

Teacher Motivation: A Factor for Classroom Effectiveness and School Improvement

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Abstract Teachers are the most important factor in determining the quality of education that children receive. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. A great number of different changes which happen in Albanian society have direct influence in educational development effecting principal actor, teachers. Motivation and demotivation are strongly connected with their performance. The purpose of this study is to contribute on knowing the phenomenon of motivation and its importance in teachers and to find out if teacher motivation would subsequently be translated to classroom effectiveness and school improvement.

Key word: School, Teacher, Motivation, Effectiveness school, Classroom

Introduction

School is the institution where the new generation is educated. They learn the difficulties they will face in the future. The main subject that deals with them in this institution is the teacher whom vision in the future will serve like a model for the children. Due to this, we must understand that work is the example that teacher gives in the classroom and school is very important for the pupils. Teachers as main actors have to complete a huge work; they should be motivated and helpful for the pupils in order to increase their abilities and the level of education process. As a result of important changes that our country has faced, such as: political aspect and economical, school has also its own changes due this evolution. Schools in Albania have been through had the development and their construction but again we can observe lack of process of education and infrastructure. The environment in schools contain old objects or furniture , there are no labs that are very important in the process of education, there is no heating system that creates difficulties, even we must have confrontation between colleagues. Together with the physical changes in schools, the concept of the teacher and school has changed. An important element that influences in the development and professional growth is the motivation. Thus this is the exact factor, that encourages all the knowledge taken over the years, stimulate the teachers to be more sociable and the most important thing is the increase of quality in teachers' daily job. Teachers' motivation is an important concept in every institution, specifically in school. If teachers are motivated, their productivity in the process of education will be in a higher level influencing directly in the job's effectiveness of the teachers in the classroom with the pupils and their competition with other schools. The motivation includes itself three processes that are psychological: arousal, direction and intensity. Schools are the most vital social institution in any advanced society. How well they work is a concern for teacher, parents, manager, employers and most of all pupils. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. School as an educational institution takes a special place in the formation of citizen values of pupils, their preparation to confront the obstacles, skills to work, to live in a multicultural society, to be active and responsible in life and society. Teachers play an important role in the process of learning whose in the major cases try to be the copy of their teachers. They are the main base in the development of a country after they have created strong knowledge to young people that stimulate continuous success. Meanwhile they are one of the most important professional groups for the future of our country we should keep in mind that most of the teachers are not pleased with their work. As a result of major changes that has face our country in the political aspect; school has its own changes due to this evolution. Together with the physical differences the concepts of teacher, its status, or the school concept has

changed. An important element that influences the development and professional growth is the motivation. Motivation is a psychological concept, very important in academic life, and has a big importance into qualitative work. Teachers' motivation is very important nevertheless nowadays it is thought that together with the technological development, the performance of work will be increased, it should be emphasised that the most important thing in education is the frequent work of teachers. The continuous motivation is necessary for the continuous growth of qualitative educational system in all over the world and specifically in Albania. Teacher motivation is an essential factor for classroom effectiveness and school improvement. This motivation has to do with teachers' desire to participate in the education process. The motivation increases when the main needs are completed. If needs such as: insurance, evaluation, physical education, professional aspect etc. are complete the motivation will be higher. If teachers needs are not taken in consideration, but are taken in advance, without existing then the motivation for the work will be low and the quality in work and the positive results will not be present. Motivation in a broad sense, according to Ramalingam (2006) refers to: a process of including the activeness of an organism and determining its orientation. It is something that propels action, originating from within the person to achieve a goal that energizes and/or maintains behaviour. Tolman (1958) referred to it as "an intervening variable" which Kerlinger (1973) identified as an internal and psychological processes that were not directly observable but which in turn accounted for behaviour. According to Cole (1986) motivation is a term used to describe those processes both initiative and rational by which people seek to satisfy the basic drivers, perceived needs and personal goals, which trigger off human behaviour. In other words, motivation is a management function that stimulates individuals to accomplish institutional goals. Effectiveness is the "what of change" while improvement is the "how of change" (Stoll and Fink 1996). Therefore teacher motivation is anything done to make teachers happy, satisfied, positive and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services. Efficacy has to do with how a teacher feels about his or her ability to do their job. Gordon (2001) says that, "Teacher efficacy is sometimes considered to be an indicator or prediction of teaching effectiveness" (p. 5). A more contemporary word for efficacy could be confidence. Teacher who have highly efficacious do their tasks with a great degree of optimism are very confident in their ability to do that job well. Motivation and efficiency are connected to each – other. Being motivated means being efficient in our job. If the teachers are motivated in their job, then they will be efficient in their work in class with the pupils and if the teacher is unmotivated then he/she will be non – efficient in his job. According to Brophy (1983), the most important reason for a lack of success in schools is low motivation among teachers and pupils. Studies have proved the importance of the motivation factor into the effectiveness and the performance of teacher's job with pupils. During the job process in education to enrich aims and objectives it is obvious that the level of stress and demotivation between teachers is higher compared with other jobs (Jesus and Conboy 2001). This situation can be explained from the relation between satisfaction and the teachers' motivation. According to Reyes (1990) there is a positive relationship between teachers' motivation and satisfaction in work. Supporting this idea his research including a study of 375 teachers in Connecticut in which Anderson and Iwanicki (1984) determined a significant correlation between motivational factors such as autonomy, job security and the burnout levels. In a study made from Handerson-Sparks (1995) with 135 schools in California the factors that influence in the decrease of teachers performance and in the effectiveness are: the lack of motivation, tiredness and personal troubles. If we are focused in educational system dealing with 9-years school is found there are a large number of factors that influence the teachers' performance in school. These factors may be related with the educational system, background, sex, years in a job, qualification, conditions in work, etc. This study is focused to all the complete needs or lack that directly influence to the teachers performance and in the effectiveness of the classroom. Teachers are aware that reformers of education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end the teacher will be solely responsible for applying them.

Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives several authors including Ndu (1998), Ala-Adeyemi and Afolabi (1990) and the International Labour Organization (ILO, 1990) report lamented that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the Senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our area. Another study that shows clearly the importance of teacher's motivation in his efficiency and performance in his job was that done in Nigeria. In this study participated 772 (10%) public primary and secondary school teachers selected through strategic random sampling technique from the south eastern part of the country participated in the study. Data was collected using a survey instrument designed by the researcher. Analysis of data revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement. In this study was noticed that the teachers were unhappy, frustrated, uninspired and unmotivated. The elements that affected in their demotivation were: the school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipment, teachers at times have to work under the

most unsafe and unhealthy conditions. All these affected the teachers showing a low level in their work performance. The study addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. Teacher motivation has to do with teachers' desire to participate in the education process. It was therefore recommended that teachers need to be adequately motivated (salaries must be paid as at when due and teaching facilities made available) for an effective viable school system.

The aim of this study is to contribute in the aspect of knowledge and to explore if teachers' motivation influences to the effectiveness in classroom and the improvement of school level. To emphasize the factors that enrich the effectiveness and the increase of educative process and the identify the factors that influence in the demotivation and the decrease of the effectiveness in their job.

The objectives of this study are:

- To emphasize the role that the motivation has into the jobs' effectiveness of the teachers'.
- To show the factors that influence to the teachers' job.
- To show the importance that effectiveness has to increase the quality of education process to the pupils.
- To show the importance that motivation has to the effectiveness and jobs' performance of teachers.
- To show the importance that effective job has and the establishment of specific conditions in the job environment and the importance to their job.

Methodology

The importance of this chapter is to describe the used methodology in this study. In this part will be presented in details the plan of study and the chosen criteria. The study was focused in three public schools in Elbasan "Qamil Guranjaku", "Sami Frasheri", and "Bardhyl Popa". Teachers of elementary and secondary school have been part of this study. The average age of teachers is 30-55 years old.

- ❖ "Qamil Guranjaku" school has 35 teachers, where 29 are females and 6 males . Their age varies from (35-55 years old). In this school there are 717 pupils, 24 classrooms where 14 classrooms of elementary and 10 classrooms of secondary school.
- ❖ "Sami Frasheri" school has 32 teacher where 30 are females and 2 males. Their age varies from with (30-55 years old). This school has 965 pupils. There are 35 classrooms in total where 17 classrooms of elementary and 17 classrooms of secondary school.
- ❖ "Bardhyl Popa" school has 37 teachers where 30 are females and 3 males. Their age varies from 39-46 years old. There are 596 pupils. In total are 29 classrooms where 11 classrooms of elementary school and 17 classrooms of secondary school.

