

Chapter 6

DESIGNING A SCHOOL BEHAVIOURAL SYSTEM TO OPTIMIZE TEACHER MOTIVATION

6.1 Introduction

In order to develop a behavioural systems model for schools which would have as its objective the maximization of teacher motivation at work the researcher studied various papers related to different behavioural systems design in schools. McIntosh et al (2010) proposed a School-wide Positive Behaviour Support (SWPBS) which was essentially a systemic approach to create and build a protective school culture by designing a sustainable system through instructional design, environmental design and with the help of other system variables. Blank et al (2010) reported a systemic review of behavioural interventions in schools at a systemic level throughout the school. These systemic interventions were conducted to promote well being among the students at social and emotional levels. It was found by researchers that the literature in this area was not well developed and mostly dealt with such systemic interventions in the United States. Crone and Horner (2003) posited that there were four behavioural systems in a school: school wide, classroom, non-classroom-specific setting and individual. It has to be understood that these studies on the school behavioural systems were focussed on the student and had as their core constructs the well being of the students. Michie et al (2011) in their study to design a model for designing behaviour change interventions proposed a behaviour system involving three conditions: capability, opportunity and motivation.

6.2 Methodology

The researcher used findings from the all the seven parts of the study to design a systemic model which included all the systemic variables that were used in the previous studies by the researchers . The system design had as its core construct the maximization of the workplace motivation of school teachers . To design the system the researcher tried to step beyond the concept of system as a mere processor wherein an input is fed , processed by the system and an output emerges. The system that the researcher sought to design was based on the inter relationships of the different variables as was brought forth by empirical data from the studies . This approach is loosely based on the approach propounded by Eva Zerz (Zerz , 2008). At the first step the data and findings from the study of the researcher were collected and collated . For the purposes of this systems design all the components that had emerged from during the study and its various parts including the six major factors were taken and analyzed. The influence of each component was mapped and the eighteen components that had emerged out of the previous studies were further reduced to 7 components with similar nature of influence on teacher motivation. All the components and their sub components were then taken to design a school motivational system which would influence the individual motivation system of a teacher which in this case was a subsystem of the overall school system and seek to maximize teacher motivation. (Roy, Sengupta , 2016)

6.3 Systems Design and Analysis

In the first step the various factors that influence motivation of school teachers and the relevant findings from the studies as presented in this dissertation were mapped to present a holistic view of the factors . This is presented in the following figures :-

