

FACTORS AFFECTING WORKPLACE MOTIVATION OF SCHOOL TEACHERS :
A STUDY WITH SPECIAL REFERENCE TO NORTH BENGAL

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BY

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CERTIFICATE

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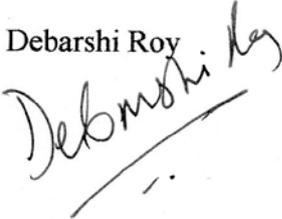
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DECLARATION

I declare that the thesis entitled “ FACTORS AFFECTING WORKPLACE MOTIVATION OF SCHOOL TEACHERS : A STUDY WITH SPECIAL REFERENCE TO NORTH BENGAL ” has been prepared by me under the guidance Prof. Palas R. Sengupta , Professor of Commerce , University of North Bengal . No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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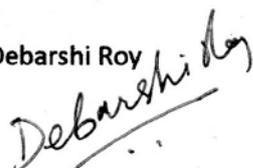
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Chapter 1 INTRODUCTION 1.1 Academic Frame of Reference The word motivation is believed to have had its origins in the Latin word *motivus* which means a moving cause. Motivation is defined as the forces which act on a person externally as well as internally from within the person to initiate a certain behaviour. It can also be described as the forces that account for the arousal, selection, direction, and continuation of a certain behavior (Psychology Applied to Teaching: Biehler and Snowman). It is widely posited that all conscious acts of human behavior requires some type of motivation.

Motivation is not an individual trait and it is not something that some people have while others do not. It is generally a function of an individual's interaction with his or her environment. So while some people may be motivated to work others might be motivated to do something else. This does not mean that people who are not motivated to work are lazy or demotivated.

There are essentially three approaches to the study of motivation : humanistic approach , cognitive approach and behavioural approach. a. The Behavioral approach : The behavioural approach has its core the concepts of classical conditioning and operant conditioning . b. The Cognitive Approach : The cognitive approach to motivation is of the view that human behavior is influenced by individuals' perception of things . c. The Humanistic approach : The Humanistic view of motivation posits that people are motivated to satisfy deficiency needs when those needs are unmet. 1.2

Direction and significance of the present study 21st century is widely described as the century of knowledge driven economies . In knowledge driven economies the tool and techniques of human motivation have developed strategic dimensions which require specialized processes and systems designs to optimize performance. This is especially true in human resource driven, knowledge centric organizations like schools. Literature over the years have posited on the importance of motivated teachers and their influence on the efficacy of the teaching-learning process in a school and thus on the overall success of the school system .

Brumback (1986) and Maehr (1984) had studied teachers' motivation and job satisfaction and the influence of such motivation on the results of the students. It was found in both the studies that motivated teachers resulted in better student performance . Hence the pursuit to build better schools which can optimize student performance and efficacy of the school themselves should begin with an initiative to study the factors that motivate teachers to give their best at work every day .

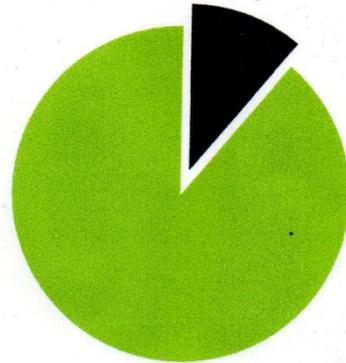
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It is in these areas that the present study seeks to add to the existing body of knowledge on the subject. While it is widely recognized that the motivation of teachers is important for successful outcomes of the teach-learning process , schools do not have a comprehensive systemic framework of all the factors that affect the motivation of school teachers and how school processes and systems can be planned and designed to optimize and maintain the motivation levels of school teachers thus leading to better student and school performance . This study seeks to address this problem . 1.3

Objectives of the study 1. To identify the factors which are correlated to the motivation of school teachers. 2. To empirically study and analyze the correlation of each factor on the motivation of school teachers. 3. To classify and group factors on the basis of their correlation to the motivation of school teachers. 4. To sub-divide each factor into a number of sub-factors which constitute the factor . 5.

To empirically study and analyze the correlation of each sub factor on the respective factor. 6. To empirically study and analyze the correlation of each sub-factor on the overall motivation of school teachers. 7. To apply a systems approach to organizational

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PREFACE

This thesis is submitted for the degree of Doctor of Philosophy of the University of North Bengal. The research work was conducted under the supervision and guidance of Professor Palas R. Sengupta, in the Department of Commerce, University of North Bengal. The study pertaining to the thesis sought to explore the various factors that affected the workplace motivation of school teachers and create a systemic model to map the influences of the various factors.

The study was based on a series of focus group discussions and individual interviews with teachers, heads of schools and experts in education followed by a set of seven questionnaire surveys with a randomly chosen sample of respondents who were full-time teachers in schools situated in the districts of Jalpaiguri and Darjeeling in North Bengal. A set of 73 different variables were studied through 9435 data points. A total of 138 hypotheses were tested in the course of this study. Seven tools of Workplace Motivation Assessment with acceptable internal reliability as well as face, content and construct validity were developed. The various parts of the thesis have been presented through the publication of eight academic research papers.

Acknowledgement

I would gratefully like to thank my guide Professor Palas R. Sengupta , Professor , Department of Commerce , University of North Bengal . His help , encouragement and valuable guidance made this thesis possible .

I would also like to thank all the respected members of the faculty at the Department of Commerce , University of North Bengal , for their whole hearted support during my period of research at the department. Their help and magnanimity helped me immensely

A warm word of gratitude goes out to the principals and directors of the various schools for their participation in the focus group discussions and interview sessions.

I am also grateful to the teachers of the various schools who took part in the study with utmost patience and seriousness. Without their help and active participation this study would have been an exercise in futility.

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ABSTRACT

The 21st Century is widely believed to be a century of knowledge driven economies . Education will be more important than ever in societies and schools will play a pivotal role in ensuring the success of knowledge economies . Schools are dynamic , knowledge centric and human resource driven organizations which are evolving very fast to cater to the new world order . In knowledge driven economies the tools and techniques of workplace motivation are complex and multi dimensional in nature . The same is true in schools where motivation has strategic dimensions and requires specialized systems and processes .

Teachers form an important part of the school organization. It has been widely noted that the motivation of teachers directly affect the motivation of students and hence their performance. Thus the performance of a school is also dependent on the motivation of the teachers that the school employs. So it is imperative to study in detail the various factors that affect the motivation of school teachers and design a system wherein the motivation levels of teachers can be maintained at an optimal level. This will seek to enhance the performance levels of schools by augmenting the teaching-learning process. A study of relevant literature revealed that while numerous studies have been conducted to study factors which motivate school teachers at work , they were mostly concerned with a single factor or a single set of factors. A study which explores a wide range of factors in detail and seeks to design a systemic model for the factors was thus considered necessary . This study strives to fill that gap by studying a wide range of factors and sub factors and then collating the results to design a system model for the motivation of school teachers. The study explored the various factors that affect the motivation of school teachers in North Bengal . The two districts of Darjeeling and Jalpaiguri were chosen for the

purpose of this study . The broad factors affecting the workplace motivation of teachers were first identified and then subdivided into sub factors through a thorough study of related literature , focus group discussions and interviews with heads of schools , teachers and experts on education . This established face and content validity of the questionnaires that were administered. A questionnaire survey with a random sample of teachers (N=111) from the two districts of Darjeeling and Jalpaiguri was then conducted to study these factors and the relevant sub- factors further . The questionnaire required respondents to rate the various questions on a 5 point Likert-type scale. The data was checked for reliability through Cronbach's alpha . Correlation analysis was conducted to test the various hypotheses in the study . Principal component analysis was conducted to extract the various components and also establish construct validity of the questionnaires . Principal component regression was conducted to check whether the components extracted by the principal component analysis were significant predictors of the workplace motivation of teachers . A total of 73 different variables were studied through 138 hypotheses . The principal component analyses extracted 18 components from the 73 variables . The results were noted and inferences were drawn accordingly . After a conceptual study the 18 components which were extracted by the principal component analysis were further combined and the number of components were reduced to 7. A school behavioural system model for motivation of teachers was designed by using the results as the basis. The school behavioural system model consisted of the school system and the individual motivational system of each teacher. A set of processes were designed for the system.

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Chapter 1

INTRODUCTION

1.1 Academic Frame of Reference

The word motivation is believed to have had its origins in the Latin word *motivus* which means ‘a moving cause’. Motivation is defined as the forces which act on a person externally as well as internally from within the person to initiate a certain behaviour. It can also be described as the forces that account for the arousal, selection, direction, and continuation of a certain behaviour (*Biehler and Snowman, 1993*). It is widely posited that all conscious acts of human behaviour require some type of motivation.

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4. To sub-divide each factor into a number of sub-factors which constitute the factor .
5. To empirically study and analyze the correlation of each sub factor on the respective factor.
6. To empirically study and analyze the correlation of each sub-factor on the overall motivation of school teachers.
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.
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.
9. To design a set of school processes to optimize and maintain teachers' motivation in schools .

1.4 Delimitation of scope and key assumptions

This study deals with the factors that affect motivation of school teachers in general and does not attempt to measure or study the current motivational levels of individual teachers or groups of teachers . The study is limited by a sample size of 111 . Though considered adequate a higher sample size could be better. The researcher was constrained by time and resources in view of the fact that fairly long questionnaires were used for the study to gain valuable detailed insights into the factors that influenced teachers' motivation at work. The study was restricted to North Bengal mainly in the districts of Darjeeling and Jalpaiguri. A wider study on a national level was beyond the means of the researcher but would have

helped further. The language of the questionnaire that was administered was English . Since the researcher personally administered the questionnaire he could help with the translations , queries and helped clear any doubt but questionnaires in regional languages can help elicit better responses .

The key assumptions of the study related to the following:-

- *That the responses were spontaneous , unbiased , honest and not frivolous*
- *That the respondents understood the questions*
- *That the respondents trusted the word of confidentiality given by the researcher*
- *That the Likert-type scale data could be treated as continuous and subjected to parametric statistical analysis .*

1.5 Review of related literature : Introduction

The review of literature seeks to explore the relevant areas which dominate the topic of study. Behavioural scientists have propounded motivation as the primary cause for certain human behaviour. More than a century and a half of painstaking research has gone into studying human motivation and its various aspects , over this period studies have changed course and direction .The question that was seemingly manifest in the early studies on motivation was : ‘What are the aspects of cognition, affect and behaviour that benefit most from a motivational analysis ? ’(Gollwitzer and Oettingen 2002) . The proponents of the classical learning theory like Hull (1943) stressed that the process of motivation does not guide or control certain behaviour but encourages inborn, natural and at times learned dispositions. It has also been the subject of motivational researchers like Aitkinson (1957) and McClelland (1955) to study as to whether thoughts and feelings which may have been guided by definitive purposes and goals influence both the choices of individuals as also the efforts that individuals make towards the accomplishment of such choices.

A wide range of studies have been conducted on the aspect of human needs ,their fulfillment and the subsequent influence on motivation. Early learning theorists propounded a generalized concept of need which was bereft of a specific content.

Personality Psychologists however had a different approach to the concept of need: they brought in an aspect of content to the need. McDougall (1932), Murray (1938) , and perhaps the most well known study conducted by Maslow (1954) dwelt into the aspect of motivation and needs. Herzberg et al (1959) propounded their contentious two factor theory which has been the subject of many further research studies. While these researches proved useful in describing motivation and defining the different constructs that influence human need they did not provide instruments to assess those needs. Some questions like what triggers some needs in certain situations and why at other times these needs are switched off were left unanswered. Later researchers like McClelland (1985) and Baumeister and Leary (1995) studied possible answers to these questions.

Over the years the approach of researchers on human motivation has seen a paradigm shift. Earlier theorists described humans as ‘prototypical’ (Gollwitzer and Oettingen 2001) beings who were like machines and could only react to internal or external situations without any conscious thoughts or reflections. The assumption was that humans could be motivated by pushing the right switch. Theories of Hull (1943) and even psychoanalytic theories of Freud were prototypical in nature . Later researchers however shifted their approach and described humans as thinking, knowing creatures who would take decisions based on their judgments and knowledge . Theories like the expectancy value theory (Atkinson 1957) suggest that human beings take rational and well thought decisions based on their knowledge of the probability of attaining their goals and the expected value of such goals. Attribution theory (Weiner 1980, 1992) proposes that people are motivated by a positive outcome wherein they are able to feel good about themselves. Bandura (1997) proposed the self-efficacy theory according to which a person’s belief in his or her self-efficacy or potential to succeed determines how he or she behaves, feels or thinks. These later theories thus shift from the earlier approach of describing humans as mechanical prototypes incapable of thought and judgment to that of a thinking, knowing , rational being.

The present researches in motivation not only study the processes and variables that determine the goals of individuals they also study the factors that determine the implementation of such goals. Thus the earlier studies are taken a step forward and a new concept of humans as ‘flexible strategists’ (Gollwitzer and Oettingen 2002) is brought forth. This is however a twofold process: in the first when a person chooses a goal he or she is the quintessential knowing and rational person that the earlier researchers

postulated, however when the implementation stage comes people take on strategic roles (Gollwitzer 1990) . Higgins (1997) postulated the Regularity Focus Theory according to which there are two independent self regulatory orientations in a person : prevention and promotion. The relatively recent studies in self regulation have its echoes in the early studies of the mentalists like James (1890) who postulated that self regulation involved either the strengthening of a weak resolve to carry out action that was desired or to weaken a strong resolve to carry out an action that was undesirable or unwarranted. German psychologists like Lewin (1943) also worked on the willful control of behaviour and their works find their echoes in the modern researches on motivation which draw distinctions between the motivational approaches to the choice of goals and the volitional approaches to the implementation of such goals.((Gollwitzer and Oettingen 2002).

Literature related to the motivation of teachers show two distinct categories or segments. The first category belongs to studies which dealt with the association of the motivation and job satisfaction of teachers to the achievements of students. In other words these research initiatives wanted to answer a basic question : Do the motivated teachers increase student achievement levels ? Skinner and Belmont (1993) found that teacher involvement in the classroom (which can be a function of teacher's motivation to work) is an important predictor of the student's motivation in the classroom. Maehr (1984) had postulated that highly motivated teachers would have highly improved performance because research had shown that performance is linked to motivation. Ames and Ames (1984) defined three motivational systems: ability-evaluative, task mastery, and moral responsibility which had a value orientation which was mutually shared by students and teachers . Thus the motivation of students and teachers were postulated to be intrinsically linked to each other.

A large number of studies were conducted to identify the factors which motivate teachers . Sergiovanni (1967) found that teachers are most satisfied when they succeed in reaching out to students and affecting their lives and in turn earning recognition, pride , a sense of responsibility and achievement. Lortie (1975) postulated that teachers are motivated when students excel . Menlow and Low (1988) conducted a major study which was spread across five countries and they came to the conclusion that teachers are most motivated when students understand what they are taught and do well.

Lawler and Hackman (1975) had postulated that there are numerous and diverse methods to find out what motivates people. This ranged from simple written tests and questionnaires to informal interviews. Since this researcher contemplates to use a questionnaire where respondents would be asked to rate their experiences on various factors on a 5 point scale it was pertinent to review literature relating to Likert and Likert-type scales , their interpretation and subsequent techniques of analysis. One aspect of using Likert scale has been the raging debate on the validity of the subsequent treatment of the data as parametric data and conducting parametric statistical tests on the data. Norman (2010) had found in his study that parametric statistical tests can be conducted on Likert scale data even with small sample sizes , unequal variances and non normal distribution. Another aspect of the data analysis was the subsequent use of appropriate tools to analyze the data and in that context , studies on factor analysis , factor scores and the use and methods of factor score regression were reviewed.

Thus the review of literature seeks to research, analyze and interpret the various relevant studies that have been conducted on the aspect of the present study.

1.6 Literature on studies in Teacher motivation

Thomas Sergiovanni (1967) , in his study entitled “*Factors Which Affect Satisfaction and Dissatisfaction of Teachers* ” tested an alternate hypothesis that factors which satisfy and dissatisfy teachers are mutually exclusive as proposed by Frederick Herzberg and his associates and are not arranged on ‘conceptual continuum’ (Sergiovanni 1967). The findings of his study revealed that factors affecting the job satisfaction and dissatisfaction of teachers were polarized in mutually opposite directions. The study further revealed that factors like achievement, recognition and responsibility contributed to job satisfaction of teachers and were polarized in the positive direction. Factors such as interpersonal relations between students and peers, school policies, unfairness, status, personal life , technical supervision , contributed to teacher dissatisfaction and were polarized towards the negative direction. The ‘satisfiers’ were shown to be factors which focus on the work itself and the ‘dissatisfiers’ were factors which focused on the conditions of work. The results of the study showed that Herzberg’s two factor theory applied to teacher motivation as well .

Cecil Miskel (1974) tested the hypothesis that the attitudes of educators differ from the attitudes of business managers towards risk orientations and intrinsic and extrinsic rewards. He used the Borgatta, Ford, and Bohrnstedt Work Components Study Questionnaire to compare the job orientations of employees in both educational organizations and business organizations. These employees were all college educated. The sample under study consisted of 432 teachers, 118 educational administration specialists and managers, and 192 business managers. One way Anova and two way Anova were used to study relationships and differences in the groups in the attitudinal scales. In the study Miskel found that teachers had greater concern for hygiene factors and low propensity for risk whereas business managers showed greater risk propensity but lower concern for hygiene factors. Specialist educational administrators showed similar concern for hygiene factors as the teachers but also had high risk propensity like business managers.

Daniel Lortie (1975) seminal work on teaching as a profession has been cited as one of the most unique and helpful research on the teaching profession. The mainstay of Lortie's work was his notion of the "apprenticeship of observation". According to Lortie teachers teach just they were taught. An average student spends 13,000 hours in contact with teachers in the classroom by the time he graduates out of high school. This leads to an observing behaviour which acts as the basis of the teachers approach when he or she teaches; Lortie termed it Apprenticeship of observation. He argued that what students learn about teaching is imitative and intuitive rather than explicit and analytical. Lortie in his study offered seven quotes from teachers. Five of the seven quotes provided evidence that some specific practice by a teacher had its effect on students who carried it on to their own teaching careers. In the context of teacher motivation Lortie postulated that teachers are motivated the most when students excel. Thus student achievement was a major factor for teacher motivation according to the study. Recently Lortie's study and his theories have received a lot of criticisms especially in the light of the fact that very limited empirical data was provided by Lortie as evidence and some recent researches have contradicted Lortie's postulates.

Edward A. Holdaway (1978) investigated the satisfaction levels of teachers in Alberta, Canada on specific aspects of their working conditions through questionnaire surveys

among a stratified sample of teachers from 21 Alberta school systems. The researcher also examined the relationships between the satisfaction levels and other variables like sex, age, experience. He asked for free responses from the respondents and solicited information which was relevant to Herzberg's two factor theory of motivators and hygiene factors. The teachers were also requested to list out changes that they would like to have in their working conditions. The factors which contributed the most to overall teacher satisfaction were those concerning "working with students." The factors that contributed the most to teacher dissatisfaction were those concerning "attitudes of society and parents," "administration and policies," and "physical conditions." The changes that the respondents desired in working conditions were led by, "smaller classes" and "more preparation time".

David W. Chapman and Malcolm A. Lowther (1982) proposed a conceptual framework of the various influences that affect teachers' job satisfaction. The researchers reported a study which used the framework that was proposed by them and investigated relationships among specific abilities, values, and accomplishments with teachers' job satisfaction. The results of the study supported the conceptual framework that was put forward by the researchers. The results of the study showed that women were more satisfied with their jobs as teachers than their male counterparts. Teachers' competence and expertise were significantly related to their satisfaction at their job. Job satisfaction was shown to be related to giving low importance to those activities and goals would be difficult to meet in the given school. But it was also interestingly shown that if those actual goals could be achieved in they would have a strong positive relationship to job satisfaction.

Carole Ames, Russell Ames (1984) in their paper 'Systems of student and teacher motivation: Toward a qualitative definition' described three motivational systems: ability-evaluative, task mastery, and moral responsibility. Value orientation is inherent in each of these motivation systems these are shared values of students and teachers. The perspective which is qualitative in nature related to distinct networks of cognitions and involved goals and values, attributions and strategy beliefs. Student motivation was represented by illustrating how each of the motivational systems could be extorted by competitive, cooperative and individualistic goals. Teacher motivation on the other hand

was represented by illustrating how each of the systems originates from the specific goals of teachers.

Martin L . Maehr (1984) in his paper on motivation and school achievement proposed a concept of ‘personal investment ’. He posited that person’s perception of the meaning of a situation is very important to decide how he or she proposes to invest himself or herself to the situation . This meaning is firstly influenced by one’s perception of options or possibilities of alternate actions , secondly one’s view in relation to the situation along with one’s view of one’s capability of competent performance , thirdly the incentives and personal goals. In one paper entitled ‘Meaning and Motivation : Towards a theory of personal investment “ it was posited that teachers are highly motivated if teachers are highly motivated then their performance will also improve because performance was posited to e linked to motivation.

