

Motivational Methods in Education Sector: The Primary School Teachers' Context

Nivedita Raval

(Research Scholar, Pacific University; Lecturer, B. P. College of Business Administration, A Constituent
College of Kadi Sarva Vishwavidyalaya, India)

Abstract: This paper charts motivational methods suitable for the effective orientation of primary school teachers. The analysis has been drawn using secondary data on organizational motivational theories and primary school teachers' profile study. In the contemporary world, growth and sustenance of the nation primarily depends upon its education system. A strong education sector necessitates fully updated infrastructure with excellent faculty staff to train students efficiently. Students direly require a right head- start for a positive trajectory in academic performance which is directly related to efficient primary school teachers. The primary school teachers work at the ground level of education system and cater to the knowledge development. Therefore, the administrative wing must invest in the regular faculty motivation methods. The goal of educational institutions is to meet ever growing demand of skilled workers in the industries. This calls upon the team of profound trainers who must be kept motivated for fuelling education sector.

The management in schools must employ viable techniques to motivate staff for setting and attaining goals. The prime objective of this research study is to map the ways to motivate primary school teachers. The techniques employment by school administration would potentially channelize the teachers' efforts towards holistic development.

Keywords: Motivational methods, Faculty Development, Growth, Primary School Teacher

I. THE BACKGROUND

Motivation is defined as the internal and external factors that stimulate desire and channelize ones energy to stick to an effort till the goal is achieved. Motivation is the product of proper synergy among the aspirations and aptitude. The organisational behaviour study has evolved pragmatically into various motivational theories development for efficient human resource development. For convenience motivation theories can be broadly classified as natural, rational, and content and process based.

Natural theory is based on study of natural forces (drives, needs, desires) on human behaviour , rational theory construes (instrumentality, self-identity), content theory investigates the content 'what' and the process theory focuses on 'how' motivation takes place.

The applicability of motivational theories seems pseudoscientific but proper controlling of motivation can help achieve desired goals. The key is to understand employee motivation and plan the motivational techniques likewise.

II. REVIEW OF LITERATURE

Motivation is a theoretical construct used to explain behaviour. It gives the reason for people's actions, desires, and needs. Motivation can also be defined as one's direction to behaviour or what causes a person to want to repeat behaviour and vice versa. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behaviour. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are."

Employee motivation, i.e. methods for motivating employees, is an intrinsic and internal drive to put forth the necessary effort and action towards work-related activities. It has been broadly defined as the "psychological forces that determine the direction of a person's behaviour in an organization, a person's level of effort and a person's level of persistence". Also, "Motivation can be thought of as the willingness to expend energy to achieve a goal or a reward. Motivation at work has been defined as 'the sum of the processes that influence the arousal, direction, and maintenance of behaviours relevant to work settings'.

Motivational techniques encompass job design, rewards, employee participation, and quality –of-work life. The job design of an employee's job can have a significant effect on their job motivation. Job design includes designing jobs that create both a challenging and interesting task for the employee and is effective and efficient for getting the job done. Four approaches to job design are job simplification, job Enlargement, job Rotation, and job Enrichment. Rewards are also employed as an effective motivational tool which is classified into intrinsic and extrinsic category. Another technique of motivation is Employee participation can be achieved by implementing quality control "circles", open book management. Four factors must exist for any employee participation program to be successful viz., have a profit-sharing or gain-sharing

plan where both the employer and employee benefit, implement a long-term employment relationship to instil job security, make a concerted effort to build and maintain group cohesiveness, provide protection of the individual employee's rights. Quality-of-work-life programs goes a long way in boosting employees commitments which is an employee's perception of how a proper balance between personal time, family care, and work are maintained with minimal conflict. Employers can use work-life balance as a motivational technique by implementing quality-of-work-life programs. Examples of such programs include flexitime, workplace wellness, and family support.

Objectives

- To find out primary school teacher's motivation factors
- To find out suitable motivational techniques in context of primary school teachers employment.