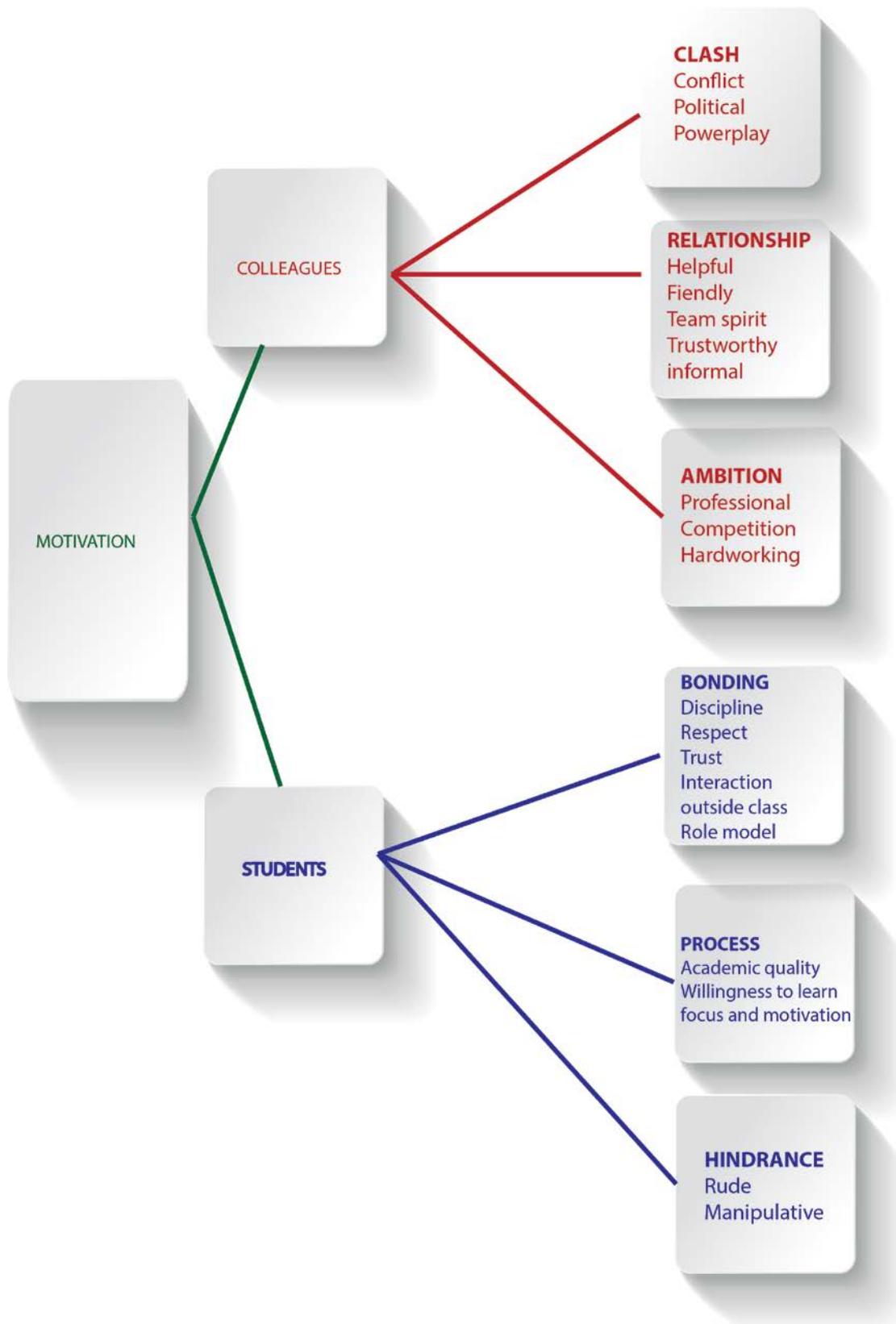
Figure 52 (a) : Factor Relation Chart

Figure 52 (b) : Factor