Gladys Styles Johnston , Vito Germinario (1985) conducted a study among ten elementary and five secondary schools in New Jersey with the objectives to examine the characteristics of teachers’ involvement in the decision making process in schools,. To test the relationship between the status of teachers’ decision making and the loyalty to principals, to investigate the degree of loyalty to principals, and to explore the dynamic structure of teacher decision making involvement in order to develop a better framework and model for activities. Analysis of variance was used as primary basis of statistical analysis. Further factor analysis was conducted on the data . The results of the study indicated that teacher decisional statuses were related to their loyalty to principals and there was no significant different in teacher satisfaction with decisional status with regards to elementary and secondary schools, elementary school teachers had greater loyalty for principals than secondary teachers and that teachers want to participate in those decision making areas which have a direct and close relation to the teaching-learning process.

C.J Brumback (1986) studied the relationship between teacher job satisfaction and student academic performance as a part of his doctoral thesis at the Georgia State University . The study found that there was a strong relationship between teachers’ job satisfaction and their students’ academic performance . The study also found that

significant differences in scores existed between students who were taught by teachers with low job satisfaction and those with high job satisfaction.

Samuel B. Bacharach , Sharon C. Conley (1986) criticized the method of controlling teachers by controlling their compensation systems in order to impose ‘forced’ motivation on them . They advised school administrators not to ignore the basic tenets of organizational management and out forward the example of the merit pay system wherein the logic was that if teachers are not motivated to perform to their full potentials then could be bribed by the way of merit pay to perform better. The researchers argued that merit pay worked only in situations where collaborative work was not required by the workers and each worker’s contribution could be differentiated and most importantly when any extra work by a worker brought an additional revenue to the organization. The teaching profession did not provide either of the two situations. They dwelled on two aspects of school management , that of professional and bureaucratic. The researchers formed 10 questions which they argued could help schools diagnose their managerial practices and locate weaknesses. These 10 questions encouraged evaluation of a wide range of organizational practices from consensus on goals , encouragement of open communication, a structure that encouraged participation, coherent managerial policies, positive supervisory behaviour , effective design of work activities , constructive system for evaluating personnel , implementation of career development programs , respect for individual teachers and a culture of cooperation.

Allen Menlo and Pam Poppleton (1990) conducted a cross cultural study on the quality of teaching life among school teachers at the secondary level assisted by an international consortium of research teams from universities in 9 countries. These countries were United States , England , West Germany , Japan , Singapore Israel , Soviet Union , Canada and Poland . In the study the three main components of the work lives of the teachers of the different countries were compared ; classroom practices , roles and responsibility and work conditions. Three main indicators of the quality of their work life as centrality of their work to their lives , job-stress and overall job satisfaction were compared too. Since the study was conducted among nine countries it was natural that there would be cross cultural factors which would influence the finding of the study especially since teaching and the methodologies were not the same in all the countries. The questionnaire was designed by research teams from the University of Michigan and Sheffield, the English questionnaire was translated in to the different native languages by experts in respective

countries. Qualitative data provide the mainstay for the survey and was collected through the questionnaire and structured interviews. For the analysis the variables were divided into five categories : demographics , roles , conditions , practices, quality of work life. The most interesting result that the study projected revealed that despite differences in culture there was a common orientation among the teachers from the different countries. Thus certain principles were found to be universal. Two basic aspects found to be common among all the teachers from the different countries were teachers are more motivated when they were able to focus on the general well-being of students more than professional issues and responsibilities and when they experienced supportive relationships with their colleagues.

Bonnie S. Billingsley , Lawrence H. Cross (1992) conducted a study with the objective to identify the variables that influence teachers commitment and job satisfaction. They conducted this study both among general educators and special educators. Another related objective of the study was to determine whether the variables that influence commitment and job satisfaction of the teachers influence teacher's intent to stay on in the profession of teaching. The sample of the study consisted of a random sample of 558 special educator and 589 general educators in Virginia, USA . A questionnaire was sent to the respondents . Multiple regression as conducted on the resultant data and cross validated , The results indicated that work related variables such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than demographic variables like age , gender etc. The findings were more or less similar for general and special educators.

Larry Frase (1992) in his book “ Maximizing people power in schools : Motivating and managing teachers and staff ” presented ways and means to motivate teachers and staff. Frase posited that the intrinsic factors related to the work itself as also the job of teaching inherently brought joy and satisfaction to teachers and acted as motivators rather than extrinsic factors like rewards . Frase identified factors which were related to the work itself and termed it content factors .

Ellen A. Skinner , Michael J. Belmont (1993) examined the effects of 3 dimensions of teacher behaviour , that of involvement, structure and autonomy support on children's achievement. The study involved 14 teachers and 144 students. Correlation analysis and

path analysis were conducted and the analysis revealed that teacher involvement was central to children's experiences in the classroom and that teachers provision of autonomy support and an optimal structure predicted children's' motivation throughout the year. The reciprocal effects of student motivation on the behaviour of teachers were also found in the study. The importance of teacher student relationship in optimizing student motivation and performance was noted.

Morton Inger (1993) in his paper entitled “ Teacher collaboration in secondary schools ” studied the effect of collaborative teaching practices in schools . He concluded that colleagues play a part in a teacher's life because they are ‘ an integral , inseparable part of day to day work ’ (Inger , 1993). He posited that schools should value shared work and give opportunities to teachers for collaborative work.

C. Barnabe , M. Burns (1994) empirically tested the Hackman and Oldham job characteristics model of motivation which proposed associative relations between worker motivation, job characteristics and psychological states . The related instrument: Job Diagnostic Survey (JDS) was tested for its utility to determine factors affecting teacher's motivation. 247 teachers (71.5% female, 67.2% between the ages of 40 and 59 yrs, 43.5% with at least 21 yrs experience teaching) in 4 different school boards in the province of Quebec in Canada were administered the Job Diagnostic Survey (JDS). The JDS instrument segregated adequately the job characteristics for the given sample. Expected relations between job characteristics and psychological states and between psychological states and motivation were found. The correlations in this study were however lower than those found in other studies with larger samples. Psychological states were found to interfere between job characteristics and outcomes.

S.A. Bobbit , M.C. Leich , S.D. Whitener , H F. Lynch (1994) . In 1991-92 a Teacher Followup Survey (TFS) was conducted in the United States of America . This was a follow up survey which was conducted among the respondents to another survey which was conducted in 1990-91 and was known as Schools And Staffing Survey (SASS).Those teachers who had left the profession between the two surveys were characterized as leavers , those who had changed schools were characterized as movers and those who remained in the same school were characterized as stayers. The attrition rate was found to be higher (12.3%) in privates schools than in public schools. The attrition rate was found to be varying by age and significant in the under 30 years

category. ‘ Stayers’ felt that higher salary and better benefits would encourage teachers to remain in teaching.

Dianne L. Taylor , Abbas Tashakori (1995) tested the interrelationship and dimensionality of the four variables : teacher’s decision participation , school climate , sense of efficacy and job satisfaction. They used a national data set which had its origin in the National Education Longitudinal Study (NELS-88) project, which involved 1,035 schools with students from the eighth grade, and from the 1990 follow up of the same study in 1,296 schools. The final data set involved 9,987 teachers and 27,994 students. The researchers performed regression analyses with teachers' sense of efficacy and job satisfaction as the predicted variables and decision participation and school climate as predictor variables . The results from the study showed that school climate had a strong relation with job satisfaction; but, the association between school climate and sense of efficacy was low. However , the various dimensions of school climate were found to be stronger predictors of teacher’s job satisfaction than the various dimensions of the variable decision participation. Lack of obstacles to teaching and principal leadership were found to be the strongest variables among the school climate which predicted job satisfaction. Faculty communication and lack of obstacles to teaching were found to be the best predictor variables for teacher’s sense of efficacy. Dimensions related to teachers participation in decision making did not emerge as strong predictors for teachers sense of efficacy or job satisfaction. Thus school climate and its various dimensions were found to be stronger predictors for job satisfaction and teachers sense of efficacy than teachers participation in decision making.

Alexander K. Tyree JR (1996) in his study investigated the dimensions teachers’ commitment to teaching. While the concept of teacher’s commitment to teaching is multidimensional the ,measurement of such commitment has traditionally has been one-dimensional. The researcher in the study empirically tested a multidimensional approach to teacher commitment measurement. The concepts were drawn from commitment theory . Items were used from the Administrator and Teacher Survey of 1984 and factor models of multiple dimensions were analyzed. The results corroborated the researchers theory that a multidimensional measurement of the commitment to teaching is justified.

Andre Bishay (1996) conducted a study involving two stages . In the first stage a sample of about 50 teachers were taken and their job satisfaction and levels of motivation were

measured using a questionnaire survey. In the second stage a sample of 12 teachers were taken for a study using the experience sampling method. The Experience Sampling Method helped the researcher to determine which daily work related activities led to the highest levels of motivation and job satisfaction. It made use of an electronic device which was used to page the respondent several times a day. Every time the pager beeped the respondents completed a survey illustrating how they are feeling, what they are doing and other details. The teachers were beeped at a random rate 5 times a day and at the end of the survey this brought forth 190 reports of their daily experiences. Conventional data from the previous survey at stage 1 and data from the experience the sampling method corresponded with each other. Job satisfaction and motivation correlated with gender, responsibility levels, age, years of teaching experience, activity among other factors. Results from both the Experience Sampling Method and the conventional survey showed that teachers, loved to teach above everything else. Job responsibility had a significant impact on job satisfaction; teachers with higher responsibilities had higher satisfaction. Women however were less satisfied with their jobs than men. There was also a positive correlation between years of service and job satisfaction: results also indicated that with increase in the years of teaching experience the stress levels decreased.

Low Guat Tin, Lim Lee Hean and Yeap Lay Leng (1996) studied 27 highly motivated primary and secondary school teachers in Singapore through in-depth interviews. In this study, two primary school principals and four secondary school principals were approached to nominate 4 highly motivated teachers each from their schools. Three of the principals gave five names, thus a total of 27 teachers were interviewed. Ten of the those teachers were primary school teachers while the other 17 were from secondary schools. The interviews sought to identify factors which motivated these teachers so the interviews were direct, face to face and involved the simple act of asking the respondents what motivated them. The respondents were given as much time as required and the questions were open ended. The interviews were tape recorded for future reference. The results showed that the teachers were motivated by students, administrators, the nature of the job itself and some, by their religion. Though the data was not subjected to any statistical tests it was evident from the results that the female teachers found that teaching accommodates their roles better than other jobs. The study also reported that motivated teachers in turn motivated their students to do well and when the students did well they were in turn motivated to help their students further. This was

an interactive relationship. The study also noted that intrinsic factors must be present for maximum motivation of teachers and that providing a good working environment and comfort was not enough teachers were most motivated when their self actualization and esteem needs were met.

J.Davis, , S.M. Wilson, (2000) studied school principals' endeavours to empower their teachers and the results of such endeavours on the motivation , job satisfaction and stress levels of the teachers. The study involved 660 teachers from 44 schools in Eastern Washington . The participants were administered a questionnaire which measured four variables : job satisfaction, motivation, stress, and principals' behaviour leading to empowerment of teachers. The items under motivation particularly determined impact, competence, meaningfulness, and choice. Satisfaction was determined through four items that related to the respondents' general satisfaction with the work and their eagerness to continue with the same job. Job stress was determined using questions that asked participants their feelings while working. Empowering behaviors of principals were evaluated using a seven point Likert scale. The results showed that there was a significant difference between how principals rated their empowering behaviour and how teachers rated the same. Further the results indicated that there was a significant relationship between principals' empowering behaviour and teacher motivation. The higher was the score that a principal received from teachers in empowering behaviour the higher was the teacher motivation. Results also showed that motivation was related to job satisfaction and job stress, the more intrinsically motivated teachers were more satisfied and less stressed about their jobs.

Gerald J. Brunetti (2001) conducted his study in order to measure the degree to which experienced high school teachers were satisfied with their work and to find out the principal motivating factors which motivated them to continue to teach. He conducted his study in two phases : in the first phase he sent a survey to all the high school teachers in the Northern California School District in the USA .The survey was conducted through an instrument known as The Experienced Teacher Survey which was specifically designed for the study. It had two purposes , one that of identifying a group of teachers from whom a sample could be drawn for the interview stage and the second to provide information about teachers' satisfactions and their motivations to remain in teaching. In the second phase he selected some teachers from the first larger group and carried out interviews.

The results showed that the teachers per se were highly satisfied with their jobs ; this was first illustrated in the survey responses and then supported in the interviews. As for the motivators to remain in teaching it was evident from the study that the students were the prime motivator. The teachers enjoyed working with young people , they loved to see them grow and change .Among the most rewarding experiences that teachers cited was that of seeing their students succeed and the unexpected success that of some students who had problems in school. Conversely disappointment was cited when students failed to do well. Among factors that were grouped as professional satisfaction factors , practical factors and social factors the professional satisfaction factors scored high in terms of being motivators and the practical factors scored lowest. The love and passion for the subject , excitement of classroom , collegiality or working with fellow teachers , also were significant motivators.

Deanne A. Crone and Robert H. Horner (2003) in their book ‘ Building positive behaviour support systems in schools . Functional Behavioural Assessment ’ posited that there were four behavioural systems in a school ; school-wide , classroom , non-classroom specific setting and individual .

John Coolahan (2003) in his study “ Attracting , developing and retaining effective teachers” , which was essentially a country background report for Ireland for a study by the organization for Economic Co-operation and Development (OECD) , Coolahan posited that the profession of teaching in Ireland enjoyed high social status and thus the profession was competitive and motivating for the teachers .

Kerry Barnett , J. McCormick (2003) sought to empirically study transformational leadership behaviour in schools. It has been widely held that school principals who create a vision for the school and communicate that vision effectively to all ,create effective and successful schools. There was little empirical literature to support this view so the study was undertaken. Four schools were chosen for data collection; these schools were led by principals whose transformational leadership styles had dual characteristics of individual concern and vision as per the perceptions of the teachers. A qualitative research design was drawn and data was collected using semi structured interviews. Subsequently content analysis was used to identify patterns and themes ; conclusions were drawn thereafter. The results of the study emphasized that the influence of vision on teacher motivation was

not as profound as the influence of individual concern. Thus the most important element of transformational leadership in schools was found to be individual concern. The conclusion of the study was that school leadership is highly dependent on individual concern and relationships . A school leader can lead a school effectively by building on individual relationships and encouraging teachers through these relationships to use their expertise and abilities to steer the school towards a common shared purpose and vision.

Jack Buckley , Mark Schneider ,Yi Shang (2004) in their study entitled ‘ The effects of school facility quality on teacher retention in urban school districts’ studied the effect of school infrastructure in the motivation and retention of school teachers . For their study they used data from a survey of K-12 teachers in Washington D.C . They found that the quality of facilities was an important predictor of the decision of teachers to stay on in their current school or leave. They posited about the ‘sick building syndrome’ which affected and lowered motivation in schools across the board.

Paul Bennel (2004) studied teacher motivation and incentives in sub-Saharan Africa and India . He posited that teachers in Africa and South Asia had low social status as compared to profession like medicine and engineering . They are in fact considered only slightly better educated than their student . Thus the motivation to join professions like medicine and engineering are much higher in those parts of the world.

Michael Kremer ,Nazmul Chaudhury ,F. Halsey Rogers , Karthik Muralidharan ,Jeffrey Hammer (2005) conducted a study to explore the causes of teacher absenteeism in India . They published their findings in a paper entitled “ Teacher absence in India: A snapshot ” They concluded that teachers are less likely to be absent at schools that have been inspected recently , have better infrastructure and that are closer to paved roads .

Lorene Alcázar , H.F. Roger , N. Chaudhury , J . Hammer , M. Kremer , K . Muralidharan (2006) studied the various of teacher absenteeism in Peru . The study found that poor infrastructure was one of the causes for teacher absenteeism . The study also found that teacher absenteeism was higher for more remote and poorer schools .

Susan Moore Johnson (2006) from the Harvard graduate school of education in her working paper entitled “ The workplace matters. Teacher quality , retention and

effectiveness ”studied the methods and policies that should be undertaken to ensure that every classroom would have a good teacher . The study posited that in order to have good teachers and retain them , the workplace should be able to encourage and support them in a variety of ways . The study commented on the importance of school infrastructure in teacher motivation by positing that neglected maintenance of school infrastructure conveys indifference and also ‘ disdain for those who use the school ’(Johnson , 2006) . and also affects effective instruction . The study concluded that long term strategy for improving school performance should remove constraints to good teaching and build the right support systems.

Eric Hanushek and Steven Rivkin (2007) in their study ‘ Pay , working conditions and teacher quality ’ examined the relationship between salary , working conditions and quality of teaching , They used data from the Texas Public schools in their study and concluded that wages and characteristics of students were related to teacher turnover and advised that the threshold barriers to becoming teachers should be lowered and teachers’ career advancement and compensation should be linked to their ability to improve the performance of students .

Euan Davidson (2007) studied the role of teacher motivation in Tanzania . He encouraged teachers to maintain daily dairies wherein they would write about their work and personal experiences. Not many instructions were given to the teachers for the dairies except that the summaries of such dairies should provide information about their working and personal lives for the purpose of the project. 10 teachers’ dairies from 3 different schools were available for use in the project. The key issues portrayed by the study of the dairies were salaries , housing , benefits , status , workload . it was concluded that a vast majority of teachers in Tanzania were unhappy their salaries , housing conditions, benefits , status and workload and the unsatisfactory approach to these factors lessened their motivation to carry on teaching .

Beverly A. Perrachione , Vicki J. Rosser (2008) conducted their study with a purpose to identify the intrinsic and extrinsic variables that influence job satisfaction and retention among school teachers. The sample for the study consisted of 300 Missouri public elementary schoolteachers teaching in the classes ranging from kindergarten to 5 and having 5 or more of teaching experience. The results from respondents showed that three intrinsic motivators namely personal teaching efficacy, working with students, and job

satisfaction were perceived to have significant influence satisfaction and retention, while two extrinsic motivators namely low salary and role overload did not seem to have any effect on job satisfaction and retention. The researchers used quantitative tools and techniques like multiple linear regression as well as qualitative analysis to analyze the data, the findings from the analysis showed that teachers who experienced satisfaction at their school and/or satisfaction with the profession of teaching were more likely to remain in the profession . However no relationship was found between satisfaction with the job of teaching and retention, which suggested that retention was determined by teacher's satisfaction with the profession and not with work-related jobs.

Glenda Anthony and Kate Orad (2008) in their study based in New Zealand entitled “ Change of career secondary teachers : Motivation , expectations and intentions ” studied the factors that motivated people o change their professions and enter the teaching profession. They studied a sample of 68 new teachers who had changed their career to teach . the actors related to family experiences , previous work values and task experiences . Finding more time for the family was a motivator for teachers in the profession.

Karin Muller , Roberta Alliata , Fabienne Benninghoff (2009) in their study examined the motivation that drove people to join the profession of teaching and also those that drove people to leave teaching . These factors were used to identify leveraging factors to plan effective teacher management policies . it was found in the study that teachers derived motivation from higher order needs like social relations.

Mehmet D. Karsh, Hale Iskender (2009), studied the effect of motivation that is provided by the School administration on the job satisfaction and institutional commitment of teachers. The sample size of the study was 400 teachers working in Sakarya , Turkey. The Data for the study was collected through the administration of the Minnesota Job Satisfaction Scale, Cook and Wall Institutional Job Commitment Questionnaire and Motivation Questionnaire with the addition of three questions determining gender, branch and educational status. The results showed that prima facie the school administration motivated teachers in a positive way and teachers were committed to the institutions. It is also found out that the level of motivation affects the

institutional commitment and the level of institutional commitment changes as per the motivation provided by the school administration. The level of motivation also affects the job satisfaction : high motivation causes high job satisfaction conversely low motivation causes low job satisfaction. The level of job satisfaction also affects the institutional commitment and teachers having high job satisfaction show high institutional commitment and vice versa . It was found in this study that gender, and educational status doesn't affect teachers' motivation and their institutional commitment.

Judith Schellenbach-Zell and Cornelia Gräsel (2010) examined teachers' motivation and the factors which support teacher's motivation within the ambit of two school innovation projects . The projects are "Chemistry in Context" project and "Transfer-21"project. The main aims of the 'chemistry in context project' was to improve chemistry teaching in secondary schools and supports the learning process of students. The Transfer-21 project was a follow up project to the "Education for Sustainable Development (21)" program set out by German State Commission for Educational Planning and Research Promotion. Self-determination theory and person-object-theory of interest provided the theoretical background for these studies. In addition the researchers also investigated how effective were certain incentives to activate motivation. It was essential for both the school projects that teachers were motivated to participate in implementing the projects. The researchers distinguished between the two types of motivation :that which was self determined and occurred out of enjoyment and personal development and that which was controlled and could be interpreted as the headmasters' 'request' to participate. The different theoretical factors which were taken to be influencing the motivation of teachers were taken as attribution of significance (person-object-theory) , satisfaction of basic needs and incentives. The basic research question that was thus formulated was what effect did each of these three factors have on the two types of motivation and how strong was the effect. A regression model was used to analyze the answers to the questions. Results showed that a significant factor affecting the teacher's motivation to participate in a school innovation project is the attachment of significance to the innovation. The satisfaction of basic needs (autonomy, competence and relatedness) analyzed from data in both studies resulted in differential influences for motivational types based on self-determination. Further the incentives that were examined also showed effects on controlled types of motivation.