There are 104 teachers in these schools, in general 100 teachers took part in this study and 4 teachers did not accept to take part . All the teachers have the right university degree.

Instruments: The measurable instruments used are interviews and questionnaires. In the selection of this study there are 104 teachers of different subject. In this study took part 100 teachers where 4 of them didn't accept. The questionnaires are divided in three sections. This questionnaire has questions with opening, ending and closing endings.

The objective of first section is to collect demographic information such: qualification and teachers experience etc. The objective of the second section is to collect information related to motivation and its importance in job, classroom effectiveness and to increase the quality of education in schools. This section lead by teachers has questions with closing ending where is used Likerts's step. The third section has been requested by teachers to put in order the motivation factors that influence to teachers and their effectiveness in classrooms and the improvement of quality in schools. Interviews are middle structured, they contain twelve questionnaires made to 15 teachers, selected casually.

Selective criteria: The selection of sampling is made casually.

Approval: After the approval of education principal of Elbasan , the school principal and teachers the questionnaire and interviews have started to be completed. This questionnaire was explained to every subject. After the confirmation it has started to be completed. This questionnaire is based in foreign literature and other sources and previous researches with their aim to improve teaching.

The questions of research:

- How does the motivation influence in teachers' job?
- Which are the factors that influence to teachers' effectiveness?
- How is the influence of effectiveness in the development of pupils' education?
- How much related are these factors motivation, effectiveness, performance?
- How influent is the school's atmosphere to the effectiveness of teachers' job?
- What effect does teacher efficacy have on academic achievement of Elbasan pupils?

The result of the study

This section consists to present the answers of the teachers from the questionnaire and interview. The aim of these instruments is to show the importance that teacher's motivation has into the effectiveness of the classroom and their performance. The interview has 12 questions which tent to show the factors that influence in their motivation and how important are these factors in their performance. To the question "What are the factors that influence in your motivation". Most of them admitted: personal factor, social-economic, climate of school, relation with the staff (colleagues, principal , pupils), wage, evaluation of the principal , the importance of trainings.

To the question 'being effective in classroom' 13 of teachers answered:friendly exchanges between teacher and pupils;positive feelings about learning and school;the ability to cultivate positive pupil behaviors;persistence with difficult circumstances;high expectations for all students;patience in dealing with students;positive, friendly e trust for teachers and pupils; To the questions "How influenced motivation into the effectiveness of the classroom and their performance", nearly 12 teachers answered that motivation due to these factors influences directly in their job to make them to feel good with big desire but if they are not motivated then the job is not effective .

The largest information was taken from the questionnaire with 25 questions divided in 3 sections. Each section contains questions based on Likert step with 5 alternatives that are (totally agree, agree, neutral, disagree, and totally disagree). This questionnaire seeks to show the factors that influence in the motivation of teachers, in their effectiveness in the classroom with pupils and the factors that positively affect in their work.

In first section, the questions are constructed to take information related to the influence that the aim needs such as: job's condition, the atmosphere in classroom, the relation with the colleagues, etc. to their motivation made from 11 questions . To the questions that: Does the school realise the conditions through seasons of the year especially in winter? " the interview answered, 54% disagree, 18% totally disagree, 15% neutral, 10% totally agree, 3% agree. To the question "Classrooms are completed with teaching tool that helps education to be stimulating. 33 % i agree, 13 % neutral, 37% disagree, 17 % totally disagree. The questions need to tell the level of insurance in school. These needs completed or not are evidenced through these sentences; Respect for the rights of teachers by pupils, the existence of policies and guidelines that protect the right of teachers". There are policies and guidelines that protect my rights" 10 % totally agree, 23 % agree, 17 % neutral, 32 % disagree, 18 % totally disagree. The following questions are based on the existence of good relations with colleagues, psychologist and students. The results are the same in percentages that means that 40% of teachers have good relationships with principals, colleagues, psychologist and with pupils, 55% have good relationships with the staff, psychologist and pupils and only 5% are not pleased with these social relations. Two second questions shown the pleasure that teacher has in his/her job , if certificated trainings have increased their professional capabilities . The question 'My interest for the job and its quality is always required' 64 % totally agree, 25 % agree and 11 % disagree . So in conclusion of the first section, it depends on the basic needs and in this case the school physical needs are not completed, they feel insecure at their work and the factor of motivation is seen completed at their relation with their colleagues.