Relation Chart

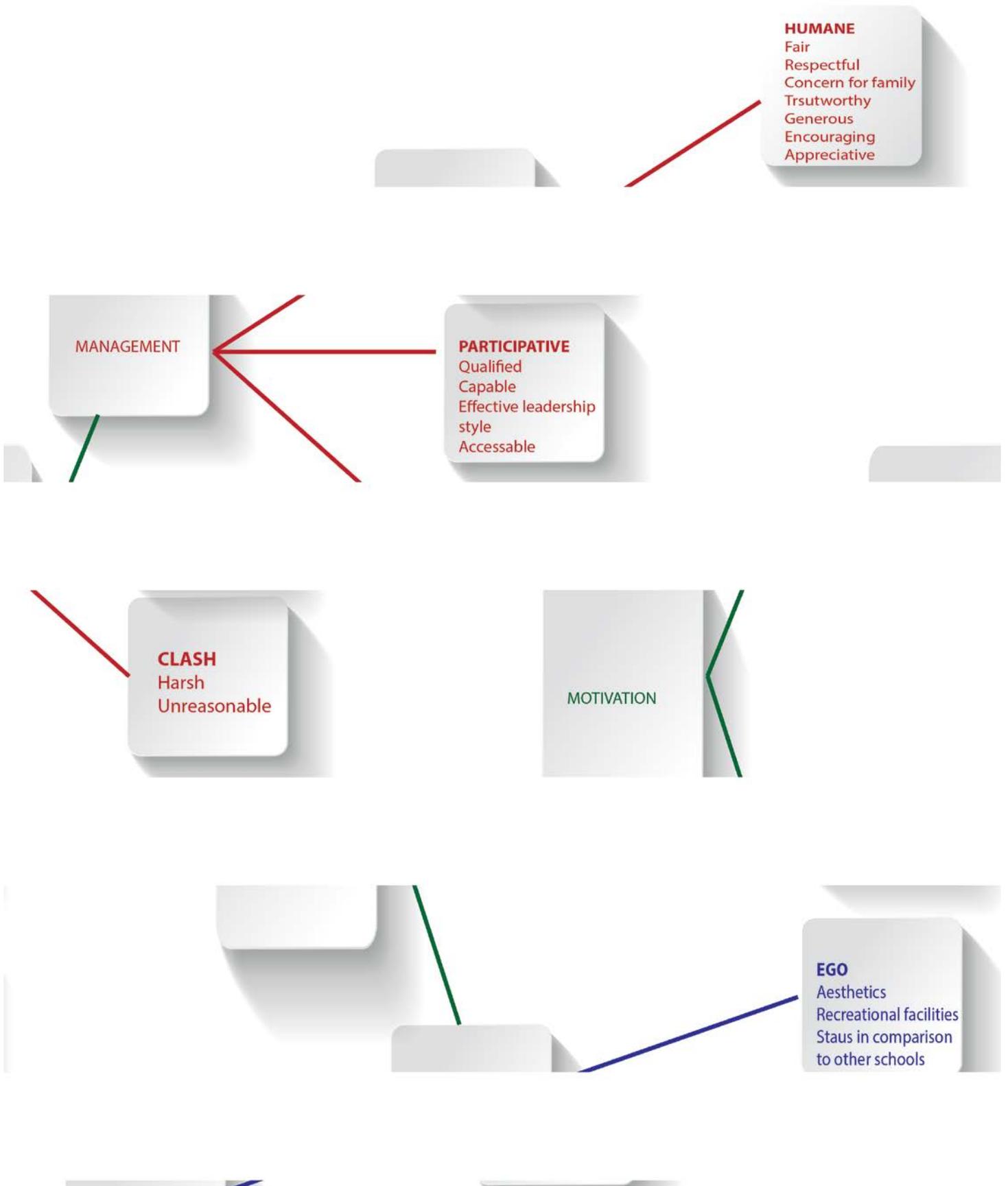
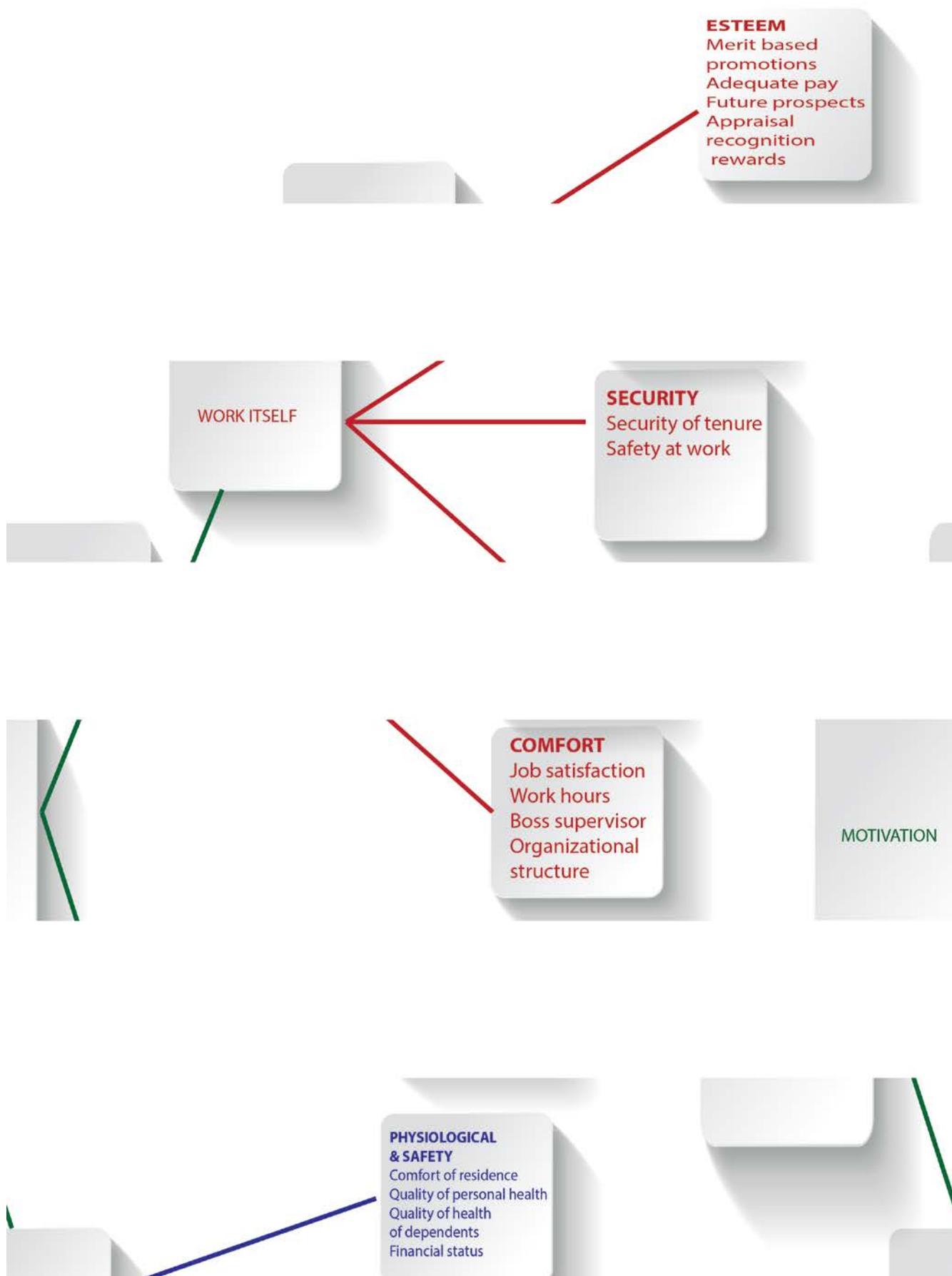