Kent McIntosh , Kevin J . Filter , Joanna L. Bennett , Charlotte Ryan , George Sugai (2010) in their paper entitled “ Principles of sustainable prevention: Designing scale-up of School-wide Positive Behaviour Support to promote durable systems” proposed a school-wide positive behaviour support (SWPBS) which was essentially a systems approach to build a protective school culture by designing a sustainable system through infrastructural design , environmental design with the help if the various systems variables.

Lindsay Blank, Susan Baxter, Elizabeth Goyder, Paul Naylor, Louise Guillaume, Anna Wilkinson, Silvia Hummel, Jim Chilcott, (2010) in their paper "Promoting well-being by changing behaviour: a systematic review and narrative synthesis of the effectiveness of whole secondary school behavioural interventions", reported on a systematic review of published literature on the efficacy of behavioural interventions that were conducted throughout entire schools. The aim of all these interventions was to promote emotional and social well being among secondary students. The paper suggested conflict resolution procedure and the use of peer motivators.

Figen Eres (2011) conducted a study to determine the motivational levels of teachers and the teachers’ perceptions of the transformational leadership qualities of the principals. Thereafter he investigated the relationship between teacher motivation and transformational leadership qualities of school principals. The sample for the study consisted of a random sample of 397 class and subject teachers in Ankara , Turkey. Based on the results of the study, the motivation levels of teachers in the survey was determined to be “partially satisfied”. No meaningful relationship was found in this study between the transformational leadership characteristics of school principals and the level of teacher motivation. The results of the study indicate that even though transformational leadership plays an important role in the realization of organizational goals it does not play an important part in motivating teachers. The study failed to to produce any conclusive proof the leadership style of an administrator’s has any direct relationship to teacher motivation.

Gunram Dehalloo (2011) conducted a study as part of his Doctoral Thesis at the University of South Africa .The study investigated the motivation and job satisfaction of teachers in the Ilembe District of KwaZulu-Natal , in South Africa . The research design was described as a mixed-methods sequential explanatory design. During the quantitative

phase, a structured questionnaire was administered to 100 respondents from five secondary schools. The qualitative phase involved a phenomenological study in which 16 teachers from the same five schools were interviewed. The study found that the teachers in the sample exhibited high self-efficacies. Teachers with positive self-efficacies were more satisfied with their physical environments and their school's cultures than the others. The respondents believed that school policies related to remuneration, safety and security, school governance, assessments and evaluations needed to be revised to raise teacher motivation and job satisfaction. Teachers were unhappy with their workloads the multiple roles they played at school, their relations with their school principals, School Management Teams, parents and many learners who were ill-disciplined and underachievers. The study also found some significant differences in perceptions between different categories and groups of teachers. Male teachers were more satisfied with policies, interpersonal relationships and school organization than their female counterparts. African teachers were happier with policies and their nature of the work than Indian teachers. Teachers with more years of experience were less negative about their physical environments. Teachers with certificates only were the least satisfied with their physical environments, school organization and structure. Most importantly, teachers who were given the opportunity to demonstrate their potential to be successful, was significantly more satisfied with work-related issues.

Muhammad Tayyab Alam , Sabeen Farid (2011) designed a and conducted a study to investigate the factors affecting motivation of secondary school teachers in Rawalpindi, Pakistan. The main objective of the study bring forth recommendations for the improvement of motivation of teachers. A sample of 80 teachers from 10 school around Rawalpindi was chosen for the study. A questionnaire survey was conducted and the data was analyzed . The study concluded that teachers were not satisfied with their socio economic status and their choice of profession,. A lot many teachers felt that they were underpaid and were not respected . The following factors of motivation were studied by the researchers ;income status, importance in the society, self confidence incentives and rewards on showing good results.

Quratul-Ain Manzoor (2011) in his study sought to identify the factors that affect employee motivation and investigate the relationship between employee motivation and organizational effectiveness. He designed a research model which was based on the

literature, and linked factors affecting employee motivation with levels of employee motivation and organizational effectiveness. He built three hypotheses based on the study of related literature and the model that he had created . The hypotheses were tested in perspective of such studies and literature. The results of the study concluded that factors such as empowerment and recognition have positive impact on the motivation of employees. With an increase in empowerment and recognition of employees in organizations their motivation to work increases . The study also concluded that there was a positive relationship between employee motivation and organizational effectiveness.

Susan Michie , Maartje M Van Stralen , Robert West (2011) in their paper entitled “ The behaviour change wheel : A new method for characterizing and designing behaviour change interventions ” proposed a behaviour system consisting of three essential conditions Capability , Opportunity and motivation. They termed it COM-B system. They arrived at this conclusion after a search of electronic databases and consultation with experts in behaviour change and identified a framework which could be used for behaviour change . Nineteen frameworks were discovered which covered nine intervention function and seven policy functions.

Caroline F. Mansfield , Marold Wosnitza, Susan Beltman (2012) in their study approached the area of teacher motivation in two distinct ways. In the first part a study examining goals for future teaching was presented and in the second part a conceptual framework for understanding the content of the goals was presented. The framework was generated on empirical data and provided a tool to explore the contents of teachers’ goals. A convenience sampling method was used and the sample consisted of 218 graduating students from two universities of Western Australia. The participants in the study had to complete a survey which was administered after their teacher education program, this survey could be taken either during class hours or online. A combination of deductive and inductive processes were used to analyze the data and the Ford and Nichols’s (1987) Taxonomy of Human goals was used to identify and categorize the teachers’ goals which were revealed from the data. The process of analysis led to a Goals for Teaching Framework: the two main dimensions of Ford and Nichols taxonomy (1987) namely desired within-person consequences and desired person-environment consequences were utilized in the analysis . Conceiving goals in the form of a framework encouraged teacher motivation researchers to look beyond motivation as a solely cognitive process, and to consider the affective, behavioural, and social dimensions of motivation in the context of teaching.

Joseph Attiah Seniwoliba (2013) studied teacher motivation and job satisfaction in senior high schools in Ghana . He interviewed 143 males and 35 female teachers using a self designed questionnaire . The main factors affecting teacher motivation as was found by the study were salary working conditions , incentives , medical allowances , security , recognition , student indiscipline , achievement , growth , status . The paper noted that even teachers who were dissatisfied with their salary , recognition or student indiscipline were motivated and satisfied by the work itself.

Joyce Nyam , T.O William West (2014) in their study entitled ‘ Teachers’ Motivation : A study of the psychological and social factors ’ investigated the material and psychological determinants of teachers’ motivation as also in some cases the factors which adversely affect teacher motivation at work. They concluded that teachers ‘ like to feel needed by others ’ and enhanced social status motivates them .

1.7 Gaps in literature

Several gaps exist in the related literature on teachers’ motivation in schools. Most of the previous studies on teacher motivation stressed only on one dimension and sought to study only one factor of influence or one set of factors. A comprehensive multidimensional study of factors, categorization and analysis of the influence is thus deemed necessary. There is also a dearth of studies which deal with systems approach to workplace motivation of teachers in literature . The researcher could find studies that explored students’ motivation through a systems approach but did not find studies related to teachers’ motivation explored through the same systems approach. This study seeks to introduce a systems approach to teachers’ workplace motivation. It is in these areas that the present study seeks to add to the body of knowledge provided by the previous studies.

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Chapter 2

METHODOLOGY

2.1 Research Questions

1. What are the broad factors, viz. : Colleagues , Management , School Infrastructure , Students , Work Itself , Personal and Social factors that are correlated to the motivation of school teachers ?
2. What is the effect of each broad factor on the motivation of school teachers ?
3. How can the broad factors be classified and grouped as per their influence on the motivation of school teachers ?
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 ?
5. What is the correlation of the sub factors with the relevant broad factor of motivation ?
6. What is the correlation of the sub factors with the motivation of school teachers ?
7. How can the sub factors be further classified based on their influence on the motivation of school teachers ?
8. Can the broad factors which are correlated to the motivation of school teachers be considered a system ?
9. 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 ?
10. Can a comprehensive system be designed to create sustained optimal levels of teacher motivation in a school organization ?
11. Can school processes be designed so as to optimize the outcomes of the school motivational System ?

2.2 Research Design

This study was essentially a non-experimental research. It did not involve any manipulation of the existing situation, experiences or responses of the participants.

The study was conducted in seven parts or stages and the final model incorporated the findings and analysis of all the seven parts. At each stage a set of relevant hypotheses were tested and a set of research questions were sought to be answered. Each part of the study involved a range of focus group discussions as well as personal interviews with heads of schools, teachers and experts on education. This was done to collect qualitative data on the subject and correlate that data with theoretical constructs and relevant literature to arrive at the set of variables that could be used to further study the factors that influence the motivation of school teachers. The interviews and focus group discussions along with the study of relevant literature established face and content validity of the questionnaires that were to be used.

All the seven parts of the study incorporated both qualitative and quantitative analysis of data. The qualitative data, which was collected through the focus group discussions, personal interviews as well as from a thorough study of related literature formed the backbone for the questionnaire design. The quantitative data was obtained from the respondents through the questionnaires that were administered to them by the researcher. The quantitative data was then analyzed, the implications were discussed and model was developed accordingly. The findings and implications from the seven parts of the study formed the backbone for the overall system design as proposed in this study. The process of the research design for each individual part of the study is shown in the Figure 1.

Figure 1: RESEARCH DESIGN



2.3 Population of the study

The population of the study included school teachers of North Bengal who were in full time employment at the time of the study .

2.4 Sampling Techniques

At the first stage convenience sampling was used to select the districts of Darjeeling and Jalpaiguri among the other districts of North Bengal for the study . The districts of Darjeeling and Jalpaiguri are home to a wide range of schools . There are century old boarding schools in the hills of Darjeeling , new elite private schools in the plains of Siliguri and Jalpaiguri, a significant number of missionary schools as well as government and rural schools. The schools in these two districts have students from the area as well as from the neighboring countries of Nepal , Bhutan , Bangladesh as well as Thailand. The districts are developing into a major school education hub for the state of West Bengal. Thus these two districts were chosen for the study. At the second stage simple random sampling was used to select the teachers from the different schools of Darjeeling and Jalpaiguri districts of North Bengal . For an enhanced reliability and validity of the study and its results the researcher decided to have a large sample size which was greater than 100.

2.5 Hypotheses

The six fundamental or primary hypotheses that were tested in this study are the following :-

H_{01} : *Teachers' experience with their colleagues is not correlated to their motivation to give their best at work in school.*

H_{a1} : *Teachers' experience with their colleagues is correlated to their motivation to give their best at work in school.*

H_{02} : *Teachers' experience with the school management is not correlated to their motivation to give their best at work in school.*

H_{a2} : *Teachers' experience with the school management is correlated to their motivation to give their best at work in school.*

H_{03} : *Teachers' experiences with the school infrastructure and facilities is correlated to their motivation to give their best at work in school.*

Ha₃ : Teachers' experiences with the school infrastructure and facilities is not correlated to their motivation to give their best at work in school.

H₀₄ : Teachers' experiences with their students is not correlated to their motivation to give their best at work in school.

Ha₄ : Teachers' experiences with their students is correlated to their motivation to give their best at work in school.

H₀₅ : Teachers' experiences with the work itself is not correlated to their motivation to give their best at work in school.

Ha₅ : Teachers' experiences with the work itself is correlated to their motivation to give their best at work in school.

H₀₆ : Teachers' experiences with their personal life is not correlated to their motivation to give their best at work in school.

Ha₆ : Teachers' experiences with their personal life is correlated to their motivation to give their best at work in school.

In addition to the six primary hypotheses there were a set of secondary hypothesis all of which were connected to the 6 primary hypothesis .

H₀₁₁ : Experience with helpful colleagues is not correlated to teachers' motivation to give their best at work

Ha₁₁ : Experience with helpful colleagues is correlated to teachers' motivation to give their best at work.

H₀₁₁₁ : Experience with helpful colleagues is not correlated to teachers' overall experience with colleagues

Ha₁₁₁ : Experience with helpful colleagues is correlated to teachers' overall experience with colleagues

H₀₁₂ : Experience with friendly colleagues is not correlated to teachers' motivation to give their best at work

Ha₁₂ : Experience with friendly colleagues is correlated to teachers' motivation to give their best at work.

H₀₁₂₁ : Experience with friendly colleagues is not correlated to teachers' overall experience with colleagues.

Ha₁₂₁ : Experience with friendly colleagues is correlated to teachers' overall experience with colleagues.

HO₁₃: *Experience with professional and academically competent colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₃: *Experience with professional and academically competent colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₃₁: *Experience with professional and academically competent colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₃₁: *Experience with professional and academically competent colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₄ : *Experience with hardworking and dedicated colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₄: *Experience with Hardworking and Dedicated colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₄₁: *Experience with hardworking and dedicated colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₄₁: *Experience with hardworking and dedicated colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₅ : *Experience with competitive colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₅: *Experience with competitive colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₅₁: *Experience with competitive colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₅₁: *Experience with Competitive colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₆: *Conflict among colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₆: *Conflict among colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₆₁: *Conflict among colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₆₁: *Conflict among colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₇: *Team spirit among colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₇: *Team spirit among colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₇₁: *Team spirit among colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₇₁: *Team spirit among colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₈: *Experience with trustworthy and dependable colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₈: *Experience with trustworthy and dependable colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₈₁: *Experience with Trustworthy and dependable colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₈₁: *Experience with Trustworthy and dependable colleagues is correlated to teachers' overall experience with colleagues.*

HO₁₉: *Political power play among colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₉: *Political power play among colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₉₁: *Political power play among colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₉₁: *Political power play among colleagues is correlated to teachers' overall experience with colleagues*

HO₁₉₂: *Informal relationships among colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₉₂: *Informal relationships among colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₉₃: *Informal relationships among colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₉₃: *Informal relationships among colleagues is correlated to teachers' overall experience with colleagues.*

HO₂₁: *Understanding nature of school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₁: *Understanding nature of school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₁₁: *Understanding nature of school management is not correlated to teachers' overall experience with the school management*

Ha₂₁₁: *Understanding nature of school management is correlated to teachers' overall experience with the school management*

HO₂₂: *Fair school management is not correlated to the teacher's motivation to give their best at work in school.*

Ha₂₂: *Fair school management is correlated to the teachers' motivation to give their best at work in school.*

HO₂₂₁: *Fair school management is not correlated to teachers' overall experience with the school management*

Ha₂₂₁: *Fair school management is correlated to teachers' overall experience with the school management*

HO₂₃: *Respect for Teachers by school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₃: *Respect for Teachers by school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₃₁: *Respect for Teachers by school management is not correlated to teachers' overall experience with the school management.*

Ha₂₃₁: *Respect for teachers by school management is correlated to teachers' overall experience with the school management .*

HO₂₄: *Concern for teacher's families by school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₄: *Concern for Teacher's by school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₄₁: *Concern for teacher's families by school management is not correlated to teachers' overall experience with the school management*

Ha₂₄₁: *Concern for teacher's by school management is correlated to teachers' overall experience with the school management*

- HO₂₅: *Trustworthy school management is not correlated to teachers' motivation to give their best at work in school.*
- Ha₂₅: *Trustworthy school management is correlated to teachers' motivation to give their best at work in school.*
- HO₂₅₁: *Trustworthy school management is not correlated to teachers' overall experience with the school management*
- Ha₂₅₁: *Trustworthy school management is correlated to teachers' overall experience with the school management*
- HO₂₆: *Generous school management is not correlated to teachers' motivation to give their best at work in school.*
- Ha₂₆: *Generous school management is correlated to teachers' motivation to give their best at work in school.*
- HO₂₆₁: *Generous school management is not correlated to teachers' overall experience with the school management*
- Ha₂₆₁: *Generous school management is correlated to teachers' overall experience with the school management .*
- HO₂₇: *Participative school management is not correlated to teachers' motivation to give their best at work in school.*
- Ha₂₇: *Participative school management is correlated to teachers' motivation to give their best at work in school.*
- HO₂₇₁: *Participative school management is not correlated to affect teachers' overall experience with the school management.*
- Ha₂₇₁: *Participative school management is correlated to teachers' overall experience with the school management .*
- HO₂₈: *Qualified school management is not correlated to teachers' motivation to give their best at work in school.*
- Ha₂₈: *Qualified school management is correlated to teachers' motivation to give their best at work in school.*
- HO₂₈₁: *Qualified school management is not correlated to teachers' overall experience with the school management*
- Ha₂₈₁: *Qualified school management is correlated to teachers' overall experience with the school management*

HO₂₉: *Capable school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉: *Capable school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₁: *Capable school management is not correlated to teachers' overall experience with the school management*

Ha₂₉₁: *Capable school management is correlated to teachers' overall experience with the school management*

HO₂₉₂: *Harsh school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₂: *Harsh school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₃: *Harsh school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₃: *Harsh school management is correlated to teachers' overall experience with the school management .*

HO₂₉₄: *Effective leadership style of school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₄: *Effective leadership style of school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₅: *Effective leadership style of school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₅: *Effective leadership style of school management is correlated to teachers' overall experience with the school management .*

HO₂₉₆: *Accessible school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₆: *Accessible school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₇: *Accessible school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₇: *Accessible school management is correlated to teachers' overall experience with the school management .*

HO₂₉₈: *Encouraging school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₈: *Encouraging school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₉: *Encouraging school management is not correlated to teachers' overall experience with the school management*

Ha₂₉₉: *Encouraging school management is correlated to teachers' overall experience with the school management*

HO₂₉₉₁: *Appreciative school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₉₁: *Appreciative school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₉₂: *Appreciative school management is not correlated to teachers' overall experience with the school management.*

Ha₂₉₉₂: *Appreciative school management is correlated to teachers' overall experience with the school management .*

HO₂₉₉₃: *Unreasonable school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₉₃: *Unreasonable school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₉₄: *Unreasonable school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₉₄: *Unreasonable school management is correlated to teachers' overall experience with the school management .*

HO₃₁: *Teachers' experience with the school academic infrastructure is not correlated to their motivation to give their best at work in school.*

Ha₃₁: *Teachers' experience with the school academic infrastructure is correlated to their motivation to give their best at work in school.*

HO₃₁₁: *Teachers' experience with the school academic infrastructure is not correlated to their overall experience with the school infrastructure.*

Ha₃₁₁: *Teachers' experience with the school academic infrastructure is correlated to their overall experience with the school infrastructure.*

HO₃₂: *Teachers' experiences with the safety of school infrastructure is not correlated to their motivation to give their best at work in school.*

Ha₃₂: *Teachers' experiences with the safety of school infrastructure is correlated to their motivation to give their best at work in school.*

HO₃₂₁: *Teachers' experiences with the safety of school infrastructure is not correlated to their overall experience with the school infrastructure .*

Ha₃₂₁: *Teachers' experiences with the safety of school infrastructure is correlated to their overall experience with the school infrastructure .*

HO₃₃: *Teachers' experiences with the cleanliness of school infrastructure is not correlated to their motivation to give their best at work in school.*

Ha₃₃: *Teachers' experiences with the cleanliness of school infrastructure is correlated to their motivation to give their best at work in school.*

HO₃₃₁: *Teachers' experiences with the cleanliness of school infrastructure is not correlated to their overall experience with the school infrastructure.*

Ha₃₃₁: *Teachers' experiences with the cleanliness of school infrastructure is correlated to their overall experience with the school infrastructure.*

HO₃₄: *Teachers' experiences with the aesthetic qualities of school infrastructure is not correlated to their motivation to give their best at work in school.*

Ha₃₄: *Teachers' experiences with the aesthetic qualities of school infrastructure is correlated to their motivation to give their best at work in school.*

HO₃₄₁: *Teachers' experiences with the aesthetic qualities of school infrastructure is not correlated to their overall experience with the school infrastructure.*

Ha₃₄₁: *Teachers' experiences with the aesthetic qualities of school infrastructure is correlated to their overall experience with the school infrastructure*

HO₃₅: *Teachers' experiences with the location of school infrastructure is not correlated to their motivation to give their best at work in school.*

Ha₃₅: *Teachers' experiences with the location of school infrastructure is correlated to their motivation to give their best at work in school.*

HO₃₅₁: *Teachers' experiences with the location of school infrastructure is not correlated to their overall experience with the school infrastructure.*

- Ha₃₅₁: *Teachers' experiences with the location of school infrastructure is correlated to their overall experience with the school infrastructure.*
- H₀₃₆: *Teachers' experiences with the recreational facilities of school is not correlated to their motivation to give their best at work in school.*
- Ha₃₆: *Teachers' experiences with the recreational facilities of school is correlated to their motivation to give their best at work in school.*
- H₀₃₆₁: *Teachers' experiences with the recreational facilities of school is not correlated to their overall experience with the school infrastructure.*
- Ha₃₆₁: *Teachers' experiences with the recreational facilities of school is correlated to their overall experience with the school infrastructure.*
- H₀₃₇: *Teachers' experiences with access to internet and computers in school is not correlated to their motivation to give their best at work in school.*
- Ha₃₇: *Teachers' experiences with access to internet and computers in school is correlated to their motivation to give their best at work in school.*
- H₀₃₇₁: *Teachers' experiences with access to internet and computers in school is not correlated to their overall experience with the school infrastructure .*
- Ha₃₇₁: *Teachers' experiences with access to internet and computers in school is correlated to their overall experience with the school infrastructure.*
- H₀₃₈: *Teachers' experiences with maintenance of school infrastructure is not correlated to their motivation to give their best at work in school.*
- Ha₃₈: *Teachers' experiences with maintenance of school infrastructure is correlated to their motivation to give their best at work in school.*
- H₀₃₈₁: *Teachers' experiences with maintenance of school infrastructure is not correlated to their overall experience with the school infrastructure .*
- Ha₃₈₁: *Teachers' experiences with maintenance of school infrastructure is correlated to their overall experience with the school infrastructure .*
- H₀₃₉: *Teachers' experiences with communication and transport facilities to and from school is not correlated to their motivation to give their best at work in school.*
- Ha₃₉: *Teachers' experiences with communication and transport facilities to and from school is correlated to their motivation to give their best at work in school.*