The second section intends to collect data regarding the importance of teacher motivation in the work and the influence on the effectiveness in the classroom and in the performance of teachers. This section consists of 9 questions. To the question "how much does the effectiveness effect classroom motivation and their performance at work was" noticed that 87% teachers claimed that they totally agreed 9 %, agree and 4 % were neutral. According to their work, motivation and desire to promote job satisfaction according to them a teacher is not only influenced by the motivation for maintaining discipline and order in the classroom and it wasn't obvious only in interview but also in questionnaire with the question "Motivation brings satisfaction to teachers to control and educate students": where 42% totally agreed, 42 % disagreed, 11 % agreed and 6% totally disagreed. When analyzing the questionnaire was seen that teachers claimed that they encourage motivation to make the lesson interesting, meaningful and organized, the question" Motivation encourages teachers to make a lesson interesting and meaningful" ;about 62% stated that they totally agreed, 28%

agreed, and 10 % disagreed. Teachers claimed that a teacher should wait effectiveness not always be motivated to bring effective strategies in the classroom because it is the duty of teachers to work and to educate the younger generation and it was obvious by the answers given to the question. "Motivation of teachers encourages them to use strategies which aim is to motivate students to learn" 22 % totally agreed, 19 % agreed 38% disagreed, and 20% totally disagreed and 1% were neutral. Teachers were convinced that their motivation at work is related to school conditions, wages, royalties etc. And this make them feel happy, appreciated with their work in class and increase the quality of teaching: To the question "Motivating teachers can bring quality and high standard in teaching "about 74% totally agreed, 18 % agreed 7 % disagree and 1 % were neutral. So in conclusion of the first section, it depends on the basic needs and in this case the school physical needs are not completed, they feel insecure at their work and the factor of motivation is seen completed at their relation with their colleagues. In conclusion of this section has a great importance in their efficiency in class, which gives them satisfaction at work, in relation with the pupils and encourages them to be as creative as possible and organizing their work with their pupils.

The third section has its aim to take information to the importance of motivation and its factors. This section requires emphasizes the factors with importance that influence in their motivation. This section consists in 7 questions. The analysis of data revealed that free education for children, leadership style and public image of teachers were rated low while regular payment of salary was rated highest among the equally positive motivational factors. The teachers see as an important part of their job the work conditions (67% totally agree, 28% agree and 5% disagree), as was noticed in the interview where the classes had a lack of didactic devices or their size was not suitable for the students' number, making their work and the teaching quality harder, an important role plays the salary they receive (57%totally agree,22% agree, 12% disagree and 1% neutral) which according to them has a great social – economic importance. These factors had a higher percentage (%) than the other factors even if this difference was not that big, where the good will to be qualified and trained was present (45% totally agree to be qualified, 25% agree, 15% disagree 15 % totally disagree).

Discussion of result

The result of the study confirmed the assumption that teacher motivation has a great importance on their performance at work. An effective teacher at work affects the effectiveness of classroom and improves the learning process. The data revealed that teacher motivation would improve schools with regard to standard and quality of the school system, discipline and control of pupils. A large part of the research from other schools has discovered that when teachers were given the right to choose individually, for example, allowed to select instructional materials and programs, their teaching is greatly enriched and increased their motivation and performance at work (Kaiser 1981). On the other hand, poorly planned schedules, inadequate teaching materials, inadequate working conditions and a large number of applications influence their performance and this could result in job dissatisfaction (Rowley 1996). Teachers would be adequately motivated if they have proper working conditions, a satisfactory salary, collaboration with Teaching and Learning staff as a consequence their teaching would be more productive. Great importance should be given to trainings for their qualifications as teachers do not lack desire. Having such a desire to quantify and a proper environment then they will bring a higher quality in teaching. The high percentage responses suggest that teacher motivation is a viable factor for the growth and development of education in Elbasan. The results show that with the motivation of teachers, pedagogical and management roles would be enhanced and subsequently translate into effective attainment of educational objectives. In this study during the interview and the questionnaire have emerged uncertainty factors that affect in the work of teachers, in the educational process and in the physical conditions, lack of didactic, laboratory, lack of a salary and bonuses unsatisfactory impact on a level not good motivation to work in a very low quality performance in teaching by bringing inefficiency in class. If teachers' motivation and desire fade then fades their desire to work. Most of the teachers in this study confirmed that motivation brings them pleasure to work and this leads them to disclose students learning with quality and well organized. According to the answers was noted that motivation and demotivation affects the educational process and the effectiveness of the class in general. Satisfaction in a work environment means to be motivated and brings a better performance at work and in this case we increase the quality of teaching and effectiveness in the classroom with students.