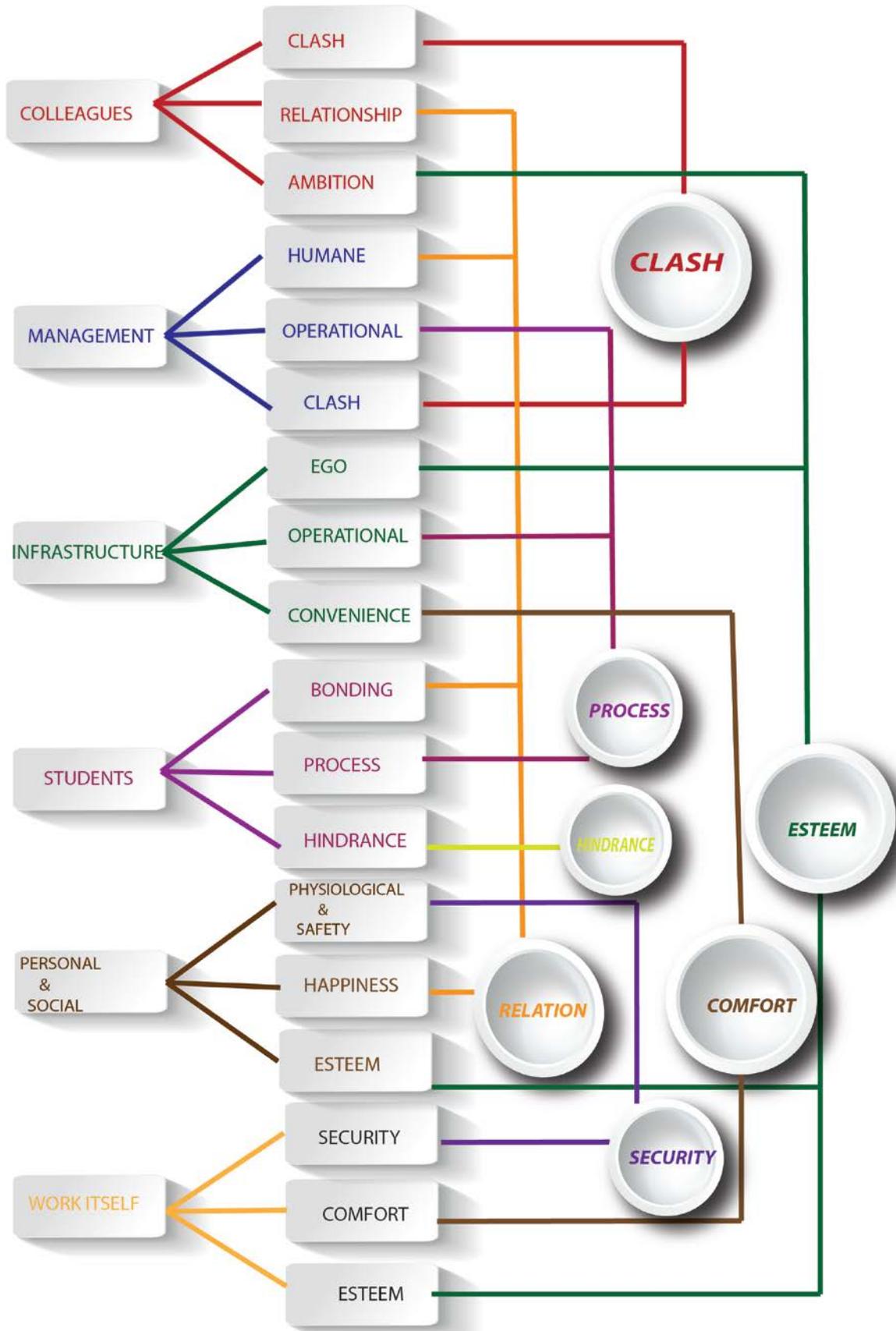
Figure 52 (c) : Factor Relation Chart



The eighteen factors which emerged out of the six previous studies were analyzed conceptually in detail and the factors with similar nature were further grouped into seven factors each of which was taken as a system . *Factor 1* was termed as *clash factors* and included the clash components of the influences that management and peers have on the motivation of school teachers . The commonality among these factors is that they represent factors relating to workplace confrontation. *Factor 2* was termed as *relation factor* and was composed of the relationship factors of the peers , humane factors of the school management , happiness factors of personal and social life and bonding factors of the students . The commonality of these factors was that all these factors were related to the emotions of the teachers and affected their emotional connection with their work. *Factor 3* was termed as *ambition factor* and included the ambition factors of peers , ego factors of infrastructure (it might be argued that since ego factors do not have a significant predictor value for teacher's motivation as shown in the study it should be ignored but the researcher feels that the low significance of ego factors of school infrastructure in predicting teacher motivation is due to the nascent and rudimentary state of school infrastructure in the area of survey at the present time , with augmentation of basic infrastructure the ego factors will become significant over time and thus should not be ignored) , esteem factors of the work itself and the esteem factors of the personal and social life. The