HO₃₉₁: *Teachers' experiences with communication and transport facilities to and from school is not correlated to their overall experience with the school infrastructure.*

Ha₃₉₁: *Teachers' experiences with communication and transport facilities to and from school is correlated to their overall experience with the school infrastructure.*

HO₃₉₂: *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their motivation to give their best at work in school.*

Ha₃₉₂: *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their motivation to give their best at work in school.*

HO₃₉₃: *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their overall experience with the school infrastructure .*

Ha₃₉₃: *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their overall experience with the school infrastructure .*

HO₃₉₄ : *Teachers' experiences with ICT in the teaching-learning process is not correlated to their motivation to give their best at work in school.*

Ha₃₉₄ : *Teachers' experiences with the ICT in the teaching-learning process is correlated to their motivation to give their best at work in school.*

HO₃₉₅ : *Teachers' experiences with ICT in the teaching-learning process is not correlated to their overall experience with the school infrastructure .*

Ha₃₉₅ : *Teachers' experiences with the ICT in the teaching-learning process is correlated to their overall experience with the school infrastructure.*

HO₄₁ : *Teachers' experiences with discipline of their students is not correlated to their motivation to give their best at work in school.*

Ha₄₁ : *Teachers' experiences with discipline of their students is correlated to their motivation to give their best at work in school.*

HO₄₁₁ : *Teachers' experiences with discipline of their students is not correlated to their overall experience with their students in school.*

Ha₄₁₁ : *Teachers' experiences with discipline of their students is correlated to their overall experience with their students in school.*

HO₄₂: *Teachers' experiences with respect from their students is not correlated to their motivation to give their best at work in school.*

Ha₄₂: *Teachers' experiences with respect from their students is correlated to their motivation to give their best at work in school.*

HO₄₂₁: *Teachers' experiences with respect from their students is not correlated to their overall experience with their students in school.*

Ha₄₂₁: *Teachers' experiences with respect from their students is correlated to their overall experience with their students in school.*

HO₄₃: *Teachers' experiences with the academic quality of their students is not correlated to their motivation to give their best at work in school.*

Ha₄₃: *Teachers' experiences with the academic quality of their students is correlated to their motivation to give their best at work in school.*

HO₄₃₁: *Teachers' experiences with the academic quality of their students is not correlated to their overall experience with their students in school.*

Ha₄₃₁: *Teachers' experiences with the academic quality of their students is correlated to their overall experience with their students in school.*

HO₄₄: *Teachers' experiences with their students' willingness to learn is not correlated to their motivation to give their best at work in school.*

Ha₄₄: *Teachers' experiences with their students' willingness to learn is correlated to their motivation to give their best at work in school.*

HO₄₄₁: *Teachers' experiences with their students' willingness to learn is not correlated to their overall experience with their students in school.*

Ha₄₄₁: *Teachers' experiences with their students' willingness to learn is correlated to their overall experience with their students in school.*

HO₄₅: *Teachers' experiences with their students' trust for their teachers is not correlated to their motivation to give their best at work in school.*

Ha₄₅: *Teachers' experiences with their students' trust for their teachers is correlated to their motivation to give their best at work in school.*

HO₄₅₁: *Teachers' experiences with their students' trust for their teachers is not correlated to their overall experience with their students in school.*

- Ha₄₅₁: *Teachers' experiences with their students' trust for their teachers is correlated to their overall experience with their students in school.*
- HO₄₆: *Teachers' experiences with interactions with their students' outside the classroom is not correlated to their motivation to give their best at work in school.*
- Ha₄₆: *Teachers' experiences with interactions with their students' outside the classroom is correlated to their motivation to give their best at work in school.*
- HO₄₆₁: *Teachers' experiences with interactions with their students' outside the classroom is not correlated to their overall experience with their students in school*
- Ha₄₆₁: *Teachers' experiences with interactions with their students' outside the classroom is correlated to their overall experience with their students in school.*
- HO₄₇: *Teachers' experiences with their students' taking them as role models is not correlated to their motivation to give their best at work in school.*
- Ha₄₇: *Teachers' experiences with their students' taking them as role models is correlated to their motivation to give their best at work in school.*
- HO₄₇₁: *Teachers' experiences with their students' taking them as role models is not correlated to their overall experience with their students in school.*
- Ha₄₇₁: *Teachers' experiences with their students' taking them as role models is correlated to their overall experience with their students in school.*
- HO₄₈: *Teachers' experiences with manipulative students is not correlated to their motivation to give their best at work in school.*
- Ha₄₈: *Teachers' experiences with manipulative students is correlated to their motivation to give their best at work in school.*
- HO₄₈₁: *Teachers' experiences with manipulative students is not correlated to their overall experience with their students in school.*
- Ha₄₈₁: *Teachers' experiences with manipulative students is correlated to their overall experience with their students in school.*
- HO₄₉: *Teachers' experiences with rude students is not correlated to their motivation to give their best at work in school.*
- Ha₄₉: *Teachers' experiences with rude students is correlated to their motivation to give their best at work in school.*

H0₄₉₁: Teachers' experiences with rude students is not correlated to their overall experience with their students .

Ha₄₉₁: Teachers' experiences with rude students is correlated to their overall experience with their students .

H0₄₉₂: Teachers' experiences with their students' focus and motivation to do well in life is not correlated to their motivation to give their best at work.

Ha₄₉₂: Teachers' experiences with their students' focus and motivation to do well in life is correlated to their motivation to give their best at work.

H0₄₉₃: Teachers' experiences with their students' focus and motivation to do well in life is not correlated to their overall experience with their students in school.

Ha₄₉₃: Teachers' experiences with their students' focus and motivation to do well in life is correlated to their overall experience with their students in school.

H0₅₁: Comfort of residence of teachers is not correlated to their motivation to give their best at work.

Ha₅₁: Comfort of residence of teachers is correlated to their motivation to give their best at work .

H0₅₁₁: Comfort of residence of teachers is not correlated to their overall experience with their personal and social life.

Ha₅₁₁: Comfort of residence of teachers is correlated to their overall experience with their personal and social life.

H0₅₂: Respect from family of teachers is not correlated to their motivation to give their best at work in school.

Ha₅₂: Respect from family of teachers is correlated to their motivation to give their best at work .

H0₅₂₁: Respect from family of teachers is not correlated to their overall experience with their personal and social life.

Ha₅₂₁: Respect from family of teachers is correlated to their overall experience with their personal and social life.

H0₅₃: Respect from society is not correlated to teachers' motivation to give their best at work.

Ha₅₃: Respect from society is correlated to teachers' motivation to give their best at work .

H0₅₃₁ : *Respect from society is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₃₁: *Respect from society is correlated to teachers' overall experience with their personal and social life.*

H0₅₄ : *A happy and smooth family life is not correlated to teachers' motivation to give their best at work.*

Ha₅₄: *A happy and smooth family life is correlated to teachers' motivation to give their best at work .*

H0₅₄₁ : *A happy and smooth family life is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₄₁: *A happy and smooth family life is correlated to teachers' overall experience with their personal and social life.*

H0₅₅ : *Quality of personal health is not correlated to teachers' motivation to give their best at work.*

Ha₅₅: *Quality of personal health is correlated to teachers' motivation to give their best at work .*

H0₅₅₁: *Quality of personal health is not correlated to teachers' overall experience with their personal and social life*

Ha₅₅₁: *Quality of personal health is correlated to teachers' overall experience with their personal and social life*

H0₅₆: *Quality of health of dependents and loved ones is not correlated to teachers' motivation to give their best at work.*

Ha₅₆: *Quality of health of dependents and loved ones is correlated to teachers' motivation to give their best at work .*

H0₅₆₁: *Quality of health of dependents and loved ones is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₆₁: *Quality of health of dependents and loved ones is correlated to teachers' overall experience with their personal and social life.*

H0₅₇: *Ambition to do better is not correlated to teachers' motivation to give their best at work.*

Ha₅₇: *Ambition to do better is correlated to teachers' motivation to give their best at work.*

HO₅₇₁: *Ambition to do better is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₇₁: *Ambition to do better is correlated to teachers' overall experience with their personal and social life .*

HO₅₈: *Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' motivation to give their best at work.*

Ha₅₈: *Social Life , hobbies , entertainment and leisure hours is correlated to teachers' motivation to give their best at work .*

HO₅₈₁: *Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₈₁: *Social Life , hobbies , entertainment and leisure hours is correlated to teachers' overall experience with their personal and social life.*

HO₅₉: *Opportunities for further studies is not correlated to teachers' motivation to give their best at work.*

Ha₅₉: *Opportunities for further studies is correlated to teachers' motivation to give their best at work .*

HO₅₉₁: *Opportunities for further studies is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₉₁: *Opportunities for further studies is correlated to teachers' overall experience with their personal and social life.*

HO₅₉₂: *Financial status is not correlated to teachers' motivation to give their best at work.*

Ha₅₉₂: *Financial status is correlated to teachers' motivation to give their best at work .*

HO₅₉₃: *Financial status is not correlated to teachers' overall experience with their personal and social life*

Ha₅₉₃: *Financial status is correlated to teachers' overall experience with their personal and social life*

HO₆₁: *Teachers' job satisfaction is not correlated to their motivation to give their best at work.*

Ha₆₁: *Teachers' job satisfaction is correlated to their motivation to give their best at work*

H_{061} : *Teachers' job satisfaction is not correlated to their overall experience with their work itself.*

H_{a61} : *Teachers' job satisfaction is correlated to their overall experience with their work itself.*

H_{062} : *Adequate pay is not correlated to teachers' motivation to give their best at work*

H_{a62} : *Adequate pay is correlated to teachers' motivation to give their best at work .*

H_{0621} : *Adequate pay is not correlated to teachers' overall experience with their work itself.*

H_{a621} : *Adequate pay is correlated to teachers' overall experience with their work itself.*

H_{063} : *Work hours is not correlated to teachers' motivation to give their best at work*

H_{a63} : *Work hours is correlated to teachers' motivation to give their best at work .*

H_{0631} : *Work hours is not correlated to teachers' overall experience with their work itself .*

H_{a631} : *Work hours is correlated to teachers' overall experience with their work itself .*

H_{064} : *Appraisal , recognition and rewards is not correlated to teachers' motivation to give their best at work in school.*

H_{a64} : *Appraisal , recognition and rewards is correlated to teachers' motivation to give their best at work in school.*

H_{0641} : *Appraisal , recognition and rewards is not correlated to teachers' overall experience with their work itself.*

H_{a641} : *Appraisal , recognition and rewards is correlated to teachers' overall experience with their work itself.*

H_{065} : *Boss/ supervisor is not correlated to teachers' motivation to give their best at work in school.*

H_{a65} : *Boss/ supervisor is correlated to teachers' motivation to give their best at work in school.*

H_{0651} : *Boss/ supervisor is not correlated to teachers' overall experience with their work itself.*

H_{a651} : *Boss/ supervisor is correlated to teachers' overall experience with their work itself.*

HO₆₆: Security of tenure is not correlated to teachers' motivation to give their best at work in school.

Ha₆₆: Security of tenure is correlated to teachers' motivation to give their best at work in school.

HO₆₆₁: Security of tenure is not correlated to teachers' overall experience with their work itself.

Ha₆₆₁: Security of tenure is correlated to teachers' overall experience with their work itself.

HO₆₇: Security for unforeseen circumstances is not correlated to teachers' motivation to give their best at work in school.

Ha₆₇: Security for unforeseen circumstances is correlated to teachers' motivation to give their best at work in school.

HO₆₇₁: Security for unforeseen circumstances is not correlated to teachers' overall experience with their work itself.

Ha₆₇₁: Security for unforeseen circumstances is correlated to teachers' overall experience with their work itself.

HO₆₈: Organizational Structure is not correlated to teachers' motivation to give their best at work in school.

Ha₆₈: Organizational Structure is correlated to teachers' motivation to give their best at work in school.

HO₆₈₁: Organizational Structure is not correlated to teacher's overall experience with their work itself.

Ha₆₈₁: Organizational Structure is correlated to teachers' overall experience with their work itself.

HO₆₉: Merit Based promotions is not correlated to teachers' motivation to give their best at work in school.

Ha₆₉: Merit based promotions is correlated to teachers' motivation to give their best at work in school.

HO₆₉₁: Merit Based promotions is not correlated to teachers' overall experience with their work itself

*Ha₆₉₁: Merit based promotions is correlated to teachers' overall experience with their work
Itself*

H_{0692} : *Future prospects is not correlated to teachers' motivation to give their best at work in school.*

H_{a692} : *Future prospects is correlated to teachers' motivation to give their best at work in school*

H_{0693} : *Future prospects is not correlated to teachers' overall experience with their work itself*

H_{a693} : *Future prospects is correlated to teachers' overall experience with their work itself*

2.6 Tools and techniques used for data collection

Module 1

Focus Group Discussions : There were two modules of data collection through the different stages of this study. The first module had as its objective the collection of qualitative data . This data helped the researcher to gain valuable insights into the factors that motivate school teachers through the experiences of heads of schools , teachers themselves , experts in the field of school education . During the entire course of this study a series of fourteen focus group discussions were held among heads of schools , teachers and experts in education. Some of these discussions were held at the researcher's house , others at a conveniently located school and one at a teachers' residence . The discussions were held for around an hour , care was taken to hear every participant and their views were noted . The views of the participants were correlated and studied along with the existing body of literature on the subject and a series of variables were then put forth to be studied in detail in the next module of data collection . The focus group discussions thus had two distinct objectives :-

- Collect qualitative data for further structured analysis
- Study the points of view , perceptions , experiences , emotions, general feelings and thoughts of the various stake holders in the school environment like heads of schools , teachers themselves and experts on education with regards to factors that influence motivation of school teachers and the nature of influence of these factors.

Interview sessions :- The researcher conducted a series of thirty-four ,one-to-one interview sessions with senior teachers , heads of schools both serving and retired , experts on education , parents and students. These interview sessions were conducted to understand personal feelings and know real life experiences which would not have been put forth in a shared platform like a focus group discussion. The interviews were conducted on the premise that they would be confidential and all information would be used for the purposes of this study only .

Module 2

The questionnaire: The relevant factors of motivation were chosen from the set of studies that were conducted in module 1 and a set of questionnaires were designed by the researcher to study these factors in detail . These questionnaires had the following common characteristics :-

- They were mainly meant to collect data for quantitative analysis.
- The questionnaires were personally administered by the researcher with a strict understanding of confidentiality with the respondents.
- The questionnaires had sets of questions which the respondents had to rate on a five point Likert- type scale.
- The rating scale was explained to the respondents directly by the researcher .
- If the respondents could not follow a question it was explained by the researcher with no show of bias .
- A total of seven questionnaires were designed by the researcher . Each questionnaire was subjected to tests of reliability and validity .
- The seven questionnaires were administered on the same set of respondents in four batches . However to maintain confidentiality these questionnaires were administered in such a way that the respondents could not be identified in any manner.

The features which were sought to be incorporated in the questionnaires are as follows :-

- *Comprehensive* : Each questionnaire was sought to be comprehensive and complete. It was to supposed to deal with the subject in hand in totality and without any omissions.
- *Effective*: The questionnaires were designed to be effective and to the point without any digression.

- *Simple* : The questionnaires were kept simple for easy understanding of respondents .
- *Compact* : The individual questionnaires were compact enough to be completed within 15 minutes .
- *Familiar* : The language and expressions used were familiar to teachers .
- *Confidential* : The questionnaires were strictly confidential and there were no use of names and other identifications to elicit honest responses.

The seven questionnaires are individually discussed in detail in their respective sections in this thesis.

2.7 Procedure of data collection

Qualitative data was collected through a series of focus group discussions and interviews with heads of schools , teachers , experts on education as also from a thorough study of related literature . A set of seven questionnaires were designed and they were personally administered to the respondents by the researcher in four interactions . The responses to these questions formed the quantitative data for analysis .

2.8 Procedure of data analysis

The quantitative data generated from the study was analyzed using SPSS . Statistical Package for Social Sciences is used widely for the statistical analysis of data in social science research . The process chart followed for the analysis is given in Figure 2 :-

Figure 2 : PROCESS OF QUANTITATIVE DATA ANALYSIS



The following steps were followed in the analysis of the data that was provided by the questionnaire study:-

- Content validity and face validity were established through focus group discussions , interview sessions and review of related literature . Construct validity was tested through principal component analysis.
- Each questionnaire was tested for reliability using Cronbach's alpha .
- After the reliability had been established the relevant hypotheses related to each questionnaire was tested using correlation analysis.

- After the hypothesis had been tested principal component analysis was conducted on the independent variables .
- A principal component regression was subsequently carried out using the factor scores from the components that were extracted in the principal component analysis as predictor variables. This was done with a primary objective to determine which predictors are statistically significant.
- A thorough study of the results were done and correlated to the qualitative data and theoretical constructs available .

2.9 Ethical Dimensions

The researcher believes in a thorough ethical approach to research and has strived to inculcate such principles of ethical research in this study too . The ethical principles followed in this study include the following :-

- **Confidentiality of Respondents** : All necessary steps were taken to ensure the confidentiality of the respondents as was promised to them . The questionnaires did not contain any references to name or identity of respondents and did not even require the respondents to use their handwriting at any stage. The questionnaires were stacked in random order so that the confidentiality is maintained.
- **Citations and References** : All third party sources of any information whether used verbatim or not were properly cited within the text . All references were properly included in the reference section.

- **Presentation of Findings** : All the data that has been presented in this study is totally original without any manipulation or exaggeration of any kind. Care has been taken to ensure that no bias purposely crept into the findings.
- **Plagiarism** : The researcher has not plagiarized any part of this study from any other work whether published or not. All sources have been cited and referenced .

Chapter 3

Results and Analysis of Data

3.1 Introduction

This study was conducted with the help of seven structured, self designed, questionnaires which were administered to a sample of school teachers from the Darjeeling and Jalpaiguri districts of North Bengal. The questionnaires contained questions which the respondents had to rate on a five point Likert-type scale. The data was then analyzed using SPSS. The sample size for the study was large (N=111) and the scale used was a 5 point scale, thus the researcher treated the data as continuous and subjected it to parametric analyses. In this regard the researcher finds it relevant to quote Carifio and Perla (2007) “If one is using a 5 to 7 point Likert response format, and particularly so for items that resemble a Likert-like scale and factorially hold together as a scale or subscale reasonably well, then it is perfectly acceptable and correct to analyze the results at the (measurement) scale level using parametric analyses techniques such as the F-Ratio or the Pearson correlation coefficients or its extensions (i.e., multiple regression and so on), and the results of these analyses should and will be interpretable as well. Claims, assertions, and arguments to the contrary are simply conceptually, logically, theoretically and empirically inaccurate and untrue and are current measurement and research myths and urban legends.” (P. 115). Similarly Norman (Norman, 2010) had posited that “Parametric statistics can be used with Likert data, with small sample sizes, with unequal variances, and with non-normal distributions, with no fear of ‘coming to the wrong conclusion’. These findings are consistent with empirical literature dating back nearly 80 years.” (P. 631). The data was checked for reliability and validity and the results were interpreted throughout.

3.2 *Analysis of the various macro factors that influence the motivation of school teachers.*

3.2.1 *Introduction*

The study was conducted in two stages , at the first stage a set of two focus group discussion were held involving ten participants at each such discussion. The participants in these discussions included teachers, heads of schools , parents and members of the school management . The groups discussed the various factors which motivated school teachers to give their best at work in school. The points that were put forward were duly noted and correlated with the existing literature on the subject. Subsequently all the factors that were brought up were categorized into six broad categories. These categories were :- 1. *Colleagues* 2. *Management* 3. *School Infrastructure* 4. *Students* 5. *Work* 6. *Personal*. At the second stage a random sample of school teachers (N = 111) from the districts of Jalpaiguri and Darjeeling were chosen and a self designed questionnaire was administered to them by the researcher . The responses were kept confidential . The responses were analysed using the software SPSS.

