

Chapter 7

SUMMARY AND CONCLUSIONS**7.1 Achievement of Research objectives**

1. To identify the factors which influence the motivation of school teachers.

This objective was achieved in the study through primary qualitative data collection through focus group interviews and personal interviews and then questionnaire surveys through which the influence of 72 factors (6 broad factors and 66 secondary factors) were tested.

2. To empirically study and analyze the effect of each factor on the motivation of school teachers

This objective was achieved through questionnaire surveys and subsequent quantitative analysis of data . Correlation analysis helped to analyze the effect of each factor on the motivation of teachers.

3. To classify and group factors on the basis of their influence on the motivation of school teachers.

This objective was achieved with the help of principal component analysis which helped to identify principal components and group data . Grouping and classification of data was also done through theoretical analysis after a study of the effects of the factors on motivation.

4. To sub-divide each factor into a number of sub-factors which constitute the factor .

This objective was achieved through qualitative data collected from group discussion and interviews as well as a thorough study of related literature. The factors that emerged from the qualitative analysis were then tested empirically through the questionnaire survey and the subsequent analyses thereafter.

5. To empirically study and analyze the effect of each sub factor on the respective factor.

This was done through quantitative analyses of data collected through the questionnaire survey . The quantitative analyses in this case consisting mainly of correlation analyses , and principal component regression analysis.

6. To empirically study and analyze the effect of each sub-factor on the overall motivation of school teachers.

This objective was achieved with the help of principal component analyses which helped to identify principal components and group data as per the analyses. A correlation analysis and principal component regression using the factor scores also helped to achieve this objective .

7. To apply a systems approach to organizational motivation and treat each factor influencing teacher motivation as a system consisting of sub factors as sub-systems.

This objective was achieved by designing an systems model using the six broad factors as the school motivational system and the sub factors as their respective sub system.

8. To design a motivational system consisting of the factors and sub factors with a purpose to create an optimal motivational environment for teachers to work in.

This objective was achieved by designing a motivational system comprising of the school motivational system with the individual motivational system as a sub system using the data from the study.

9. To design a set of school processes to optimize and maintain teachers' motivation in schools .

This objective was achieved by designing school processes in two parts ; preoperational and operational to create the process for the school motivational system for teachers.

The study thus significantly achieved all the nine objectives as set out in the beginning of the study.

7.2 Research questions

1. *What are the broad factors, viz. : Colleagues , Management , School Infrastructure , Students , Work Itself , Personal and social that influence the motivation of school teachers ?*

This question was answered in the study through the focus group interviews , personal interviews and the subsequent data collected through questionnaire survey and its analysis thereof. Six broad factors ; colleagues , infrastructure , management , personal and social factors , students and the work itself were chosen for further study.

2. *What is the effect of each broad factor on the motivation of school teachers ?*

This was studied using correlation analysis and theoretical constructs.

3. *How can the broad factors be classified and grouped as per their influence on the motivation of school teachers ?*

The broad factors were divided into type 1 motivators and type 2 motivators as well as initiators and sustainers on basis of their effect on teacher motivation.

4. *What are the sub factors viz. : Understanding ,fair and reasonable management , safe clean and aesthetic school infrastructure , helpful and friendly colleagues , disciplined and respectful students , personal comfort , respect from family and society , adequate pay , adequate job appraisal , recognition and reward systems among many others that constitute each broad factor of influence on the motivation of school teachers ?*

These sub factors were identified using data from focus group interviews and personal interviews that had been collated with data from a thorough survey of existing literature. These factors were then corroborated in the questionnaire survey.

5. *How do each of these sub factors influence the relevant broad factor of motivation ?*

This was studied in the questionnaire survey where a correlation analysis was conducted between each broad factor and each sub factor in the questionnaires.

6. *How does each sub-factor influence the motivation of school teachers ?*

This was studied through the data from the questionnaire survey where each a correlation analysis was conducted between each sub factor and the motivation of school teachers .

This was then related to qualitative data collected from focus group interviews , personal interviews and existing literature to analyze and interpret the results.

7. *How can the sub factors be further classified based on their influence on the motivation of school teachers ?*

This was done using principal component analysis and a further principal component regression to classify and group the factors and study the effects of the components on the motivation of school teachers.