commonality of these factors was that all these factors sought to fulfill the esteem needs of the teachers . *Factor 4* was termed as *process factor* and composed of operational factors of the management , academic factors of school infrastructure , process factors of students. The commonality among these factors was that all these factors related to the day to day work and operations of the school . *Factor 5* was termed as *comfort factor* and consisted of comfort factors of the work itself and the convenience factors of the school infrastructure. The commonality of these factors was that

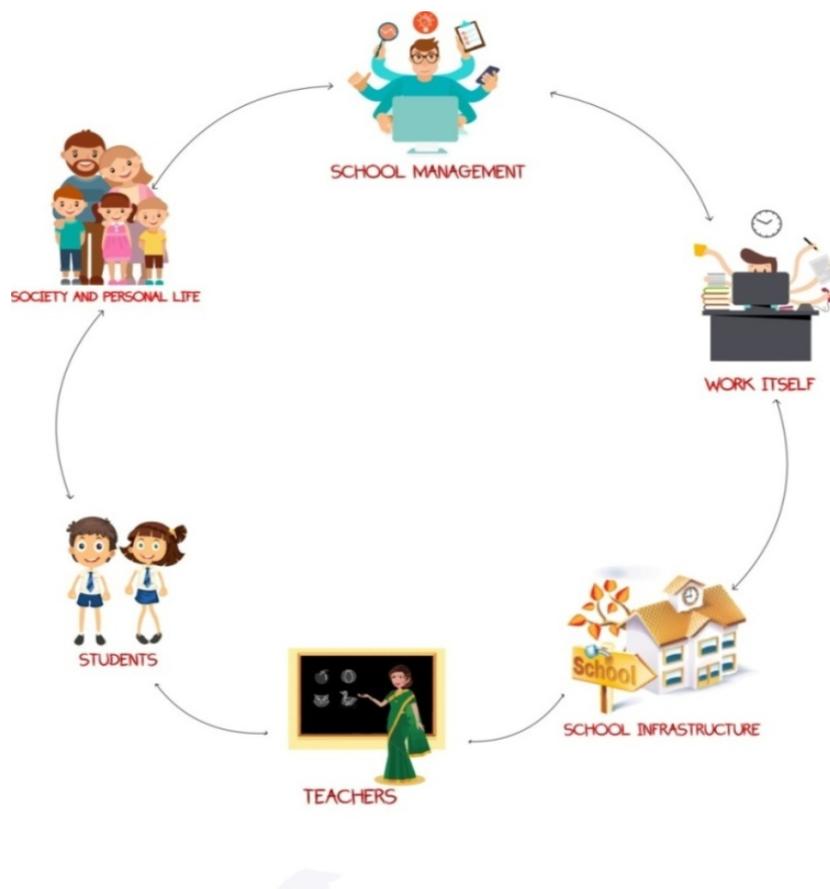
all these factors related to the physical and mental comfort of the teachers . *Factor 6* was termed as *security factors* and was composed of security factors of the work itself and the physiological and safety factors related to personal and social life. These factors related to the fulfillment of safety needs of the teachers both at the physical level and the psychological level. *Factor 7* was termed as *Hindrance factor* and it consisted of only one factor : hindrance factor related to the students. This factor was different from clash factors as it was gathered from focus group discussions and personal interviews that teachers do not perceive rude and manipulative students as confrontational in the same way as they perceive the clash factors which consist of factors related to experiences with colleagues and school management as described above. They just perceive rude and manipulative students as hindrances or barriers to the teaching learning process . Thus this factor is unique and has been kept separate from clash factors .