3.2.2 *Hypotheses*

The following hypothesis were tested in this part of the study :-

H_{01} : *Teachers' experience with their colleagues is not correlated to their motivation to give their best at work in school.*

H_{a1} : *Teachers' experience with their colleagues is correlated to their motivation to give their best at work in school.*

H_{02} : *Teachers' experience with the school management is not correlated to their motivation to give their best at work in school.*

H_{a2} : *Teachers' experience with the school management is correlated to their motivation to give their best at work in school.*

H_{03} : *Teachers' experiences with the school infrastructure and facilities is correlated to their motivation to give their best at work in school.*

H_{a3} : *Teachers' experiences with the school infrastructure and facilities is not correlated to their motivation to give their best at work in school.*

H0₄: *Teachers' experiences with their students is not correlated to their motivation to give their best at work in school.*

Ha₄: *Teachers' experiences with their students is correlated to their motivation to give their best at work in school.*

H0₅: *Teachers' experiences with the work itself is not correlated to their motivation to give their best at work in school.*

Ha₅: *Teachers' experiences with the work itself is correlated to their motivation to give their best at work in school.*

H0₆: *Teachers' experiences with their personal life is not correlated to their motivation to give their best at work in school.*

Ha₆: *Teachers' experiences with their personal life is correlated to their motivation to give their best at work in school.*

3.2.3 The Questionnaire

The questionnaire contained seven questions which were to be rated by the respondents on a five point Likert- type scale. This scale was: 1= Terrible 2= Not satisfactory 3= Satisfactory 4= Good 5= Excellent. The first question (A1) asked the respondents to rate their efforts to give their best at work in school . The response to this question formed a referral point for a respondents workplace motivation . The other six questions asked the respondent to rate their experiences with their colleagues (A2) , school management (A3) , school's infrastructure and facilities (A4) , students (A5) , work itself (A6) and personal life (A7). The values in brackets refer to the relevant question (variable) number .

3.2.4 Statistical Analyses

The data was first tested for reliability using Cronbach's alpha . Then a correlation analysis was conducted between the response to the first question wherein the respondent rated his or her efforts to give his or her best at work in school every day and his or her experience with each of the six factors which was deemed to influence teachers' motivation at work. A principal component analysis was also conducted on the data .

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.932	7

3.2.5 Results and Findings

The value of Cronbach's α was .932, as yielded through the test conducted by SPSS. This showed that the instrument that was used for the purpose was reliable. The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO = .892) and Bartlett's test of sphericity ($\chi^2 = 436.77$, $p < 0.00$) illustrated that factorization was justified. The principal component analysis extracted one component, thus confirming unidimensionality of the scale. The reliability statistics for this study is given in Table 1.

Table 2 : Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Motivation	111	4.00	1.00	5.00	2.9279	.13588	1.43154	2.049
Colleagues	111	4.00	1.00	5.00	2.6847	.11936	1.25757	1.581
Management	111	4.00	1.00	5.00	2.4234	.10362	1.09170	1.192
Infrastructure	111	4.00	1.00	5.00	2.4775	.10773	1.13496	1.288
Students	111	4.00	1.00	5.00	2.5586	.11060	1.16529	1.358
Work itself	111	4.00	1.00	5.00	2.5946	.11616	1.22384	1.498
Personal life	111	4.00	1.00	5.00	2.3874	.10489	1.10512	1.221
Valid N (listwise)	111							

Tables 3, 4, 5, 6 present the findings of the factor analysis that was conducted on the six broad factors that influence the motivation of school teachers.

Table 3 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	436.477
	df	15
	Sig.	.000

Table 4 Communalities

	Initial	Extraction
VAR00002	1.000	.646
VAR00003	1.000	.728
VAR00004	1.000	.848
VAR00005	1.000	.684
VAR00006	1.000	.684
VAR00007	1.000	.615

Extraction Method: Principal Component Analysis.

Table 5 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.204	70.066	70.066	4.204	70.066	70.066
2	.505	8.417	78.483			
3	.468	7.804	86.287			
4	.388	6.461	92.748			
5	.274	4.560	97.308			
6	.161	2.692	100.000			

Extraction Method: Principal Component Analysis.

Table 6 Component matrix^a

	Component
	1
Colleagues	.804
Management	.853
Infrastructure	.921
Students	.827
Work itself	.827
Personal life	.784

Extraction Method: Principal component Analysis. a. 1 component extracted .

After the factor analysis a bi-variate correlation analysis was conducted between the variable A1 which represented the effort of the teachers to give their best in school and each of the six

factors which influences the motivation of the teachers . This analysis was conducted to test the hypotheses relevant to this study . The correlation between the efforts to give one's best at work and the other variables are given in the Table 7 :-

Table 7 Correlation between Factors and Motivation

Variable	Correlation coefficient with effort to give one's best at work in school every day	Rank in terms of correlation coefficient
Colleagues	.785	2
Management	.642	6
Infrastructure	.760	3
Students	.722	4
Work itself	.787	1
Family and personal life	.684	5

3.2.6 Testing of Hypotheses

H₀ : Teachers' experiences with their colleagues is not correlated to their motivation to give their best at work .

H_a : Teachers' experiences with their colleagues is correlated to their motivation to give their best at work .

Table 8 : Correlation Matrix

		Workplace motivation	Experience with teachers
Workplace motivation	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	111	111
Experience with colleagues	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with one's colleagues as illustrated by the responses to the second question of the questionnaire A2 is thus seen to be .785 . This correlation is high , hence the null hypothesis H₀ is rejected and

the alternate hypothesis H_{a1} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their colleagues .

H_{02} : Teachers' experiences with the school management is not correlated to their motivation to give their best at work.

H_{a2} : Teachers' experiences with the school management is correlated to their motivation to give their best at work .

Table 9 : Correlation Matrix

		Workplace motivation	Experience with management
Workplace	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	111	111
Experience with management	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with school management as illustrated by the responses to the third question of the questionnaire A3 is thus seen to be .642 . This correlation is moderately high , hence the null hypothesis H_{02} is rejected and the alternate hypothesis H_{a2} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their schools' management .

H_{03} : Teachers' experiences with the school infrastructure and facilities is not correlated to their motivation to give their best at work.

H_{a3} : Teachers' experiences with the school infrastructure and facilities is correlated to their motivation to give their best at work .

Table 10 : Correlation Matrix

		Workplace motivation	Experience with infrastructure
Workplace motivation	Pearson Correlation	1	.760**
	Sig. (2-tailed)		.000
	N	111	111
Experience with infrastructure	Pearson Correlation	.760**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with school infrastructure as illustrated by the responses to the fourth question of the questionnaire A4 is thus seen to be .760. This correlation is high, hence the null hypothesis H_{03} is rejected and the alternate hypothesis H_{a3} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with their schools' infrastructure.

H_{04} : Teachers' experiences with their students is not correlated to their motivation to give their best at work.

H_{a4} : Teachers' experiences with their students is correlated to their motivation to give their best at work

Table 11 Correlation Matrix

		Workplace motivation	Experience with students
Workplace	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	111	111
Experience with students	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with school students as illustrated by the responses to the fifth question of the questionnaire A5 is thus seen to be .722. This correlation is high, hence the null hypothesis H_{04} is rejected and the alternate hypothesis H_{a4} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with their students.

H_{05} : Teachers' experiences with the work itself is not correlated to their motivation to give their best at work

H_{a5} : Teachers' experiences with the work itself is correlated to motivation to give their best at work

Table 12 : Correlation Matrix

		Workplace motivation	Experience with the work itself
Workplace motivation	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the work itself	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	

N	111	111
---	-----	-----

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their experiences with the work itself as illustrated by the responses to the sixth question of the questionnaire A6 is seen to be .787 . This correlation is high , hence the null hypothesis H_{05} is rejected and the alternate hypothesis H_{a5} is accepted . Thus the motivation of teachers is taken to correlated to their experience with the work itself.

H_{06} : Teachers' experiences with their personal life is not correlated to their motivation to give their best at work.

H_{a6} : Teachers' experiences with their personal life is correlated to their motivation to give their best at work .

Table 13 Correlation Matrix

		Workplace motivation	Experience with personal and social life
Workplace motivation	Pearson Correlation	1	.684**
	Sig. (2-tailed)		.000
	N	111	111
Experience with personal & social life	Pearson Correlation	.684**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their experiences with their personal and social life as illustrated by the responses to the seventh question of the questionnaire A7 is seen to be .684. This correlation is moderately high , hence the null hypothesis H_{06} is rejected and the alternate hypothesis H_{a6} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their personal and social life.

3.2.7 Conclusions

This part of the study had as its objectives the identification and analysis of the various broad factors that affect the motivation of school teachers . The primary analysis in this context was to determine whether the factors chosen by the researcher were relevant to the study and whether they really affected the motivation of school teachers. The six hypotheses were tested to this effect . The findings showed that all the variables had statistically significant correlations(ranging from moderately high to high) to the motivation of school teachers . Thus the six primary variables were found to be relevant and rational to the study. A secondary objective of the study was to conduct a comparative analysis of the various variables to ascertain whether they had any differences in the nature of influence on the

motivation of school teachers. It was in this context that the variables were given rankings with regards to their correlation coefficient .

3.3 *Analysis of the various factors related to colleagues that influence the motivation of school teachers.*

3.3.1 *Introduction*

This part of the study was conducted in two parts . In the first part qualitative data was collected through a study of related literature followed a focus group discussion involving seven participants among whom were two heads of schools , one expert on education and four teachers . The focus group discussion was followed by seven individual interview sessions with individual teachers. At the end of the first part of the study ten factors emerged as the main factors related to colleagues that influenced the motivation of school teachers . These were:- 1. *Helpful* 2. *Friendly* 3. *Professional and Academically competent* 4. *Hardworking and Dedicated* 5. *Competition* 6. *Conflicts* 7. *Team Spirit* 8. *Trustworthy and Dependable* 9. *Political power play* 10. *Informal relationships*. At the second stage of the study a random sample of school teachers were chosen from Darjeeling and Jalpaiguri districts of West Bengal and a self designed questionnaire was administered to them . The results were then analysed and interpreted.

3.3.2 *Hypotheses*

HO₁₁: *Experience with helpful colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₁: *Experience with helpful colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₁: *Experience with helpful colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₁: *Experience with helpful colleagues is correlated to teachers' overall experience with colleagues*

HO₁₂: *Experience with friendly colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₂: *Experience with friendly colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₂: *Experience with friendly colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₂₁: *Experience with friendly colleagues is correlated to teachers' overall experience with colleagues.*

H0₁₃: *Experience with professional and academically competent colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₃: *Experience with professional and academically competent colleagues is correlated to teachers' motivation to give their best at work.*

H0₁₃₁: *Experience with professional and academically competent colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₃₁: *Experience with professional and academically competent colleagues is correlated to teachers' overall experience with colleagues.*

H0₁₄: *Experience with hardworking and dedicated colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₄: *Experience with Hardworking and Dedicated colleagues is correlated to teachers' motivation to give their best at work.*

H0₁₄₁: *Experience with hardworking and dedicated colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₄₁: *Experience with hardworking and dedicated colleagues is correlated to teachers' overall experience with colleagues.*

H0₁₅: *Experience with competitive colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₅: *Experience with competitive colleagues is correlated to teachers' motivation to give their best at work.*

H0₁₅₁: *Experience with competitive colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₅₁: *Experience with Competitive colleagues is correlated to teachers' overall experience with colleagues.*

H0₁₆: *Conflict among colleagues is not correlated to teachers' motivation to give their best at work.*

Ha₁₆: *Conflict among colleagues is correlated to teachers' motivation to give their best at work.*

H0₁₆₁: *Conflict among colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₆₁: *Conflict among colleagues is correlated to teachers' overall experience with colleagues*

H0₁₇: *Team spirit among colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₇: *Team spirit among colleagues is correlated to teachers' motivation to give their*

best at work

HO₁₇₁: *Team spirit among colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₇₁: *Team spirit among colleagues is correlated to teachers' overall experience with Colleagues*

HO₁₈: *Experience with trustworthy and dependable colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₈: *Experience with trustworthy and dependable colleagues is correlated to teachers' motivation to give their best at work*

HO₁₈₁: *Experience with Trustworthy and dependable colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₈₁: *Experience with Trustworthy and dependable colleagues is correlated to teachers' overall experience with colleagues*

HO₁₉: *Political power play among colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₉: *Political power play among colleagues is correlated to teachers' motivation to give their best at work*

HO₁₉₁: *Political power play among colleagues is not correlated to teachers' overall experience with colleagues*

Ha₁₉₁: *Political power play among colleagues is correlated to teachers' overall experience with colleagues*

HO₁₉₂: *Informal relationships among colleagues is not correlated to teachers' motivation to give their best at work*

Ha₁₉₂: *Informal relationships among colleagues is correlated to teachers' motivation to give their best at work.*

HO₁₉₃: *Informal relationships among colleagues is not correlated to teachers' overall experience with colleagues.*

Ha₁₉₃: *Informal relationships among colleagues is correlated to teachers' overall experience with colleagues.*

3.3.3 The Questionnaire

A self designed questionnaire was administered to the respondents by the researcher himself. A strict understanding of confidentiality was maintained to elicit honest responses . The scale and the questions were explained objectively to the respondents with a conscious effort to eliminate biases in the explanations. The questionnaire contained 12 questions to be rated by the respondents on a 5 point Likert-type scale . The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with their colleagues respectively . The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent* for Section A and 1= *Never* 2= *Not common* 3= *Sometimes* 4= *Mostly* 5= *Always* for section B . For the purposes of subsequent analysis in this section of the study the two questions in section A

represented the dependent variables. There were 10 questions in the section B of the questionnaire . In the next ten questions of the questionnaire the teachers' experiences with the various aspects of their colleagues were rated on the five point Likert-type scale. For the purposes of this section of the study these ten questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size as relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. This was keeping in view the posits of Carifio and Perla (2007) and Norman (2010) . The other ten questions that represented the factors related to colleagues which affect teacher motivation were : 1. *Helpful (B1)* 2. *Friendly (B2)* 3. *Professional and Academically competent (B3)* 4. *Hardworking and Dedicated (B4)* 5. *Competition (B5)* 6. *Conflicts (B6)* 7. *Team Spirit (B7)* 8. *Trustworthy and Dependable (B8)* 9. *Political power play (B9)* 10. *Informal relationships. (B10)* . The numbers in the parenthesis represent the question (variable) numbers .

3.3.4 Statistical Analyses

The data was checked for reliability . Following which a set of correlation analysis were conducted to test the various hypothesis related to this section. A principal component analysis was conducted which brought three factors. A principal component regression using the factor scores (regression) was also conducted on the data to check if the components extracted by the principal component analysis were significant predictors of teacher motivation.

3.3.5 Results and Findings

The overall Cronbach's Alpha for the overall study was .803. The Cronbach's alpha for section A of the questionnaire which included two questions which represented the dependent variables was .876 and the Cronbach's alpha for Section B of the questionnaire which contained the independent variables was .683. Thus the reliability was in the acceptable range.

Table 14 ; Reliability Statistics for whole questionnaire

Cronbach's Alpha	N of Items
.803	12

Table 15 : Reliability Statistics for Section A

Cronbach's Alpha	N of Items
.876	2

Table 16 : Reliability Statistics for section B

Cronbach's Alpha	N of Items
------------------	------------

.683	10
------	----

Table 17 : Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Effort to give one's best at work	111	4.00	1.00	5.00	2.9279	1.43154	2.049
Overall experience with colleagues	111	4.00	1.00	5.00	2.6847	1.25757	1.581
Helpful	111	3.00	1.00	4.00	2.1892	.88947	.791
Friendly	111	4.00	1.00	5.00	2.3063	1.02507	1.051
Professionalism & Competency	111	4.00	1.00	5.00	2.7207	1.06320	1.130
Hardworking & Dedication	111	4.00	1.00	5.00	2.6396	1.15044	1.324
Competitive	111	4.00	1.00	5.00	2.6396	1.06850	1.142
Conflict	111	4.00	1.00	5.00	3.1532	.93613	.876
Team Spirit	111	3.00	1.00	4.00	2.2523	.94838	.899
Trustworthy	111	3.00	1.00	4.00	2.3784	1.00049	1.001
Political Powerplay	111	4.00	1.00	5.00	2.9640	1.27869	1.635
Informal Relationships	111	4.00	1.00	5.00	2.4144	.97671	.954
Valid N (listwise)	111						

The results of the factor analysis are given the following tables :-

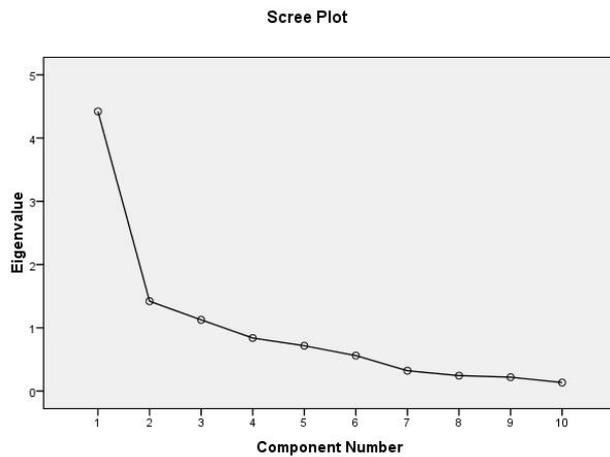
Table 18: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.797
Bartlett's Test of Sphericity	Approx. Chi-Square
	551.668
	df
	45
	Sig.
	.000

Table 19 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.422	44.218	44.218	4.422	44.218	44.218
2	1.420	14.203	58.420	1.420	14.203	58.420
3	1.126	11.258	69.678	1.126	11.258	69.678
4	.838	8.384	78.062			
5	.716	7.159	85.221			
6	.561	5.605	90.826			
7	.321	3.212	94.039			
8	.244	2.438	96.476			
9	.219	2.186	98.662			
10	.134	1.338	100.000			

Extraction Method: Principal Component Analysis.

Figure 3 : Screen Plot**Table 20 : Rotated Component Matrix^a**

	Component		
	1	2	3
Helpful	.842	.214	.206
Friendly	.890	.319	-.007
Professional & competent	.223	.743	.384
Hardworking and dedicated	.216	.871	.089
Competitive	.215	.864	.077
Conflict prone	-.158	-.075	-.770
Team spirit	.799	.297	-.056
Trustworthy	.609	-.046	.470
Political powerplay	.022	-.362	-.635
Informal relationship	.524	.073	.393

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO = .797) and Bartlett's Test of Sphericity ($\chi^2 = 551.668$, $p < 0.00$) showed that factor analysis was justified.

A factor analysis of the ten independent variables using principal component analysis, varimax orthogonal rotation extracted three factors. Factor 1 consisted of 5 factors and was labeled *relationship* factors. Factor 2 consisted of 3 factors and was labeled *Ambition* factors. Factor 3 consisted of 2 factors and was labeled *clash* factors. (Roy , Sengupta , 2015)

Table 21 : The three factors extracted by principal component analysis .

RELATIONSHIP	AMBITION	CLASH
Helpful	Professional & competent colleagues	Conflicts
Friendly	Competition	Political Power play
Team Spirit	Hardworking & dedicated colleagues	
Trustworthy		
Informal relationship		

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to colleagues affected the motivation of school teachers and whether the factors also influenced the teachers' overall experience with colleagues. The results are put up in the following table;-

Table 22 : Correlation Analysis

	Motivation of teachers to give their best in school	overall experience with colleagues
Helpful	.639	.558
Friendly	.666	.576
Professional & academically competent	.578	.756
Hardworking and dedicated	.613	.75
Competitive	.5	.666
Conflict	-.311	-.376
Team spirit	.529	.479

Trustworthy & dependable	.387	.37
Political powerplay	-.309	-.42
Informal relationship	.412	.389

Subsequently a principal component regression was conducted using the component scores as predictor variables. Ul-Saufie et al (2011) had postulated that if principal components are used as inputs the prediction capabilities of multiple regression models' improves . This is because the complexities of the model are reduced and multicollinearity is eliminated . The principal component regression in this study was conducted to check and determine as to which of the predictors are statistically significant . Hence a multiple regression analysis was run wherein the variable 1 which represented the motivation of the teachers to give their best at work in school was taken as the predicted variable and the components extracted by the principal component analysis as the predictor variables. (Roy , Sengupta , 2015) The results are:

Table 23 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.768 ^a	.589	.578	.93004	1.492

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 24 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	132.872	3	44.291	51.205	.000 ^a
	Residual	92.552	107	.865		
	Total	225.423	110			

Table 25 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.928	.088		33.168	.000
REGR factor score 1 for analysis 1	.779	.089	.544	8.780	.000
REGR factor score 2 for analysis 1	.701	.089	.490	7.907	.000
REGR factor score 3 for analysis 1	.332	.089	.232	3.743	.000

a. Dependent variable 00001

Table 26 Coefficients^a

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

Table 27 Collinearity Diagnostics^a

Model	Dimension		
		Eigenvalue	Condition Index
1	1	1.000	1.000
	2	1.000	1.000

3	1.000	1.000
4	1.000	1.000

Table 28 Collinearity Diagnostics^a

	(Constant)	REGR factor score 1 for analysis 1	REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1 1	.60	.00	.39	.00
2	.00	.00	.00	1.00
3	.01	.96	.03	.00
4	.39	.04	.58	.00

a. Dependent variable : VAR00001

Table 29 Residual Statistics

	Minimum	Maximum	Mean	S.D.	N
Predicted Value	.7163	5.7638	2.9279	1.09906	111
Std. Predicted Value	-2.012	2.580	.000	1.000	111
S.E. of Predicted Value	.092	.302	.171	.046	111
Adjusted Predicted Value	.6470	5.8353	2.9264	1.10021	111
Residual	-1.93353	3.04301	.00000	.91727	111
Std. Residual	-2.079	3.272	.000	.986	111
Stud. Residual	-2.098	3.328	.001	1.002	111
Deleted Residual	-1.96858	3.14825	.00152	.94784	111
Stud. Deleted Residual	-2.132	3.498	.003	1.014	111
Mahal. Distance	.094	10.628	2.973	2.157	111
Cook's Distance	.000	.096	.008	.014	111

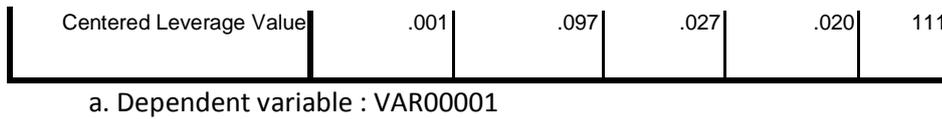


Figure 4 : Histogram

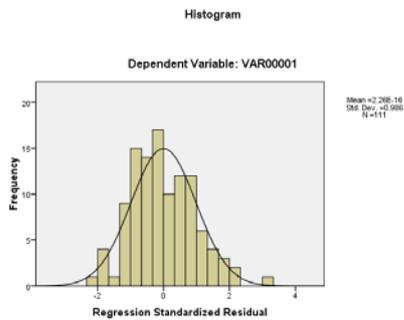
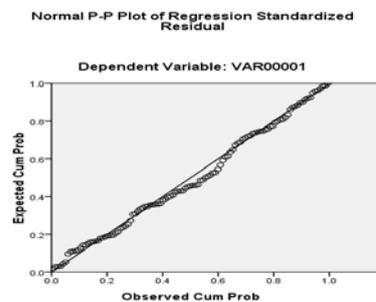


Figure 5 : Normal P-P plot of regression standardized residual



The results of the multiple regression which was conducted using the component scores as predictors and the enter method produced a model ($F_{3,107} = 51.205$, $P < .0005$, Adjusted $R^2 = .578$) . Durbin-Watson statistics = 1.492. It is widely reported that the accepted range of Durbin Watson statistics is between 1.5 – 2.5 (Tay , 2014 ; Jiménez , Muñoz et al. 2009 ; Subramaniam and Arumugam, 2013) . Further Field (2009) as well as Hopkins and Ferguson (2014) have posited that significant positive serial correlation is a concern when Durbin Watson score is less than 1 . Thus since the Durbin Watson score is within acceptable range the researcher concluded that no significant serial correlation exists and proceeded further . The conditionality Index = 1 signifying no multicollinearity . Figure 4 illustrates that the residuals are approximately normally distributed.