III. METHODOLOGY

This is a conceptual research which is related with some abstract idea(s) or theory. The research is generally used by philosophers and thinkers to develop new concepts or to reinterpret existing ones. The entire research study is based on referring some abstract idea(s), theories and concepts developed by earlier researchers across the world. The abstract idea(s) and theories have been taken from research papers written by eminent authors in the area of 'motivation'. The study is divided in two sections. Section-I discuss the factors motivating the primary school teachers and section-II discovers the power of motivational techniques aptly catering to primary school teacher's aspirations.

IV. FINDINGS

The study of motivation since the time immemorial has shown that most employees need motivation to feel good about their jobs and perform optimally. Some employees are money motivated while others find recognition and rewards personally motivating. Motivation levels within the workplace have a direct impact on employee productivity. Workers who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and production numbers increase as a result.

Section-I: The factors motivating the primary school teachers

In common business parlance, companies try to motivate employees with external benefits but education sector has preset remuneration system with an ingrained system of regular increments.

In companies common perks include stock or stock options, pay increases, and performance-based cash bonuses. Yet these traditional methods rate at the lower end of the scale, in terms of what employees name as the highest motivators. When surveyed, employees name their biggest motivators as: the opportunity to lead work projects, attention from company leadership, and-the highest-ranking motivator-praise and positive feedback from the boss. This study brings forth a conjecture that employees get motivated by esteem boosting facilities. So, this can be applied to employees working in education sector as well.

These findings reveal what modern theorists have been saying for decades: that a worker's motivation has less to do with outer financial rewards, and everything to do with the inner rewards of feeling appreciated and recognized.

Human resource management research shows that employees ask from their work than just financial gain such as autonomy, the chance to be self-directed and independent at work, mastery, the chance to be good at what they do, overcoming challenges and finding creative solutions, purpose, the chance to feel they are contributing to the greater good-to be driven from within to work toward a larger group goal

The alternative-unmotivated, disengaged workers can damage an otherwise healthy organization. Negative effects can include low productivity and poor performance, when products, services and projects are late, uncompleted or poorly produced; your company's bottom line is affected negatively.

Group dissatisfaction and lowered motivation lead to Complaints, gossip and negative assumptions about management or a business owner can change happy employees into demotivated ones. (Dan Pink)

Real employee motivation is characterized by a high level of commitment and energy. Reaching that level, and keeping valuable, dependable, motivated employees on the job is much easier if employees feel noticed and appreciated. Organisations must have structured programs that offer rewards and recognition, while encouraging independence and individual contribution to motivate employees.

Section-II: Suitable motivational techniques in context of primary school teachers

Based on employee surveys-and on the proven methods of top-earning businesses with high employee engagement, the most productive methods to motivate employees are:

1. Create a Mission-Driven Organization

Through faculty training programmes the academic work force can be well connected with a purpose. The primary school education has made its common mission and darned programmes clear to every teacher. They must view their work as pushing the target into areas that go well beyond mere financial goals. Pay, benefits, and a comfortable work environment are basic needs, but being bound by a common higher purpose

motivates employees towards self establishment. Teachers are highly engaged and highly capable people who care and want to make a difference in the world. Establishing a mission that everyone can relate to and rally around and reinforce that mission with consistency makes system enterprising. (Wallace E. Boston, CEO of American Public University Systems)

2. Create clear goals and measure progress

Morale and motivation in the workplace is attributed to a meaningful and worthwhile goal, a reasonable plan to achieve the goal, and a sound appraisal system. (Jason Rhode, CEO of Cirrus)

These companies have successfully communicated their goals and objectives to their entire workforce, then empowered and inspired their people to work toward the greater good-one of the bigger internal motivators.

3. Foster Personal Growth and Career Development

Education caters to co-curricular activities as well which in turn develops a symbiotic relation with multi talented employees. Administrators can capitalize on extracurricular programmes, sports meets and excursions to motivate multi faceted employees. Directors must entrust the deserving employees with greater responsibility in the particular area of their interest.