Figure 53: Factor Component Chart



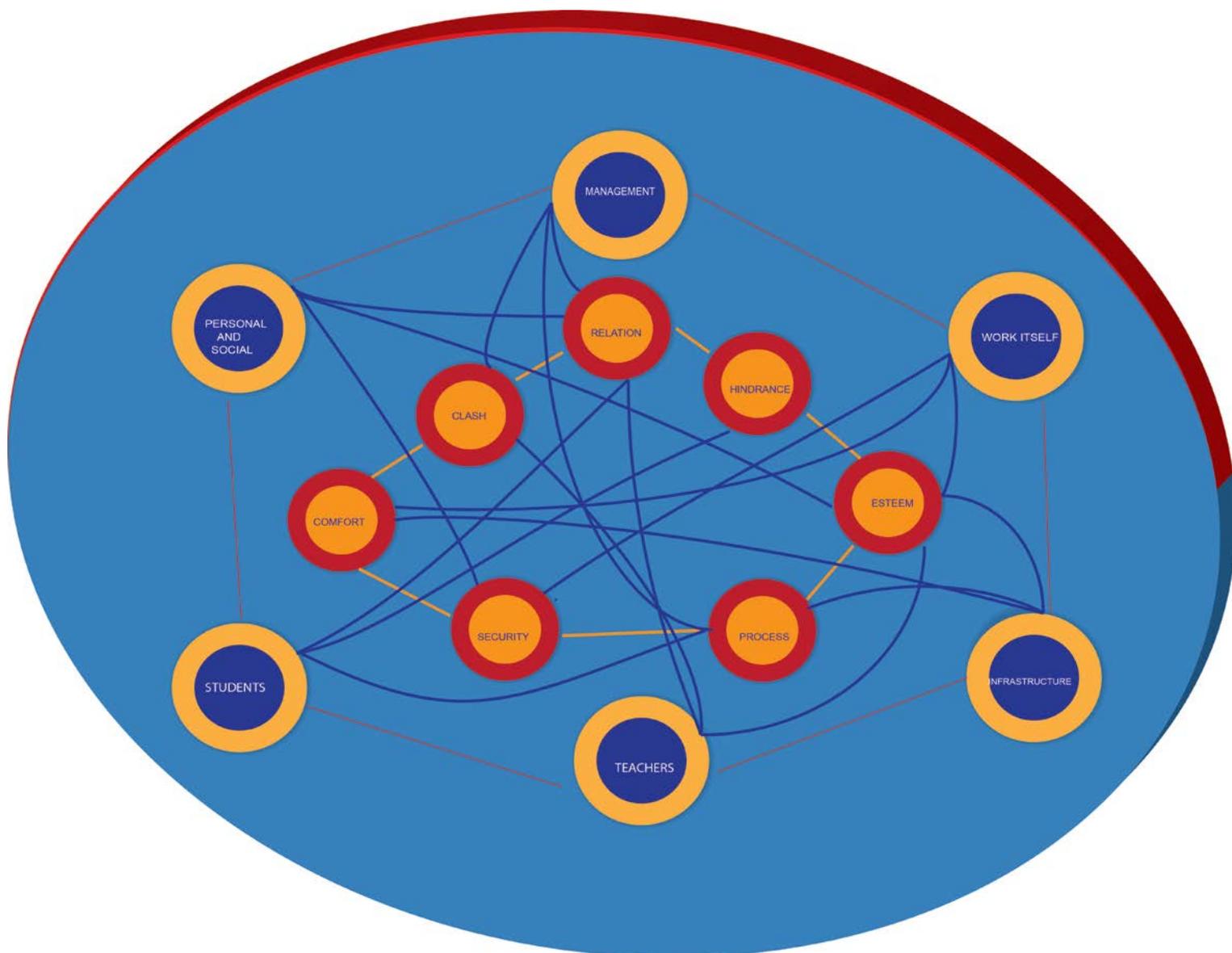
For the purposes of this study a system is defined as a group of interacting , inter related or interdependent elements forming a complex entity with a specific purpose and sometimes forming a part of the larger system. The six fundamental sub systems within the context of a school system which affect the motivation of the teachers were identified as Students , Teachers (peers/ colleagues) , School Management , School Infrastructure , Work itself , Society (social and personal) . The school system can be termed as an open system with specialized and interdependent subsystems. These subsystems form what is termed as closed interdependencies. The relationship among these subsystems is not linear but circular and mutually causative. So while school management influences society , society also influences school management and so on. This system is explained in the Figure 54.