Figure 6: Scatter Plot

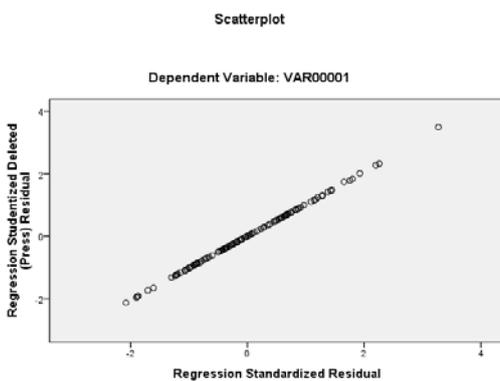


Table 30 : B values

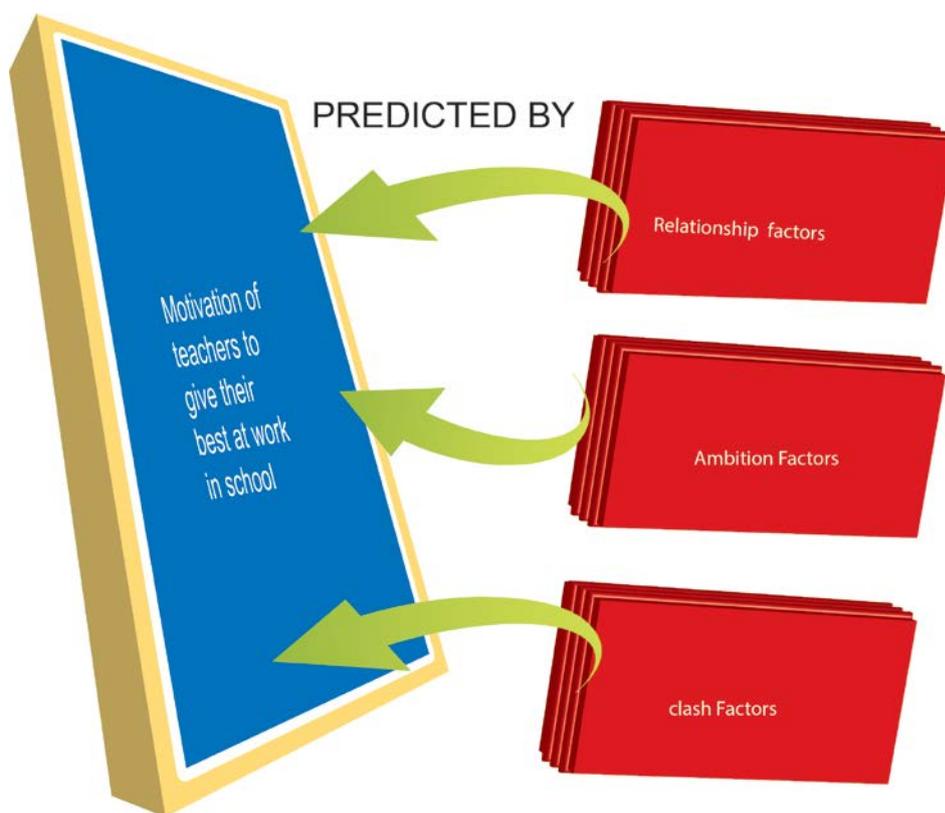
Predictor variables	B	P
Relationship factors	.779	P<.0005
Ambition factors	.701	P<.0005
Clash factors	.332	P<.0005

An interesting phenomenon was noted here with the results of the Principal component regression . It is seen that the correlations for the two variables : political power play and conflict with the motivation of school teachers were negative . These two factors constituted the component clash factors after the principal component analysis. After the principal component regression was conducted using the clash factors as one of the predictor variables it was seen that the B value for the clash factor was positive thus implying that the clash factors had a positive effect on teacher motivation. Thus while these two variables on their own individually have a negative effect on the motivation of school teachers , they have a positive effect when grouped together as one factor. The researcher feels that this may be due to Simpson's paradox (also known as the Yule-Simpson effect) . This is a paradox which is encountered in statistics wherein a trend which appears in different groups of data reverses when the groups of data are combined . This phenomenon was introduced by Edward H. Simpson in 1951 . (Simpson , 1951) . This happens most often when there is a lurking variable or confounding variable . The researcher takes the possibility of a confounding variable to be very high . In this context the researcher studied literature on the effect of conflicts and workplace politics to theoretically identify this lurking variable and understand its nature .

Oni-Ojo et al (2014) posited that while human conflicts in organizations are inevitable if it is managed well it can be positive for the organization , Tillet and French (2006) posited that conflict can lead to organizational growth through increased communication and alternate methods of problem solving . Eunson (2007) proposed that conflict can remove complacency at the workplace. De Dreu and Gelfand (2008) proposed that the desire to maintain and promote a positive aspect of oneself gives rise to identity and value conflicts while the need to share the same socially accepted views can also lead to conflicts of understanding . Alper, Tjosvold, & Law, 2000, Deutsch, 1980; Lovelace et al., 2001 , proposed that another source of conflict can be competitive in nature where in some people want to win and want others to lose . This also affects the dynamics and outcomes of conflicts. These three types of conflicts if grouped with political power play might cause an increase in motivation of teachers to do better and ' outperform' their peers , while other types of conflicts like conflicts of resources involving the sharing of scarce resources (De Dreu , Gelfand ,2008) and conflicts of interest wherein a person or a group of persons might act against the interest of others might lead to lowering of motivation when taken on its own. Thus the researcher proposes that the lurking variable or confounding variable in this case is the *Nature of the conflict/political power play*.

Thus if the nature of the conflict is competitive or one that stems from a desire to promote oneself it may increase motivation when paired with political power play , conversely when political power play leads to augmentation of competition or self promotion then political power play might increase motivation to give ones best at the workplace.

Figure 7: Colleagues predictor chart



3.3.6 Testing of Hypotheses

H₀₁₁ Helpful colleagues do not correlate with teachers' motivation to give their best at work

H_{a11} Helpful colleagues correlate with teachers' motivation to give their best at work

Table 31 : Correlation Matrix

		Motivation to give ones best at work	Helpful colleagues
Motivation to give ones best at work	Pearson Correlation	1	.639 ^{**}
	Sig. (2-tailed)		.000

	N	111	111
Helpful colleagues	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with helpful colleagues as illustrated by the responses to the first question of the section B of the questionnaire (B1) is thus seen to be .639 . This correlation is very moderately high , hence the null hypothesis H_{011} is rejected and the alternate hypothesis H_{a11} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with helpful colleagues.

H_{012} Helpful colleagues do not correlate with teachers' overall experience with colleagues

H_{a12} Helpful colleagues correlate with teachers' overall experience with colleagues

Table 32 : Correlation Matrix

	Overall experience with colleagues	Helpful colleagues
Overall experience with colleagues	Pearson Correlation	1
	Sig. (2-tailed)	.558**
	N	111
Helpful colleagues	Pearson Correlation	.558**
	Sig. (2-tailed)	.000
	N	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with helpful colleagues as illustrated by the responses to the first question of the section B of the questionnaire (B1) is thus seen to be .558 . This correlation is moderate but significant , hence the null hypothesis H_{012} is rejected and the alternate hypothesis H_{a12} is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with helpful colleagues .

H_{012} Friendly colleagues do not correlate with teachers' motivation to give their best at work

H_{a12} Friendly colleagues correlate with teachers' motivation to give their best at work.

Table 33 : Correlation Matrix

	Motivation to give ones best at work	Friendly colleagues
Motivation to give ones best at work	Pearson Correlation	1
	Sig. (2-tailed)	.666**
		.000

	N	111	111
Friendly colleagues	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with friendly colleagues as illustrated by the responses to the second question of the section B of the questionnaire (B2) is thus seen to be .666 . This correlation is moderately high , hence the null hypothesis $H_{0_{12}}$ is rejected and the alternate hypothesis $H_{a_{12}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with friendly colleagues

$H_{0_{12}}$ Friendly colleagues do not correlate with teachers' overall experience with colleagues

$H_{a_{12}}$ Friendly colleagues correlate with teachers' overall experience with colleagues

Table 34 : Correlation Matrix

		Overall experience with colleagues	Friendly colleagues
Overall experience with colleagues	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	111	111
Friendly colleagues	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with friendly colleagues as illustrated by the responses to the second question of the section B of the questionnaire (B2) is thus seen to be .576 . This correlation is moderate but significant , hence the null hypothesis $H_{0_{121}}$ is rejected and the alternate hypothesis $H_{a_{121}}$ is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with friendly colleagues .

$H_{0_{13}}$ Professional and academically competent colleagues do not correlate with teachers' motivation to give their best at work

$H_{a_{13}}$ Professional and academically competent colleagues correlate with teachers' motivation to give their best at work

Table 35 : Correlation Matrix

	Motivation to give ones best at work	Professional & competent colleagues

Motivation to give ones best at work	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	111	111
Professional and competent colleagues	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences professional and competent colleagues as illustrated by the responses to the third question of the section B of the questionnaire (B3) is thus seen to be .578 . This correlation is moderate but significant , hence the null hypothesis H_{013} is rejected and the alternate hypothesis H_{a13} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with professional and competent colleagues .

H_{0131} Professional and academically competent colleagues do not correlate with teachers' overall experience with colleagues

H_{a131} Professional and academically competent colleagues correlate with teachers' overall experience with colleagues

Table 36: Correlation Matrix

		Overall experience with colleagues	Professional & competent colleagues
Overall experience with colleagues	Pearson Correlation	1	.756**
	Sig. (2-tailed)		.000
	N	111	111
Professional and competent colleagues	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with helpful colleagues as illustrated by the responses to the third question of the section B of the questionnaire (B3) is thus seen to be .756 . This correlation is high , hence the null hypothesis H_{0131} is rejected and the alternate hypothesis H_{a131} is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with professional and competent colleagues .

H0₁₄ Hardworking and Dedicated colleagues do not correlate with teachers' motivation to give their best at work

Ha₁₄ Hardworking and Dedicated colleagues correlate with teachers' motivation to give their best at work.

Table 37 : Correlation Matrix

		Motivation to give ones best at work	Hardworking & dedicated colleagues
Motivation to give ones best at work	Pearson Correlation	1	.613 ^{**}
	Sig. (2-tailed)		.000
	N	111	111
Hardworking and dedicated colleagues	Pearson Correlation	.613 ^{**}	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with hardworking and dedicated colleagues as illustrated by the responses to the fourth question of the section B of the questionnaire (B4) is thus seen to be .613 . This correlation is moderately high , hence the null hypothesis H0₁₄ is rejected and the alternate hypothesis Ha₁₄ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with hardworking and dedicated colleagues .

H0₁₄₁ Hardworking and dedicated colleagues do not correlate with teachers' overall experience with colleagues

Ha₁₄₁ Hardworking and dedicated colleagues correlate with teachers' overall experience with colleagues

Table 38 : Correlation Matrix

		Overall experience with colleagues	Experience with hardworking and dedicated teachers
Overall experience with colleagues	Pearson Correlation	1	.750 ^{**}
	Sig. (2-tailed)		.000
	N	111	111
Experience with hardworking and	Pearson Correlation	.750 ^{**}	1
	Sig. (2-tailed)	.000	

dedicated teachers	N	111	111
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** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with hardworking and dedicated colleagues as illustrated by the responses to the fourth question of the section B of the questionnaire (B4) is thus seen to be .750 . This correlation is high , hence the null hypothesis $H_{0_{141}}$ is rejected and the alternate hypothesis $H_{a_{141}}$ is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with hardworking and dedicated colleagues.

$H_{0_{15}}$ Competitive colleagues do not correlate with teachers' motivation to give their best at work .

$H_{a_{15}}$ Competitive colleagues correlate teachers' motivation to give their best at work.

Table 39 : Correlation Matrix

		Motivation to give ones best at work	Competition
Motivation to give ones best at work	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.000
	N	111	111
Competition	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with competitive colleagues as illustrated by the responses to the fifth question of the section B of the questionnaire (B5) is thus seen to be .500 . This correlation is moderate but significant , hence the null hypothesis $H_{0_{15}}$ is rejected and the alternate hypothesis $H_{a_{15}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with competitive colleagues .

$H_{0_{151}}$ Competitive colleagues do not correlate with teachers' overall experience with colleagues

$H_{a_{151}}$ Competitive colleagues correlate with teachers' overall experience with colleagues

Table 40 : Correlation Matrix

		Overall experience with colleagues	Competition
Overall experience with colleagues	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	N	111	111
Competition	Pearson Correlation	.666**	1

	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with competitive colleagues as illustrated by the responses to the first question of the section B of the questionnaire (B1) is thus seen to be .666 . This correlation is moderately high , hence the null hypothesis $H_{0_{151}}$ is rejected and the alternate hypothesis $H_{a_{151}}$ is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with competitive colleagues .

$H_{0_{16}}$ Conflict among colleagues do not correlate with teachers' motivation to give their best at work.

$H_{a_{16}}$ Conflict among colleagues correlate with teachers' motivation to give their best at work.

Table 41 : Correlation Matrix

		Motivation to give one's best at work	Conflicts
Motivation to give one's best at work	Pearson Correlation	1	-.311**
	Sig. (2-tailed)		.001
	N	111	111
Conflicts	Pearson Correlation	-.311**	1
	Sig. (2-tailed)	.001	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and conflicts with colleagues as illustrated by the responses to the sixth question of the section B of the questionnaire (B6) is thus seen to be -.311 . This correlation is moderate but significant , hence the null hypothesis $H_{0_{16}}$ is rejected and the alternate hypothesis $H_{a_{16}}$ is accepted . Thus the motivation of teachers is taken to be correlated to conflicts with colleagues.

$H_{0_{161}}$ Conflict among colleagues do not correlate with teachers' overall experience with colleagues

$H_{a_{161}}$ Conflict among colleagues correlate with teachers' overall experience with colleagues

Table 42 : Correlation Matrix

		Overall experience with colleagues	conflicts
Overall experience with colleagues	Pearson Correlation	1	-.376**
	Sig. (2-tailed)		.000
	N	111	111

conflicts	Pearson Correlation	-.376**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with conflicts with colleagues as illustrated by the responses to the sixth question of the section B of the questionnaire (B6) is thus seen to be $-.376$. This correlation is moderate but significant , hence the null hypothesis $H_{0_{161}}$ is rejected and the alternate hypothesis $H_{a_{161}}$ is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to experience with conflicts with colleagues .

$H_{0_{17}}$ Team spirit among colleagues do not correlate with teachers' motivation to give their best at work

$H_{a_{17}}$ Team spirit among colleagues correlate with teachers' motivation to give their best at work

Table 43 : Correlation Matrix

		Motivation to give ones best at work	Team spirit
Motivation to give ones best at work	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.000
	N	111	111
Team spirit	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and team spirit as illustrated by the responses to the seventh question of the section B of the questionnaire (B7) is thus seen to be $.529$. This correlation is moderate but significant , hence the null hypothesis $H_{0_{17}}$ is rejected and the alternate hypothesis $H_{a_{17}}$ is accepted . Thus the motivation of teachers is taken to be correlated to team spirit.

$H_{0_{171}}$ Team spirit among colleagues do not correlate with teachers' overall experience with colleagues.

$H_{a_{171}}$ Team spirit among colleagues correlate with teachers' overall experience with colleagues.

Table 44 : Correlation Matrix

		Overall experience with teachers	Team spirit
Overall experience with teachers	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.000

	N	111	111
Team spirit	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with team spirit as illustrated by the responses to the seventh question of the section B of the questionnaire (B7) is thus seen to be .479 . This correlation is moderate but significant, hence the null hypothesis $H_{0_{171}}$ is rejected and the alternate hypothesis $H_{a_{171}}$ is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to team spirit .

$H_{0_{18}}$ Trustworthy and dependable colleagues do not correlate with teachers' motivation to give their best at work

$H_{a_{18}}$ Trustworthy and dependable colleagues correlate with teachers' motivation to give their best at work

Table 45 : Correlation Matrix

	Motivation to give ones best at work	Trust worthy and dependable colleagues
Motivation to give ones best at work	Pearson Correlation	1
	Sig. (2-tailed)	.387**
	N	111
Trust worthy & dependable colleagues	Pearson Correlation	.387**
	Sig. (2-tailed)	.000
	N	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and trustworthy and dependable colleagues as illustrated by the responses to the eighth question of the section B of the questionnaire (B8) is thus seen to be .387 . This correlation is moderate but significant , hence the null hypothesis $H_{0_{18}}$ is rejected and the alternate hypothesis $H_{a_{18}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with trustworthy and dependable colleagues.

$H_{0_{181}}$ Trustworthy and dependable colleagues do not correlate with teachers' overall experience with colleagues

$H_{a_{181}}$ Trustworthy and dependable colleagues correlate with teachers' overall experience with colleagues

Table 46 : Correlation Matrix

		Overall experience with colleagues	Trustworthy & dependable colleagues
Overall experience with colleagues	Pearson Correlation	1	.370**
	Sig. (2-tailed)		.000
	N	111	111
Trustworthy and dependable colleagues	Pearson Correlation	.370**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with trustworthy and dependable colleagues as illustrated by the responses to the eighth question of the section B of the questionnaire (B8) is thus seen to be .370 . This correlation is moderate but significant , hence the null hypothesis H_{0181} is rejected and the alternate hypothesis H_{a181} is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with trustworthy and dependable colleagues .

H_{019} Political power play among colleagues do not correlate with teachers' motivation to give their best at work

H_{a19} Political power play among colleagues correlate with teachers' motivation to give their best at work

Table 47 : Correlation Matrix

		Motivation to give ones best at work	Political power play
Motivation to give ones best at work	Pearson Correlation	1	-.309**
	Sig. (2-tailed)		.001
	N	111	111
Political power play	Pearson Correlation	-.309**	1
	Sig. (2-tailed)	.001	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and political power play among colleagues as illustrated by the responses to the ninth question of the section B of the questionnaire (B9) is thus seen to be -.309 . This correlation is moderate but significant , hence the null hypothesis H_{019} is rejected and the alternate hypothesis H_{a19} is accepted . Thus

the motivation of teachers is taken to be correlated to their experience with political power play among colleagues.

H₀₁₉₁ Political power play among colleagues do not correlate with teachers' overall experience with colleagues

H_{a191} Political power play among colleagues correlate with teachers' overall experience with Colleagues

Table 48 : Correlation Matrix

		Overall experience with colleagues	Political powerplay
Overall experience with colleagues	Pearson Correlation	1	-.420**
	Sig. (2-tailed)		.000
	N	111	111
Political powerplay	Pearson Correlation	-.420**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with political power play among colleagues as illustrated by the responses to the ninth question of the section B of the questionnaire (B9) is thus seen to be -.420 . This correlation is moderate but significant , hence the null hypothesis H₀₁₉₁ is rejected and the alternate hypothesis H_{a191} is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to their experience with political power play among colleagues .

H₀₁₉₂ Informal relationships among colleagues do not correlate with teachers' motivation to give their best at work

H_{a192} Informal relationships among colleagues correlate with teachers' motivation to give their best at work.