4. Award Recognition on a Regular Basis

Academicians engage in multi tasking, so it's important to recognize individual and team contributions, both publicly and privately. Recognition is a proven motivational technique which must be done on monthly and yearly events.

5. Celebrations and recreation

Human resource management gains greatly by holding occasional surprise celebrations for teams or individuals. Birthday celebration, paid out lunch, and team outings foster oneness and cohesiveness.

6. Presenting Personal encomium

Administrator must let teachers know that they are being appreciated in the circles. As soon as the director hears positive comments about someone's work-from co-workers, students then the employee must be appreciated, whether in person, by phone or by email.

Letters of appreciation for an extra ordinary performance pays reverence to honest work. Appreciation testimonials can be accompanied by fresh-baked cookies, flowers, fruit basket, gift certificate, or some other gift appropriate to the teacher's interests. Long after the gift has been used, they'll probably keep that card in their work area, where they can see it every day that boosts employees' morale.

It's vital to speak individually with employees for positive, and not only negative or usual reasons. Recognize everyday employee contributions and not only huge achievements, with private conversations that are solely pats on the back, with no other issue discussed. Several times a year, holding a Staff Appreciation Day makes teachers feel honoured.

7. Listen to Comments, Complaints and Ideas

Educational institutes should Install a suggestion box-and use some of those suggestions. If teachers are shy about signing their name to suggestions, create a suggestion box or intranet forum where they can submit suggestions anonymously. Act on as many of those suggestions as possible and let teachers know exactly what initiatives and changes came about due to their suggestions and ideas. This means being willing to listen to employee complaints, problems and ideas whenever they come up, as well as setting aside a specific time each week or month to hear how everyone is doing. This can be a time to create solutions for problems such as lack of communication or job resources, information silos, lack of challenge, or job dissatisfaction.

8. Encourage teachers to be Self-Directed

Abraham Maslow's hierarchy of needs shows us that when people already have the basic needs of food and shelter, they aren't motivated by material gain so much as the higher needs of personal fulfilment and creativity.

Encourage creativity, brainstorming, and self-directed teams and individuals. Increasing an employee's levels of self-direction and independence can be highly motivating. For example, giving teachers the choice of what tasks to do and what team to work with. This encourages them to master different skill sets and tasks, which in turn increases their productivity, motivation and expertise.

When it comes to motivating employees, external financial rewards are now only part of the equation. Employees need regular personal and team recognition for a job well done, and the support of bosses who actually listen to their problems and ideas.

They need job duties that encourage their personal growth and career development. Whenever possible, they need to work in an open, self-directed, independent way.

The resulting increase in job satisfaction and inner motivation can greatly improve morale, retention rates, productivity-and the bottom line.

The organizations success is largely based on employee innovation, problem-solving, productivity, commitment and loyalty.

V. CONCLUSION

Most employees need motivation to feel good about their jobs and perform optimally. Some employees are money motivated while others find recognition and rewards personally motivating. Motivation levels within the workplace have a direct impact on employee productivity. Workers who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and production numbers increase as a result. In educational institutions the perks are non monetary which have an everlasting impact on employees morale. The major incentive in primary schools is recognition. Many employees need recognition from their employers to produce quality work. Recognition and employee reward systems identify employees who perform their jobs well. Similarly, in academics acknowledging a job well done makes teachers feel good and encourages them to do good things. Public recognition is also a motivating factor that drives productivity.

Some employees are motivated through feeling a sense of accomplishment and achievement for meeting personal and professional goals. Many workers are self-disciplined and self-motivated. Incentive and rewards have little effect on employees who feel motivated only when they are confident in their abilities and personally identify with their role within the organization. These individuals perform productively for the sake of the personal challenge their work provides. Extra ordinary teachers must be entrusted with great responsibilities to satisfy their acumen.

VI. REFERENCES

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