Conclusion

Motivation is a combination of many different aspects that comprise a part of teachers' pedagogical knowledge. Teachers must realize that to maintain and be successful with all of the techniques at all times is impossible. Teachers provide an extremely important product: the future. If we are going to maintain quality in that product, it will require the use of all the

potential effectiveness within each individual teacher. Learning and achievement of pupils is a aim of school education. Teaching is the main way of achieving this. Teaching and learning are most important for the capacity of young people to contribute to contemporary societies. Teachers are the backbone of the educational institutes. For a teacher to be efficient in his job he/she must feel motivated. Being motivated means being satisfied and completed in every aspect. Satisfaction seemed to be more associated with personal factors, the influence of environmental factors cannot be ruled out. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. Based on the study you can notice that the motivation has a great importance in the teachers' job. During the interviews and the questionnaires fill the teachers highlighted the importance of motivation and the factors that affect on it, showing the completion and non – completion of their basic needs, affecting directly their efficiency in class. According to them feeling motivated means positive, friendly exchanges between teacher and students, classroom climate, trust for teachers and students, positive feelings about learning and school etc. All these are achieved if the factors affecting their motivation are completed, so their basic needs such as work conditions (physical conditions and physical needs where are included the school and classes physical factors, and to be more precise: the work conditions such as class space, the suitable number of the students for an interactive and comprehensive teaching, the hygienic conditions) , that had a high percentage (%), the salary, the relationship with their colleagues, where all these affected on their satisfaction. The satisfaction at work, so being completed in the basic needs, makes a teacher be effective in his job at class. According to them being effective means to deal with a well organized teaching, makes learning more interesting and encourage the students to learn, and all these lead to an affective work in class and teaching increase. If the teachers have sufficient knowledge and abilities regarding the management of the performance and motivation the students' performance will get better and better and this will help the student be self – motivated. The teachers that are not motivated will show difficulties in motivating their students too. In this context, it is important to develop training programs, where the main focus is the completion of the main motivation factors that affect directly the teaching goal at school. Effective classroom management is supported by having clear rituals and routines, providing adequate student motivation, and organizing the classroom effectively where the main actor is the teacher who is encouraged by the completion of the basic needs to be effective in the class and to educate a generation and to be able at work in the years ongoing. Motivation is a consistent factor that can be used across professions and other job situations. It would be useful for all of us that would be effectiveness and efficiency at work. This study shows the role of teacher motivation in ensuring classroom effectiveness and school improvement. Therefore a teacher needs not only adjustment and regular payment of salary and allowance but right technology and facilities for effective classroom management and school improvement. The effective motivation of the students leads to the efficiency in class and their performance at work. If teacher are effective at their work and in class with the students, the educational level will always increase.

Recommendations

- ✚ Completion of the basic conditions at school
- ✚ Frequent meetings and discussions of the teachers with their supervisors to know the teachers' frustrations and finding a way to solve them
- ✚ Teachers' job security protection in work place should be guaranteed
- ✚ Teachers should be respected, loved and consulted indecision marking by the shool authority.
- ✚ The realization of frequent trainings for the teachers, that have as their basis a way of teaching with modern methods
- ✚ The school principals should endeavour to make necessary instructional materials available to teachers when need.
- ✚ Teacher motivation should be included as part of working resources in the education system.
- ✚ There should be regular and rapid promotion of teachers so that can teach with complete may be developed and demovations.
- ✚ Government and education systems need to recognise the fundamental importance of teaching and learning and be designed to create effective learning environments for all learners.
- ✚ Majority of teachers are directly appointed and have little experience of classroom management, school , discipline standards, marking and grading and co-curricular. In this connections teachers may be provided specific training before are they appointed to the job of teaching

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