Table 49 : Correlation Matrix

		Motivation to give ones best at work	Informal relationships
Motivation to give	Pearson Correlation	1	.412**

ones best at work	Sig. (2-tailed)		.000
	N	111	111
Informal relationships	Pearson Correlation	.412**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and informal relationships as illustrated by the responses to the tenth question of the section B of the questionnaire (B10) is thus seen to be .412 . This correlation is very moderate but significant , hence the null hypothesis H_{0192} is rejected and the alternate hypothesis H_{a192} is accepted . Thus the motivation of teachers is taken to be correlated to informal relationships among colleagues .

H_{0193} Informal relationships among colleagues do not correlate with teachers' overall experience with colleagues

H_{a193} Informal relationships among colleagues correlate with teachers' overall experience with Colleagues

Table 50 : Correlation Matrix

		Overall experience with colleagues	Informal relationships
Overall experience with colleagues	Pearson Correlation	1	.389**
	Sig. (2-tailed)		.000
	N	111	111
Informal relationships	Pearson Correlation	.389**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the colleagues as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with helpful colleagues as illustrated by the responses to the tenth question of the section B of the questionnaire (B10) is thus seen to be .389 . This correlation is moderate but significant , hence the null hypothesis H_{0193} is rejected and the alternate hypothesis H_{a193} is accepted . Thus the overall experience of teachers with the colleagues is taken to be correlated to informal relationships among colleagues .

3.3.7 Conclusion

It was noted that the motivation of teachers to give their best at work in school had a significant and high correlation with their experience with their colleagues in school. All the sub- factors related to colleagues also had significant correlations (ranging from moderate to

high) with the motivation of school teachers to give their best at work in school. A principal component analysis extracted three components which were subsequently named relationship factors, Ambition factors and clash factors.

The results of the principal component regression showed that all the three predictor components that were extracted by the principal component analysis were significant predictors while adhering to all the assumptions of a multiple regression analysis (Roy ,Sengupta , 2015).

3.4 Analysis of the various factors related to school management that influence the motivation of school teachers

3.4.1 Introduction

This part of the study was conducted in two parts . In the first part qualitative data was collected through a study of related literature followed by a focus group discussion involving nine participants among whom were six heads of schools and three experts on education. The heads of schools included two directors of schools and four principals of schools. The experts on education consisted of two academics who were involved in teacher education and one educational consultant with schools. The focus group discussion was followed by nine individual interview sessions with participants of the focus group discussions. At the end of the first part of the study fifteen factors emerged as the main factors that influenced the motivation of school teachers . *These were:- 1. Understanding 2. Fair 3. Respect for teachers 4. Concern for teacher's family 5. Trustworthy 6. Generous 7. Participative 8. Qualified 9. Capable 10. Harsh11. Effective leadership style 12. Accessible 13. Encouraging 14. Appreciative 15. Unreasonable.*

At the second stage of the study a random sample of school teachers (N=111) were chosen from Darjeeling and Jalpaiguri districts of West Bengal and a self designed questionnaire was administered to them . The results were then analysed and interpreted.

3.4.2 Hypotheses

H₀₂₁: Understanding nature of school management is not correlated to teachers' motivation to give their best at work in school.

Ha₂₁: Understanding nature of school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₁₁: Understanding nature of school management is not correlated to teachers' overall experience with the school management

Ha₂₁₁: Understanding nature of school management is correlated to teachers' overall experience with the school management

H₀₂₂: Fair school management is not correlated to the teacher's motivation to give their best at work in school.

Ha₂₂: Fair school management is correlated to the teachers' motivation to give their best at work in school.

H₀₂₂₁: Fair school management is not correlated to teachers' overall experience with the school management

Ha₂₂₁: Fair school management is correlated to teachers' overall experience with the school management

H₀₂₃: Respect for Teachers by school management is not correlated to teachers' motivation to give their best at work in school.

Ha₂₃: Respect for Teachers by school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₃₁: Respect for Teachers by school management is not correlated to teachers' overall experience with the school management.

Ha₂₃₁: Respect for teachers by school management is correlated to teachers' overall experience with the school management .

H₀₂₄: Concern for teacher's families by school management is not correlated to teachers' motivation to give their best at work in school.

Ha₂₄: Concern for Teacher's by school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₄₁: Concern for teacher's families by school management is not correlated to teachers' overall experience with the school management

H_{a241}: Concern for teacher's by school management is correlated to teachers' overall experience with the school management

H₀₂₅: Trustworthy school management is not correlated to teachers' motivation to give their best at work in school.

H_{a25}: Trustworthy school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₅₁: Trustworthy school management is not correlated to teachers' overall experience with the school management

H_{a251}: Trustworthy school management is correlated to teachers' overall experience with the school management

H₀₂₆: Generous school management is not correlated to teachers' motivation to give their best at work in school.

H_{a26}: Generous school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₆₁: Generous school management is not correlated to teachers' overall experience with the school management

H_{a261}: Generous school management is correlated to teachers' overall experience with the school management .

H₀₂₇: Participative school management is not correlated to teachers' motivation to give their best at work in school.

H_{a27}: Participative school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₇₁: Participative school management is not correlated to affect teachers' overall experience with the school management.

H_{a271}: Participative school management is correlated to teachers' overall experience with the school management .

H₀₂₈: Qualified school management is not correlated to teachers' motivation to give their best at work in school.

H_{a28}: Qualified school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₈₁: Qualified school management is not correlated to teachers' overall experience with the school management

H_{a281}: Qualified school management is correlated to teachers' overall experience with the school management

H₀₂₉: Capable school management is not correlated to teachers' motivation to give their best at work in school.

H_{a29}: Capable school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₉₁: Capable school management is not correlated to teachers' overall experience with the school management

H_{a291}: Capable school management is correlated to teachers' overall experience with the school management

H₀₂₉₂: Harsh school management is not correlated to teachers' motivation to give their best at work in school.

H_{a292}: Harsh school management is correlated to teachers' motivation to give their best at work in school.

H₀₂₉₃: Harsh school management is not correlated to teachers' overall experience with the school management .

H_{a293}: Harsh school management is correlated to teachers' overall experience with the school management .

H₀₂₉₄: Effective leadership style of school management is not correlated to teachers' motivation to give their best at work in school.

H_{a294}: Effective leadership style of school management is correlated to teachers' motivation to give their best at work in school.

HO₂₉₅ : *Effective leadership style of school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₅ : *Effective leadership style of school management is correlated to teachers' overall experience with the school management .*

HO₂₉₆ : *Accessible school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₆ : *Accessible school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₇ : *Accessible school management is not correlated to teachers' overall experience with the school management .*

Ha₂₉₇ : *Accessible school management is correlated to teachers' overall experience with the school management .*

HO₂₉₈ : *Encouraging school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₈ : *Encouraging school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₉ : *Encouraging school management is not correlated to teachers' overall experience with the school management*

Ha₂₉₉ : *Encouraging school management is correlated to teachers' overall experience with the school management*

HO₂₉₉₁ : *Appreciative school management is not correlated to teachers' motivation to give their best at work in school.*

Ha₂₉₉₁ : *Appreciative school management is correlated to teachers' motivation to give their best at work in school.*

HO₂₉₉₂ : *Appreciative school management is not correlated to teachers' overall experience with the school management.*

Ha₂₉₉₂ : *Appreciative school management is correlated to teachers' overall experience with the school management .*

HO₂₉₉₃ : *Unreasonable school management is not correlated to teachers' motivation to*

give their best at work in school.

Ha₂₉₉₃:Unreasonable school management is correlated to teachers' motivation to give their best at work in school.

HO₂₉₉₄:Unreasonable school management is not correlated to teachers' overall experience with the school management .

Ha₂₉₉₄:Unreasonable school management is correlated to teachers' overall experience with the school management .

3.4.3 The Questionnaire

A self designed questionnaire was administered to the respondents . A strict understanding of confidentiality was maintained to elicit honest responses . The questions and the ratings scale were explained objectively to the respondents. The questionnaire contained 17 questions to be rated by the respondents on a 5 point Likert-type scale . The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with their school's management respectively . The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. These two questions represented the dependent variables. There were 15 questions in the section B of the questionnaire. In the fifteen questions of the questionnaire the teachers' experiences with the various aspects of their school's management were rated on a five point Likert-type scale. The scale was 1= *Never* 2= *Not common* 3= *Sometimes* 4= *Mostly* 5= *Always* for section B. These fifteen questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size was relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. This was keeping in views the posits of Carifio and Perla (2007) and Norman (2010) as has been cited earlier in detail . The other fifteen questions that represented the factors related to school management which affect teacher motivation were :

1. Understanding (C1)
2. Fair (C2)
3. Respect for teachers (C3)
4. Concern for teacher's family (C4)
5. Trustworthy (C5)
6. Generous (C6)
7. Participative (C7)
8. Qualified (C8)
9. Capable (C9)
10. Harsh (C10)
11. Effective leadership style (C11)
12. Accessible (C12)
13. Encouraging (C13)
14. Appreciative (C14)
15. Unreasonable. (C15) . .

The numbers in the parenthesis represent the question numbers .

3.4.4 Statistical Analyses

The data was checked for reliability . Following which a set of correlation analysis were conducted to test the various hypothesis related to this section. A principal component analysis was then conducted which brought three factors. a principal component regression using the factor scores (regression) was conducted to check if the three components brought forth by the principal component analysis were significant predictors of the workplace motivation of teachers .

3.4.5 Results and Findings

Table 51 : Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Effort to give one's best at work	111	1.00	5.00	349.00	3.1441	.12398	1.30626	1.706
Overall experience with colleagues	111	1.00	5.00	299.00	2.6937	.11288	1.18929	1.414
Understanding	111	1.00	5.00	337.00	3.0360	.11725	1.23530	1.526
Fair	111	1.00	5.00	332.00	2.9910	.11339	1.19465	1.427
Respectful	111	1.00	5.00	336.00	3.0270	.11337	1.19438	1.427
Concern for teacher's family	111	1.00	5.00	332.00	2.9910	.11972	1.26128	1.591
Trustworthy	111	1.00	5.00	327.00	2.9459	.12265	1.29220	1.670
Generous	111	1.00	5.00	326.00	2.9369	.11957	1.25972	1.587
Participative	111	1.00	5.00	318.00	2.8649	.10669	1.12401	1.263
Qualified	111	1.00	5.00	320.00	2.8829	.10534	1.10978	1.232
Capable	111	1.00	5.00	323.00	2.9099	.10976	1.15640	1.337
Harsh	111	1.00	5.00	317.00	2.8559	.11649	1.22732	1.506
Effective Leadership style	111	1.00	5.00	310.00	2.7928	.10793	1.13712	1.293
Accessible	111	1.00	5.00	321.00	2.8919	.10581	1.11479	1.243
Encouraging	111	1.00	5.00	323.00	2.9099	.11558	1.21767	1.483
Appreciative	111	1.00	5.00	329.00	2.9640	.11795	1.24264	1.544

Unreasonable	111	1.00	5.00	296.00	2.6667	.10885	1.14680	1.315
Valid N (listwise)	111							

Table 52 : **Reliability Statistics for Section A**

Cronbach's Alpha	N of Items
.838	2

Table 54 : **Reliability Statistics for entire questionnaire**

Cronbach's Alpha	N of Items
.935	17

Table 53 : **Reliability statistics for Section B**

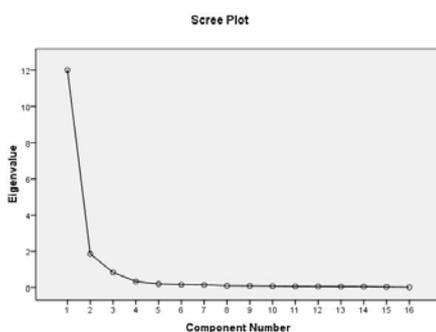
Cronbach's Alpha	N of Items
.918	15

Table 55 : **KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	3016.439
	df	105
	Sig.	.000

The overall Cronbach's Alpha for the entire questionnaire was .935. The Cronbach's alpha for section A of the questionnaire which included two questions representing the dependent variables was .838 and the Cronbach's alpha for Section B of the questionnaire which contained the independent

Figure 8 : **Screen Plot**



variables was .918. Thus the reliability was in the acceptable range.

At the next stage of analysis a principal component analysis was conducted with all the fifteen independent variables. The KMO measure of sampling adequacy was .931 thus the KMO and Bartlett's test showed that factor analysis was justified in this case . Thus a principal component analysis with orthogonal varimax rotation was carried out. An eyeball study of the screen plot revealed that three factors should

be taken. The number of factors to be extracted was given as 3.

Table 56 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.125	74.164	74.164	11.125	74.164	74.164
2	1.825	12.168	86.332	1.825	12.168	86.332
3	.831	5.539	91.871			
4	.331	2.205	94.076			
5	.186	1.237	95.313			
6	.155	1.034	96.347			
7	.137	.913	97.260			
8	.088	.590	97.850			
9	.077	.512	98.362			
10	.059	.392	98.754			
11	.058	.386	99.140			
12	.051	.342	99.481			
13	.043	.286	99.767			
14	.026	.171	99.938			
15	.009	.062	100.000			

Extraction Method: Principal Component Analysis.

Hereafter another principal component analysis with orthogonal varimax rotation was carried out. The number of factors to be extracted was given as 3. The results are as given in the following table ;-

Table 57 : Rotated Component matrix

	Component		
	1	2	3
Understanding	.848	.343	.279
Fair	.892	.287	.207
Respect for teachers	.893	.289	.194
Concern for Teachers' families	.864	.330	.251
Trustworthy	.845	.386	.226
Generous	.839	.375	.251
Participative	.363	.895	.145
Qualified	.364	.900	.166
Capable	.386	.878	.200
Harsh	-.406	-.379	-.760
Effective leadership style	.236	.835	.270
Accessible	.317	.896	.190
Encouraging	.887	.291	.230
Appreciative	.867	.319	.270
Unreasonable	-.345	-.219	-.857

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

Thus it was seen from the results that the three factors that were extracted explained 91.871% of the variances. It was seen from Table 57 that variables 3,4,5,6,7,8,15,16 loaded onto component 1. Variables 9, 10,11,13,14 loaded onto component 2 while variables 12, 17 loaded onto component 3. The three components were named humane factors, operational factors and clash factors.

Table 58 : Extracted components from principal component analysis

HUMANE	OPERATIONAL	CLASH
Understanding	Participative	Harsh
Fair	Qualified	Unreasonable
Respect for Teachers	Capable	
Concern for teachers Family	Effective leadership Style	
Trustworthy	Accessible	
Generous		
Encouraging		
Appreciative		

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to colleagues affected the motivation of school teachers and whether the factors also influenced the teachers' overall experience with colleagues. The results are put up in the following table;-

Table 59 : Correlation Analysis

	Motivation of teachers to give their best in school	overall experience with school management
Understanding	.932	.701
Fair	.898	.727
Respect for teachers	.895	.684
Concern for teachers' families	.906	.713
Trustworthy	.888	.705
Generous	.89	.727

Participative	.701	.533
Qualified	.72	.544
Capable	.737	.548
Harsh	-.752	-.535
Effective leadership Style	.614	.45
Accessible	.698	.53
Encouraging	.883	.696
Appreciative	.911	.712
Unreasonable	-.666	-.509

A principal component regression was conducted using the principal components as inputs. According to Ul-Saufie et al (2011) the use of principal components as inputs improves multiple regression models' prediction by reduction of complexities and elimination of multicollinearity. A multiple linear regression analysis was first run on the data, 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 predictor variables. The results of the multiple regression analysis are as follows :

Table 60 : Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1 ^a		Enter

Table 61 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.956 ^a	.914	.911	.38860	1.725

Table 62: Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition	Variance Proportions
-------	-----------	------------	-----------	----------------------

		Index	(Constant)	REGR factor score 1 for analysis 1	REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	1.000	1.000	.34	.00	.65
	2	1.000	1.000	.00	1.00	.00
	3	1.000	1.000	.66	.00	.34
	4	1.000	1.000	.00	.00	1.00

a. Dependent Variable: VAR00001

Table 63 : ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.535	3	57.178	378.633	.000 ^a
	Residual	16.158	107	.151		
	Total	187.694	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 64 : Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0245	5.3223	3.1441	1.24876	111
Std. Predicted Value	-1.697	1.744	.000	1.000	111
Standard Error of Predicted Value	.040	.109	.072	.015	111
Adjusted Predicted Value	1.0256	5.3355	3.1438	1.24831	111
Residual	-1.15932	.86058	.00000	.38327	111
Std. Residual	-2.983	2.215	.000	.986	111
Stud. Residual	-3.014	2.265	.000	1.005	111
Deleted Residual	-1.18311	.90026	.00036	.39830	111
Stud. Deleted Residual	-3.136	2.310	.000	1.016	111
Mahal. Distance	.151	7.726	2.973	1.599	111
Cook's Distance	.000	.086	.010	.015	111
Centered Leverage Value	.001	.070	.027	.015	111

Table 63 : ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.535	3	57.178	378.633	.000 ^a
	Residual	16.158	107	.151		
	Total	187.694	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 64 :Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0245	5.3223	3.1441	1.24876	111
Std. Predicted Value	-1.697	1.744	.000	1.000	111
Standard Error of Predicted Value	.040	.109	.072	.015	111
Adjusted Predicted Value	1.0256	5.3355	3.1438	1.24831	111
Residual	-1.15932	.86058	.00000	.38327	111
Std. Residual	-2.983	2.215	.000	.986	111
Stud. Residual	-3.014	2.265	.000	1.005	111
Deleted Residual	-1.18311	.90026	.00036	.39830	111
Stud. Deleted Residual	-3.136	2.310	.000	1.016	111
Mahal. Distance	.151	7.726	2.973	1.599	111
Cook's Distance	.000	.086	.010	.015	111
Centered Leverage Value	.001	.070	.027	.015	111

a. Dependent Variable: VAR00001

Table 65 : Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	3.144	.037		85.243	.000
	REGR factor score 1 for analysis 1	1.024	.037	.784	27.647	.000
	REGR factor score 2 for analysis 1	.538	.037	.412	14.527	.000
	REGR factor score 3 for analysis 1	.469	.037	.359	12.668	.000

a. Dependent Variable: VAR00001

Table 66 : Coefficients^a

Model	95.0% Confidence Interval for B		Collinearity Statistics		
	Lower Bound	Upper Bound	Tolerance	VIF	
1	(Constant)	3.071	3.217		
	REGR factor score 1 for analysis 1	.951	1.098	1.000	1.000
	REGR factor score 2 for analysis 1	.465	.612	1.000	1.000
	REGR factor score 3 for analysis 1	.396	.543	1.000	1.000

a. Dependent Variable: VAR00001

Figure 9 : Histogram

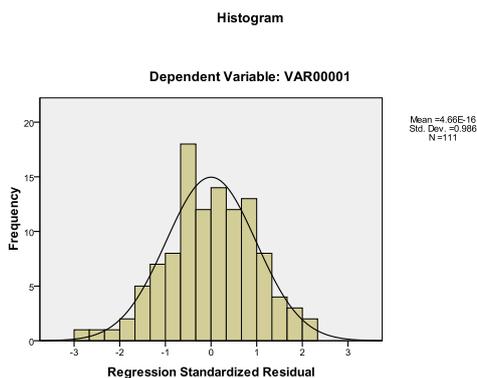


Figure 10 : Normal P-P Plot of Regression Standardized Residuals

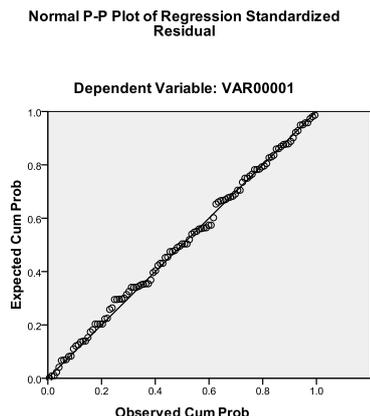
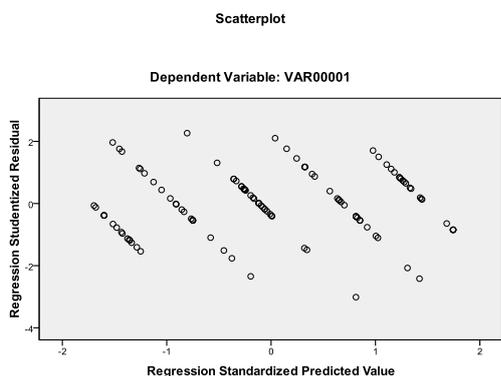


Figure 11 : Scatter Plot



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 ($F_{3,107} = 378.633, P < .0005, \text{ Adjusted } R^2 = .914$). Further, Durbin-Watson statistics = 1.725 which was within the acceptable range of 1.5-2.5 so there was no significant auto-correlation, the conditionality

Index was 1 which showed that there was no multicollinearity among variables. Figure 9 illustrates that the residuals are approximately normally distributed. Significant predictor variables were the following :-

Table 67 : B Values

Predictor variables	B	P
HUMANE FACTORS	1.024	P<.0005
OPERATIONAL FACTORS	.538	P<.0005
CLASH FACTORS	.469	P<.0005

Interestingly it was seen that the correlations for the two variables : harsh and unreasonable management with the motivation of school teachers were negative . These two factors constituted the component clash factors after the principal component analysis. After the principal component regression was conducted using the clash factors as one of the predictor

variables it was seen that the beta value for the clash factor was positive thus implying that the clash factors had a positive effect on teacher motivation. Thus while these two variables on their own individually have a negative effect on the motivation of school teachers, they have a positive effect when grouped together as one factor. The researcher feels that this may be due to Simpson's paradox (also known as the Yule-Simpson effect). This is a paradox which is encountered in statistics wherein a trend which appears in different groups of data reverses when the groups of data are combined. This phenomenon was introduced by Edward H Simpson in 1951. (Simpson, 1951). This happens most often when there is a lurking variable or confounding variable. The researcher takes the possibility of a confounding variable to be high in this case. In this context the researcher studied literature on the effect of conflicts and workplace politics to theoretically identify this lurking variable and understand its nature.