Figure 54 : The School Motivational System



The school motivational system for teachers is composed of six subsystems and it influences the individual motivational system of teachers . The individual motivational system for teachers works within the school system. This individual motivational system consists of the following components : Clash , Esteem , Security , Comfort , Process , Relation and Hindrance. This is an open system which is influenced by the school motivational system. (Roy , Sengupta , 2016)

Figure 55. The School-Individual motivational system (Roy , Sengupta, 2016)



In the figure 55 the school motivational system and its component subsystems are denoted by the blue circles with yellow borders and the individual motivational system is denoted by the orange circles with red borders . As explained earlier and illustrated in figure 53 the factors affecting the motivation of school teachers can be divided into 7 components. These are relation , comfort , security , clash , hindrance , esteem and process. The blue lines show the inter connectivity between the factors that constitute the school motivational system and the factors that constitute the individual motivational system of school teachers . Thus the school management system affects the clash factors , process factors and relation factors . The school infrastructure system affects the process factors , esteem factors and comfort factors . The work system

affects the comfort , esteem and security factors. The school student system affects the relation , hindrance and process factors . The personal and social systems affect the security , esteem and relation factors . The peer system affects the esteem , relation and clash factors . This represents a comprehensive school motivational system for teachers .Once the school motivational system has been operationally designed it is imperative to design processes for encouraging an optimal outcome of the teacher motivation system . The process design can be divided into two parts : 1. Pre- Operational 2. Operational .

1. Pre- Operational

Figure 56 explains the pre- operational process chart . The pre- operational processes define school processes before the operations begin in a school. Thus at pre-op stage 1 the infrastructure design is taken into consideration. The different parameters related to school infrastructure which affect the motivation of school teachers like academic infrastructure , safety , aesthetics , location, recreational facilities , internet and computers , communication and transport facilities to and from the school and relative status of the school infrastructure with relations with other similar schools have to be taken into account at this stage before infrastructure planning and design. At pre-op stage 2 the management structure of the school has to be planned and designed. Qualifications of the management staff and their capability should be given the best consideration at this stage to shortlist management staff . At pre-stage 3 the management model has to be designed and parameters such as understanding , fair , trustworthy , generous and effective leadership style should be given best considerations for further filtering of shortlisted management staff and their final placement in consonance with the school management philosophy . At pre-op stage 3 the management has to develop a work design which will conform to the macro management principles of the school and incorporate adequate pay plan , work hours , safety plans at work and organization structure . At pre-op stage 4 the management begins the recruitment procedure for teachers and in addition to the qualifications and other operational parameter checks it is prudent that the management at this stage checks for the teachers' comfort of residence, health status , health status of dependents and the quality and status of personal life . At pre-op stage 5 the management and the teachers should jointly design a set of organizational goals which should include goals to have respectful students , disciplined students , teachers as role models , trust among teachers and students , healthy interaction of teachers and students outside the classroom , high academic quality of students and students motivated and focused to do well in life. These pre operational process design procedures can be

conducted for new school operations and design as well as for existing schools as staged and planned interventions.

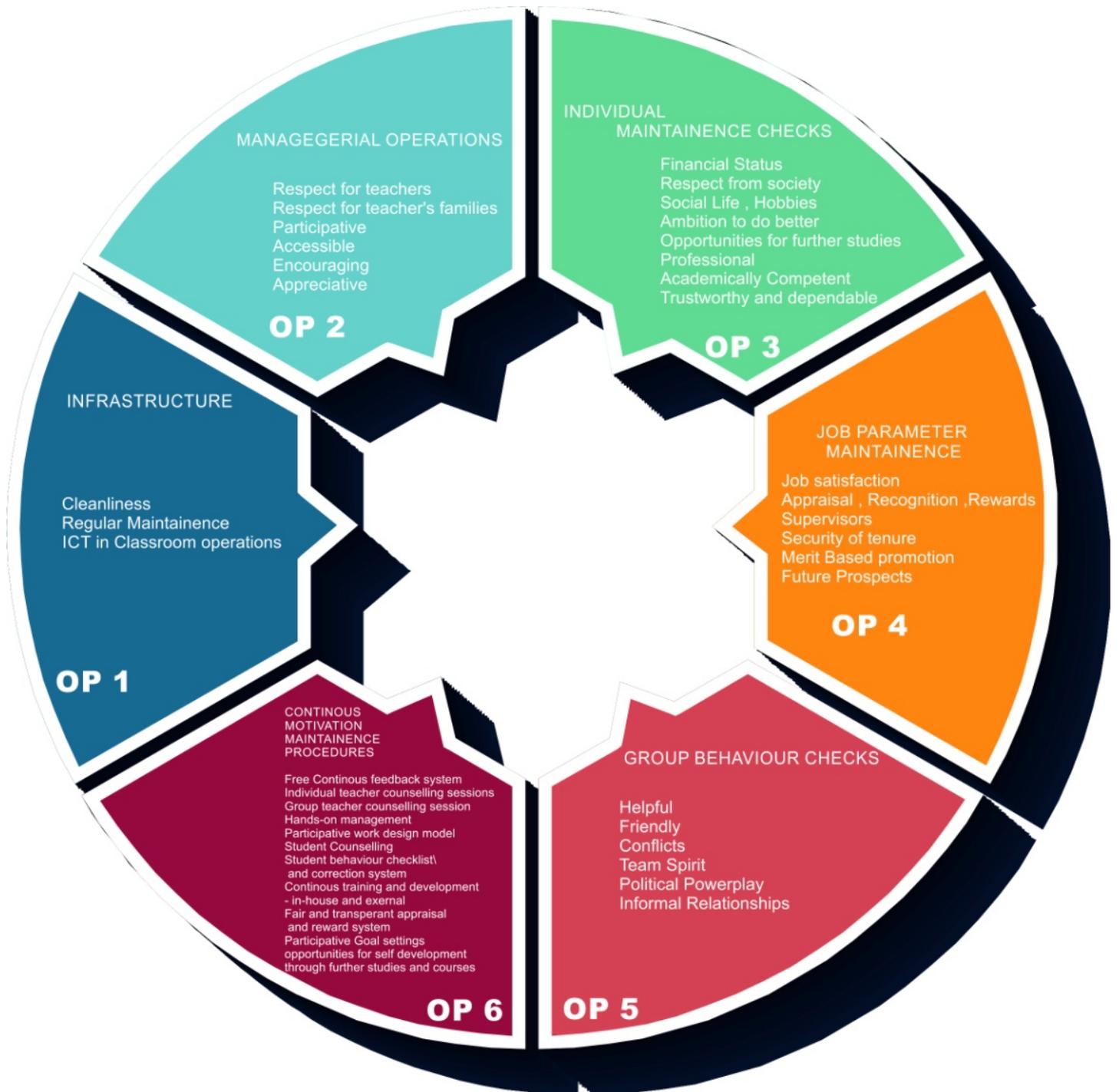
Figure : 56 Pre-operational Process design for optimal teacher motivational systems in schools