8. *Can the factors of influence be considered a system ?*

The factors of influence have been defined as a system with the sub factors as sub systems conforming to definitions of a system.

9. *What are the subsystems that will constitute such factors of influence?*

The sub factors have been defined as sub systems.

10. *Can the sub-factors and /or groups of sub-factors be considered to be the sub-systems of the system created by the respective factors ?*

The systems model as proposed by this study defines the sub factors as sub systems of The system created by the respective broad factor.

11. *Can be a comprehensive system be designed to create sustained optimal levels of teacher motivation in an organization ?*

A system has been designed and proposed in this study with the said objective .

12. *Can school processes be designed so as to optimize the outcomes of the school motivational System ?*

A set of two processes have been designed and proposed by the researcher to this effect .

7.3 Summary of the study

This research work studied the workplace motivation of teachers in North Bengal . The study was conducted in the Jalpaiguri and Darjeeling districts of West Bengal. A series of focus group studies and interviews were conducted along with a thorough study of related literature to identify the main variables and their sub-variables which affected the motivation of teachers. This established face and content validity to the questionnaires that were used in the subsequent part of the study. A set of seven questionnaires were developed and administered to a random sample of 111 teachers from the two districts . The data obtained from the survey was subjected to quantitative analysis . The questionnaires and their various sections were tested for reliability using Cronbach's Alpha . Construct validity was established through principal component analysis. A correlation study was conducted to test the various hypothesis and a principal component analysis was conducted which extracted the principal components. A principal component regression was then subsequently conducted to study the significance of these components in predicting the motivation of school teachers. The results were noted , tabulated , analyzed and interpreted after collation with theoretical constructs , existing literature and the qualitative data from the group discussions and interviews. A systems model was designed using the findings from the empirical study . A set of processes were also designed with the objective of creating schools with high teacher motivation.

The focus group discussions and personal interviews brought forth six primary or broad factors which affect teacher motivation in schools. These factors were colleagues , management , students, infrastructure , personal and social factors , work itself. A questionnaire survey was conducted(N=111) using these factors and all were found to have significant correlation with the motivation of teachers. Subsequently more focus group discussions and personal interviews were conducted for each broad factor to identify the sub

factors affecting the broad factor. Six more questionnaire surveys were conducted among the respondents to the first questionnaire survey , one for each broad factor . Out of the 66 sub factors that were studied in total 15 were found to have very high correlation [correlation $>.8$]with the motivation of teachers , 23 were found to have high correlation [$.7 < \text{correlation} < .8$] , 8 had moderately high correlation [$.6 < \text{correlation} < .7$] , 18 had moderate correlation [$.3 < \text{correlation} < .6$]and 2 had low/no correlation [correlation $< .3$]. Principal component analysis resulted in extracting three components for each of the broad factors. A subsequent principal component regression with the motivation of teachers as the predicted variable and the principal components that were extracted by the principal component analysis as the predictor variable brought forth the effect of the principal components on the motivation of school teachers .

Subsequently all the principal components were mapped and grouped into a set of seven components based on their effect on the motivation of school teachers .These seven components were : Clash , Relation , Esteem , Comfort , Process , Security , Hindrance . These seven components were taken to be subsystems of an individual's motivational system which was itself a subsystem of the overall school motivational system which comprised of the six broad factors : colleagues , management , infrastructure , students , personal and social life , work itself. A system model was designed accordingly . A process design was also drawn up in two steps to help schools create a systemic model for the motivation of teachers. The pre operational process design stage was for steps to be taken before school operations began . The operative stage was for steps to be taken during school operations.

6.4 Scope for further research

This study was limited in its geographical area and a wider and more comprehensive study using still more variables will add more to the knowledge base. The system model proposed in this study has been based on empirical data , an attempt to implement the model and the processes as proposed and study its long term effects on the motivation of teachers will be interesting and add to the body of knowledge. Further studies on teacher motivation could involve interventional studies and the scope of the population could be expanded. A nationwide systemic model is possible and studies could be done to implement that . Further scope of studies can involve explorations into the nature of the school motivational system and explore if it is a chaotic system .

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