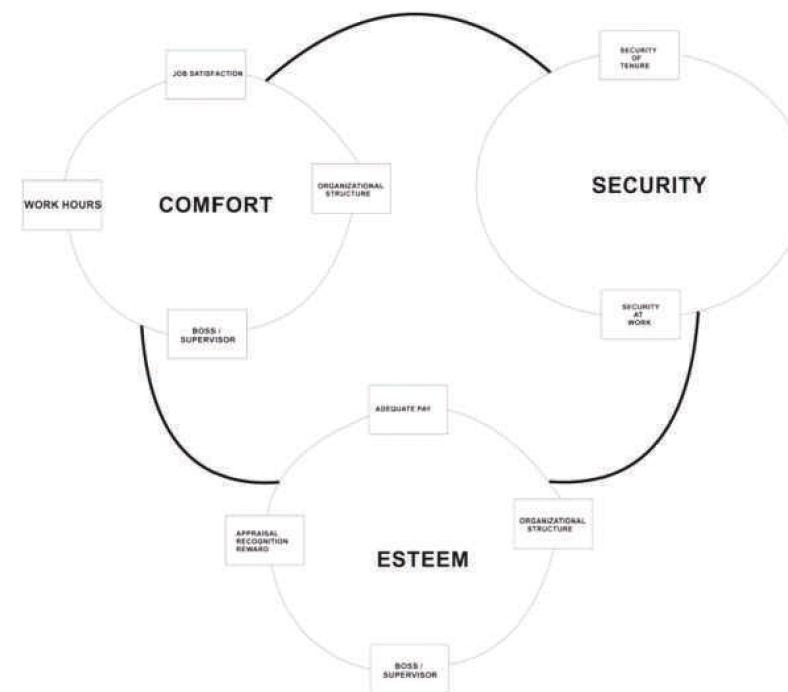


Figure 4 : Work-attribute motivation system for school teachers

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were 1. Job Satisfaction 2. Adequate Pay 3. Work Hours 4. Appraisal, recognition and rewards 5. Boss/ Supervisor 6. Security of Tenure 7. Safety at work 8. Organizational Structure 9. Merit based promotions 10. Future Prospects.

The second objective of the study related to ascertaining whether the work of teaching itself actually influences the motivation of school teachers. This objective of the study was fulfilled by the correlation analysis between the motivation to give ones best at work everyday and the experience of the teachers with the work itself and its features. The study showed that there was a significant positive correlation between the experience of a teacher with the features of the work of teaching and their motivation to give their best at work everyday.

The third objective of the study was to classify and categorize the different attributes of the job of teaching based on the nature of their influence on the motivation of teachers. This objective was fulfilled by a principal component analysis which divided the factors into three components which were comfort, security and esteem.

The fourth objective of the study was to ascertain the influence of each component on the motivation of school teachers. This was done through a principal component regression analysis using the component scores as predictor variables. The principal component regression analysis showed that all the components viz. comfort, security and esteem were significant predictors of the motivational levels of the school teachers.

The fifth objective of the study was to develop a system model using the results and create a work-attribute motivational system for school teachers. This was done and is represented in Figure 4.

The present study explored the impact of the intrinsic characteristics of the work itself on the motivation of school teachers. This study was a descriptive research survey which was conducted among a random sample of 111 teachers from the

districts of Darjeeling and Jalpaiguri in North Bengal. Primarily it was noted that the motivation of teachers to give their best at work in school had a positive correlation with their experience with the intrinsic characteristics of the work of teaching. A principal component analysis extracted three components which were subsequently named Esteem factors, comfort factors and Security factors. A subsequent principal component regression showed that all the three factors were significant predictors of teacher motivation. A system model was drawn up using these factors and their impact on the motivation of teacher. The present study is a comprehensive vertical study which analyzed the influence of the various factors related to the work itself on the motivation of school teachers. The motivation of teachers is very important for student performance (Brumback, 1986). In the modern world scenario where tough competition ensures that the motivation of students are a priority it is also recognized that motivated teachers are very important for effective school performance. Thus the very work of teaching in a school has to be developed and designed as a system to ensure optimal teacher motivation. School systems built around this core construct can develop into motivating systems wherein the systems have an automatic intrinsic nature to motivate organizations without any further interventions.

In order that such a system is developed and the efficacy of the teaching-learning process in the schools is optimized it is important that the very work of teaching is designed to motivate teachers. This paper provides a groundwork to design such systems.

The study however had its limitations. It had limitations of size in terms of a relatively small sample size, and was restricted to only two districts in India. There might have been bias during translation and respondents might have had some inherent bias of their own. A wider study with a larger sample size is thus proposed for further research in the area.

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### BRIEF PROFILE OF THE AUTHORS

**Debarshi Roy** is a PhD scholar in Organizational Behaviour at the Department of Commerce , University of North Bengal. He is an alumnus of the Indian Institute of Social Welfare and Business Management, Kolkata and also has a post graduate degree in education management, the field that he specializes in. He has over 15 years of experience in school management and related consulting. Debarshi Roy has published 10 research papers in his subject of study in prestigious Journals such as OPUS – The Journal of Symbiosis Centre for Management & Human Resource Development, Journal of Human and Organizational Behaviour and IJMJ Journal of Management, the Journal published by ICFAI University, Jharkhand and is also the author of one book on school education. His research interests include Behavioural Game Theory, Behavioural Chaos and Applied Behavioural Systems Design.

**Dr Palas R. Sengupta**, D.Litt , Phd, M.Com, LL.B, is a senior professor at the Department of Commerce , University of North Bengal . He is an Alumnus of the University of North Bengal and Mahatma Gandhi Kashi Vidyapith, Varanasi. He has over 35 years of teaching experience of which 17 are as a professor. He has served as the Director, School of Management Sciences, Bengal Engineering and Science University, now IEST, Shibpur , Howrah and has been the Dean, Faculty Council for P.G. Studies in Arts, Commerce and Law at the University of North Bengal. He has published a vast number of academic papers and several books. He has conducted research and published numerous papers on the management and functioning of public enterprises. His areas of specialization include human resource management, organizational behaviour, organization development and Human resource development .