2. Operational

Operational process design define processes for operations of the school . At this the processes are not chronological in nature and relationship and do not follow one after another as in the pre-ops design but simultaneous and repetitive at adequate intervals for each operational entity. At OP 1 it is necessary to check and ensure that classrooms are clean with regular maintenance and with functioning ICT modules in classrooms. At OP 2 it is to be ensured that the management is respectful to the teachers and their families , that a participative form of management is followed and that the management is accessible , encouraging and appreciative of teachers' efforts. At OP 3 the management has to conduct individual maintenance check of teachers and staff through interviews, discussions, workshops or seminars . These checks should seek to find out more about the financial status of the teachers , their social life , hobbies , ambition to do better , the respect they get from society , their status in society , trustworthiness and dependability of both management and teachers , professional acumen , academic competence and opportunities and need for further studies . At OP 4 the school management has to assess job satisfaction levels of teachers , an appraisal , recognition and rewards model has to be developed , supervisors have to assessed and counseled , a system of merit based promotions , security of tenure and with future prospects have to developed . At OP 5 group behaviour checks have to be conducted through workshops, retreats , games , personal interactions and other methods . These checks will seek to assess group behaviour in terms of helpfulness, friendliness, team spirit , political power play , conflicts and informal relationships. Interventions when necessary have to be conducted . At OP 6 continuous motivation maintenance procedures have to be conducted . These motivation maintenance procedures include continuous feedback system , individual teacher counseling , group teacher counseling , participative decision making model , student counseling, student behaviour checklist and correction system , continuous training development system , fair and transparent reward system , participative goal settings and opportunities for self development through further studies and courses .

Figure : 57 Operational Process design for optimal teacher motivational systems in schools



6.4 Conclusions

The researcher used empirical data to design a motivational system for school teachers. The data from the study of factors influencing the motivation of school teachers was combined and put forward in the form of a systemic framework. The school motivational system was proposed to consist of six subsystems : infrastructure , peers (teachers) , students , the work itself , social and personal factors , and school management. This system is an open system which interacts with the outside world but consists of specialized sub systems which have closed interdependencies with each other. The school motivational system influences the individual motivational system which is comprised of seven factors as put forth by the data from the study of the researcher. These seven factors are clash , hindrance , comfort , relation , security , esteem and process . These factors constituted an individual motivational system which was also open system which was influenced by the school motivational system and its sub systems . This part of the study also had as its objective a process design which could influence teacher motivation and present it at an optimal level. The process was designed in two steps ; step one was preoperational process design which would be relevant both for new schools as well as for existing schools as intervention modules and an operational process design at the second step . The operational process design was not chronological in nature and consisted of a continuous structure with discrete modules which could be applied at specified intervals.

6.5 References

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