The descriptions of harsh and unreasonable management leads to the Theory X and Theory Y as proposed by Douglas McGregor (McGregor, 1957). According to Theory X workers are selfish, resistant to change, lack ambition and they have to be coerced to work. Theory X also proposed strict supervision and tight control. The management style which was developed according to Theory X posited that managers be 'firm but fair' (McGregor, 1957). Although a large number of researchers and experts have criticized the Theory X and expressed support for the more 'humane and participative' Theory Y there has been a plethora of studies which have espoused the cause of the Theory X approach under certain circumstances. It has been seen that not all harsh leaders are ineffective. Daniel Goleman, Richard E. Boyatzis, Annie McKee (2002) opined that Bill Gates was a harsh leader but he has an organization of handpicked, brilliant and motivated workers.

Researchers like Schein (1983, 2011), Gannon and Boguszak (2013) have held the importance of organizational culture to be of prime importance in determining whether a harsh and perceptually unreasonable and tightly controlled management will motivate employees to work. If an employee expects a liberal work atmosphere with lax rules then Theory X won't work and will demotivate him or her. If the work place is strict with rules and regulations and tight control then the Theory X approach of harsh and 'unreasonable' management will work. Thus the researcher feels that the lurking or confounding variable here is organizational culture. Thus in schools which exhibit characteristics of mechanistic organizations such as strict hierarchy, individual specialization, standard operating

procedures , strict and wide spread use of rules and regulations ; harsh and perceptually unreasonable management might lead to an augmentation of motivation specially mechanistic organizations are also generally fair across the board with the same strictness applying to all.

3.4.6 Testing of Hypotheses

H₀₂₁ : Understanding nature of school management is not correlated to teachers' motivation to give their best at work in school.

Ha₂₁ : Understanding nature of school management is correlated to teachers' motivation to give their best at work in school.

Table 68 : Correlation Matrix

		Motivation to give ones best at work	Understanding nature of school management
Motivation to give ones best at work	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	111	111
Understanding nature of school management	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the understanding nature of the school's management as illustrated by the responses to the first question of the section B of the questionnaire (C1) is thus seen to be .932 . This correlation is very high , hence the null hypothesis H₀₂₁ is rejected and the alternate hypothesis Ha₂₁ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the understanding nature of the school's management .

H₀₂₁₁ : Understanding nature of school management is not correlated to teachers' overall experience with the school management

Ha₂₁₁ : Understanding nature of school management is correlated to teachers' overall experience with the school management

Table 69 : Correlation Matrix

		Overall experience with school management	Understanding nature of school management
Overall experience with school management	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	111	111
Understanding nature of school management	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with understanding nature of school management as illustrated by the responses to the first question of the section B of the questionnaire (C1) is thus seen to be .701 . This correlation is high , hence the null hypothesis H_{0211} is rejected and the alternate hypothesis H_{a211} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the understanding nature of schools' management .

H_{022} : Fair school management does not correlate to teacher's motivation to give their best at work in school.

H_{a22} : Fair school management correlates to the teachers' motivation to give their best at work in school.

Table 70 : Correlation Matrix

		Motivation to give ones best at work	Fair school management
Motivation to give ones best at work	Pearson Correlation	1	.898**
	Sig. (2-tailed)		.000
	N	111	111
Fair school management	Pearson Correlation	.898**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with fair school management as illustrated by the responses to the second question of the section B of the

questionnaire (C2) is thus seen to be .898 . This correlation is very high , hence the null hypothesis H_{022} is rejected and the alternate hypothesis H_{a22} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the fair nature of the school's management .

H_{0221} : Fair school management does not correlate to teachers' overall experience with the school management

H_{a221} : Fair school management correlates to teachers' overall experience with the school management

Table 71 : Correlation Matrix

		Overall experience with school management	Fair school management
Overall experience with school management	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	111	111
Fair school management	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with fair nature of school management as illustrated by the responses to the second question of the section B of the questionnaire (C2) is thus seen to be .727 . This correlation is high , hence the null hypothesis H_{0221} is rejected and the alternate hypothesis H_{a221} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the fair nature of schools' management .

H_{023} : Respect for Teachers by school management is not correlated to teachers' motivation to give their best at work in school.

H_{a23} : Respect for Teachers by school management is correlated to teachers' motivation to give their best at work in school.

Table 72 : Correlation Matrix

		Motivation to give ones best at work	Respect for teachers by school management
Motivation to give ones best at work	Pearson Correlation	1	.895**
	Sig. (2-tailed)		.000
	N	111	111
Respect for teachers by school management	Pearson Correlation	.895**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the respect for teachers by the school's management as illustrated by the responses to the third question of the section B of the questionnaire (C3) is thus seen to be .895 . This correlation is very high , hence the null hypothesis H_{023} is rejected and the alternate hypothesis H_{a23} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the respect for teachers by the school's management .

H_{0231} : Respect for Teachers by school management is not correlated to teachers' overall experience with the school management

H_{a231} : Respect for Teachers by school management is correlated to teachers' overall experience with the school management

Table 73: Correlation Matrix

		Overall experience with school's management	Respect for teachers by school's management
Overall experience with school's management	Pearson Correlation	1	.684**
	Sig. (2-tailed)		.000
	N	111	111
Respect for teachers by school's management	Pearson Correlation	.684**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with respect for teachers by school management as illustrated by the responses to the third question of the section B of the questionnaire (C3) is thus seen to be .684 . This correlation is moderately high , hence the null hypothesis H_{0231} is rejected and the alternate hypothesis H_{a231} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the respect for teachers by schools' management .

H_{024} : Concern for Teacher's families by school management is not correlated to teachers' motivation to give their best at work in school.

H_{a24} : Concern for Teacher's by school management is correlated to teachers' motivation to give their best at work in school.

Table 74 : Correlation Matrix

		Motivation to give ones best at work	Management's Concern for teacher's families
Motivation to give ones best at work	Pearson Correlation	1	.906**
	Sig. (2-tailed)		.000
	N	111	111
Management's Concern for teacher's families	Pearson Correlation	.906**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the school's management concern for teacher's families as illustrated by the responses to the fourth question of the section B of the questionnaire (C4) is thus seen to be .906 . This correlation is very high , hence the null hypothesis H_{024} is rejected and the alternate hypothesis H_{a24} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the school management's concern for teachers' families .

H_{0241} : Concern for Teacher's families by school management is not correlated to teachers' overall experience with the school management

H_{a241} : Concern for Teacher's by school management is correlated to teachers' overall experience with the school management

Table 75 : Correlation Matrix

		Overall experience with school management	Management's concern for teachers' families
Overall experience with school management	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	111	111
Management's concern for teachers' families	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with school management's concern for teachers' families as illustrated by the responses to the fourth question of the section B of the questionnaire (C4) is thus seen to be .713 . This correlation is high , hence the null hypothesis H_{0241} is rejected and the alternate hypothesis H_{a241} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the school management's concern for teachers' families .

H_{025} : Trustworthy school management is not correlated to teachers' motivation to give their best at work in school.

H_{a25} : Trustworthy school management is correlated to teachers' motivation to give their best at work in school.

Table 76 : Correlation Matrix

		Motivation to give ones best at work	Trustworthy management
Motivation to give ones best at work	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	111	111
Trustworthy management	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the trustworthy school's management as illustrated by the responses to the fifth question of the

section B of the questionnaire (C5) is thus seen to be .888 . This correlation is very high , hence the null hypothesis $H_{0_{25}}$ is rejected and the alternate hypothesis $H_{a_{25}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the trustworthy management .

$H_{0_{251}}$: Trustworthy school management is not correlated to teachers' overall experience with the school management

$H_{a_{251}}$: Trustworthy school management is correlated to teachers' overall experience with the school management

Table 77 : Correlation Matrix

		Overall experience with school management	Trustworthy school management
Overall experience with school management	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	111	111
Trustworthy school management	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with trustworthy nature of school management as illustrated by the responses to the fifth question of the section B of the questionnaire (C5) is thus seen to be .705 . This correlation is high , hence the null hypothesis $H_{0_{251}}$ is rejected and the alternate hypothesis $H_{a_{251}}$ is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the trustworthy nature of schools' management .

$H_{0_{26}}$: Generous school management is not correlated to teachers' motivation to give their best at work in school.

$H_{a_{26}}$: Generous school management is correlated to teachers' motivation to give their best at work in school.

Table 78 : Correlation Matrix

		Motivation to give ones best at work	Generous school management
Motivation to give ones best at work	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	111	111
Generous school management	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the generous school's management as illustrated by the responses to the sixth question of the section B of the questionnaire (C6) is thus seen to be .890 . This correlation is very high , hence the null hypothesis $H_{0_{26}}$ is rejected and the alternate hypothesis $H_{a_{26}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the generous school management .

$H_{0_{261}}$:Generous school management is not correlated to teachers' overall experience with the school management

$H_{a_{261}}$: Generous school management is correlated to teachers' overall experience with the school management

Table 79 : Correlation Matrix

		Overall experience with school management	Generous school management
Overall experience with school management	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	111	111
Generous school management	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with generous school management as illustrated by the responses to the sixth question of the section B of the questionnaire (C6) is thus seen to be

.727 . This correlation is high , hence the null hypothesis $H_{0_{261}}$ is rejected and the alternate hypothesis $H_{a_{261}}$ is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the generous school management.

$H_{0_{27}}$: Participative school management is not correlated to teachers' motivation to give their best at work in school.

$H_{a_{27}}$: Participative school management is correlated to teachers' motivation to give their best at work in school.

Table 80 : Correlation Matrix

		Motivation to give ones best at work	Participative management
Motivation to give ones best at work	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	111	111
Participative management	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with participative school management as illustrated by the responses to the seventh question of the section B of the questionnaire (C7) is thus seen to be .890 . This correlation is very high , hence the null hypothesis $H_{0_{27}}$ is rejected and the alternate hypothesis $H_{a_{27}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the participative nature of the school's management .

$H_{0_{271}}$: Participative school management is not correlated to teachers' overall experience with the school management

$H_{a_{271}}$: Participative school management is correlated to teachers' overall experience with the school management

Table 81 : Correlation Matrix

		Overall experience with school management	Participative management
Overall experience with school management	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.000
	N	111	111
Participative management	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with participative nature of school management as illustrated by the responses to the seventh question of the section B of the questionnaire (C7) is thus seen to be .533 . This correlation is moderate but significant , hence the null hypothesis H_{0271} is rejected and the alternate hypothesis H_{a271} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the participative nature of schools' management .

H_{028} : Qualified school management is not correlated to teachers' motivation to give their best at work in school.

H_{a28} : Qualified school management is correlated to teachers' motivation to give their best at work in school.

Table 82 : Correlation Matrix

		Motivation to give ones best at work	Qualified school management
Motivation to give ones best at work	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	111	111
Qualified school management	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with qualified

school's management as illustrated by the responses to the eighth question of the section B of the questionnaire (C8) is thus seen to be .720. This correlation is high, hence the null hypothesis H_{028} is rejected and the alternate hypothesis H_{a28} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with qualified school's management.

H_{0281} : Qualified school management is not correlated to teachers' overall experience with the school management

H_{a281} : Qualified school management is correlated to teachers' overall experience with the school management

Table 83 : Correlation Matrix

	Overall experience with school management	Qualified school management
Overall experience with school management	1	.544**
Pearson Correlation		
Sig. (2-tailed)		.000
N	111	111
Qualified school management	.544**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with qualified school management as illustrated by the responses to the eighth question of the section B of the questionnaire (C8) is thus seen to be .544. This correlation is moderate but significant, hence the null hypothesis H_{0281} is rejected and the alternate hypothesis H_{a281} is accepted. Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the qualified school management.

H_{029} : Capable school management is not correlated to teachers' motivation to give their best at work in school.

H_{a29} : Capable school management is correlated to teachers' motivation to give their best at work in school.

Table 84 : Correlation Matrix

		Motivation to ones best at work	Capable school management
Motivation to ones best at work	Pearson Correlation	1	.737 ^{**}
	Sig. (2-tailed)		.000
	N	111	111
Capable school management	Pearson Correlation	.737 ^{**}	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the understanding nature of the school's management as illustrated by the responses to the ninth question of the section B of the questionnaire (C9) is thus seen to be .737 . This correlation is high , hence the null hypothesis $H_{0_{29}}$ is rejected and the alternate hypothesis $H_{a_{29}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the capable school management .

$H_{0_{291}}$: Capable school management is not correlated to teachers' overall experience with the school management

$H_{a_{291}}$: Capable school management is correlated to teachers' overall experience with the school management

Table 85 : Correlation Matrix

		Overall experience with school management	Capable school management
Overall experience with school management	Pearson Correlation	1	.548 ^{**}
	Sig. (2-tailed)		.000
	N	111	111
Capable school management	Pearson Correlation	.548 ^{**}	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with capable school management as illustrated by the responses to the ninth question of the section B of the questionnaire (C9) is thus seen to be .548 . This correlation is moderate but significant , hence the null hypothesis $H_{0_{291}}$ is

rejected and the alternate hypothesis H_{a291} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the capable school management .

H_{0292} : Harsh school management is not correlated to teachers' motivation to give their best at work in school.

H_{a292} : Harsh school management is correlated to teachers' motivation to give their best at work in school.

Table 86 : Correlation Matrix

		Motivation to give ones best at work	Harsh management
Motivation to give ones best at work	Pearson Correlation	1	-.752**
	Sig. (2-tailed)		.000
	N	111	111
Harsh management	Pearson Correlation	-.752**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the harsh school management as illustrated by the responses to the tenth question of the section B of the questionnaire (C10) is thus seen to be -.752 . This correlation is high , hence the null hypothesis H_{0292} is rejected and the alternate hypothesis H_{a292} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with harsh school management .

H_{0293} : Harsh school management is not correlated to teachers' overall experience with the school management

H_{a293} : Harsh school management is correlated to teachers' overall experience with the school Management

Table 87 : Correlation Matrix

		Overall experience with school management	Harsh management
Overall experience with school management	Pearson Correlation	1	-.535**
	Sig. (2-tailed)		.000
	N	111	111
Harsh management	Pearson Correlation	-.535**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with harsh school management as illustrated by the responses to the tenth question of the section B of the questionnaire (C10) is thus seen to be -.535 . This correlation is moderate but significant , hence the null hypothesis H_{0293} is rejected and the alternate hypothesis H_{a293} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with harsh school management .

H_{0294} : Effective leadership style of school management is not correlated to teachers' motivation to give their best at work in school.

H_{a294} : Effective leadership style of school management is correlated to teachers' motivation to give their best at work in school.

Table 88: Correlation Matrix

		Motivation to give ones best at work	Effective leadership style
Motivation to give ones best at work	Pearson Correlation	1	.614**
	Sig. (2-tailed)		.000
	N	111	111
Effective leadership style	Pearson Correlation	.614**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the management style of the school's management as illustrated by the responses to the

eleventh question of the section B of the questionnaire (C11) is thus seen to be .614 . This correlation is moderately high , hence the null hypothesis H_{0294} is rejected and the alternate hypothesis H_{a294} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the effective leadership style of the school's management .

H_{0295} : Effective leadership style of school management is not correlated to teachers' overall experience with the school management

H_{a295} : Effective leadership style of school management is correlated to teachers' overall experience with the school management

Table 89 : Correlation Matrix

		Overall experience with the school management	Effective leadership style
Overall experience with the school management	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	111	111
Effective leadership style	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the effective leadership style of school management as illustrated by the responses to the eleventh question of the section B of the questionnaire (C11) is thus seen to be .450 . This correlation is moderate but significant , hence the null hypothesis H_{0295} is rejected and the alternate hypothesis H_{a295} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to effective leadership style of schools' management .

H_{0296} : Accessible school management is not correlated to teachers' motivation to give their best at work in school.

H_{a296} : Accessible school management is correlated to teachers' motivation to give their best at work in school.

Table 90 : Correlation Matrix

		Motivation to give ones best at work	Accessible School management
Motivation to give ones best at work	Pearson Correlation	1	.698**
	Sig. (2-tailed)		.000
	N	111	111
Accessible School management	Pearson Correlation	.698**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the accessibility of the school's management as illustrated by the responses to the twelfth question of the section B of the questionnaire (C12) is thus seen to be .698 . This correlation is moderately high , hence the null hypothesis H_{0296} is rejected and the alternate hypothesis H_{a296} is accepted . Thus the motivation of teachers is taken to be correlated to the accessibility of the school's management .

H_{0297} : Accessible school management is not correlated to teachers' overall experience with the school management

H_{a297} : Accessible school management is correlated to teachers' overall experience with the school management

Table 91 : Correlation Matrix

		Overall experience with school management	Accessible school management
Overall experience with school management	Pearson Correlation	1	.530**
	Sig. (2-tailed)		.000
	N	111	111
Accessible school management	Pearson Correlation	.530**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with accessibility of the school management as illustrated by the responses to the twelfth question of the section B of the questionnaire (C12) is thus seen to be .530 . This correlation is moderate but significant, hence the null hypothesis H_{0297} is rejected and the alternate hypothesis H_{a297} is accepted . Thus the overall experience of

teachers with the school's management is taken to be correlated to the accessibility of the schools' management .

H₀₂₉₈ : Encouraging school management is not correlated to teachers' motivation to give their best at work in school.

Ha₂₉₈ : Encouraging school management is correlated to teachers' motivation to give their best at work in school.

Table 92 : Correlation Matrix

		Motivation to give ones best at work	Encouraging school management
Motivation to give ones best at work	Pearson Correlation	1	.883**
	Sig. (2-tailed)		.000
	N	111	111
Encouraging school management	Pearson Correlation	.883**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and encouraging nature of the school's management as illustrated by the responses to the thirteenth question of the section B of the questionnaire (C13) is thus seen to be .883 . This correlation is very high , hence the null hypothesis H₀₂₉₈ is rejected and the alternate hypothesis Ha₂₉₈ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the encouraging nature of the school's management .

H₀₂₉₉ : Encouraging school management is not correlated to teachers' overall experience with the school management

Ha₂₉₉ : Encouraging school management is correlated to teachers' overall experience with the school management

Table 93 : Correlation Matrix

		Overall experience with school management	Encouraging school management
Overall experience with school management	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	111	111
Encouraging school management	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with understanding nature of school management as illustrated by the responses to the thirteenth question of the section B of the questionnaire (C13) is thus seen to be .696 . This correlation is moderately high , hence the null hypothesis H_{0299} is rejected and the alternate hypothesis H_{a299} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the encouraging nature of schools' management .

H_{02991} : Appreciative school management is not correlated to teachers' motivation to give their best at work in school.

H_{a2991} : Appreciative school management is correlated to teachers' motivation to give their best at work in school.

Table 94 : Correlation Matrix

		Motivation to give ones best at work	Appreciative school management
Motivation to give ones best at work	Pearson Correlation	1	.911**
	Sig. (2-tailed)		.000
	N	111	111
Appreciative school management	Pearson Correlation	.911**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the appreciative nature of the school's management as illustrated by the responses to the fourteenth question of the section B of the questionnaire (C14) is thus seen to be .911 . This correlation is very high , hence the null hypothesis H_{02991} is rejected and the alternate hypothesis H_{a2991} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the appreciative nature of the school's management .

H_{02992} : Appreciative school management is not correlated to teachers' overall experience with the school management .

H_{a2992} : Appreciative school management is correlated to teachers' overall experience with the school management .

Table 95 : Correlation Matrix

		Overall experience with school management	Appreciative school management
Overall experience with school management	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	111	111
Appreciative school management	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with appreciative nature of school management as illustrated by the responses to the fourteenth question of the section B of the questionnaire (C14) is thus seen to be .712 . This correlation is high , hence the null hypothesis H_{02992} is rejected and the alternate hypothesis H_{a2992} is accepted . Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the appreciative nature of schools' management .

H_{02993} : Unreasonable school management is not correlated to teachers' motivation to give their best at work in school.

H_{a2993} : Unreasonable school management is correlated to teachers' motivation to give their best at work in school.

Table 96 : Correlation Matrix

		Motivation to give ones best at work	Unreasonable Management
Motivation to give ones best at work	Pearson Correlation	1	-.666**
	Sig. (2-tailed)		.000
	N	111	111
Unreasonable Management	Pearson Correlation	-.666**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the unreasonable nature of the school's management as illustrated by the responses to the fifteenth question of the section B of the questionnaire (C15) is thus seen to be $-.666$. This correlation is very moderately high, hence the null hypothesis H_{02993} is rejected and the alternate hypothesis H_{a2993} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with the unreasonable nature of the school's management.

H_{02994} : Unreasonable school management is not correlated to teachers' overall experience with the school management

H_{a2994} : Unreasonable school management is correlated to teachers' overall experience with the school management

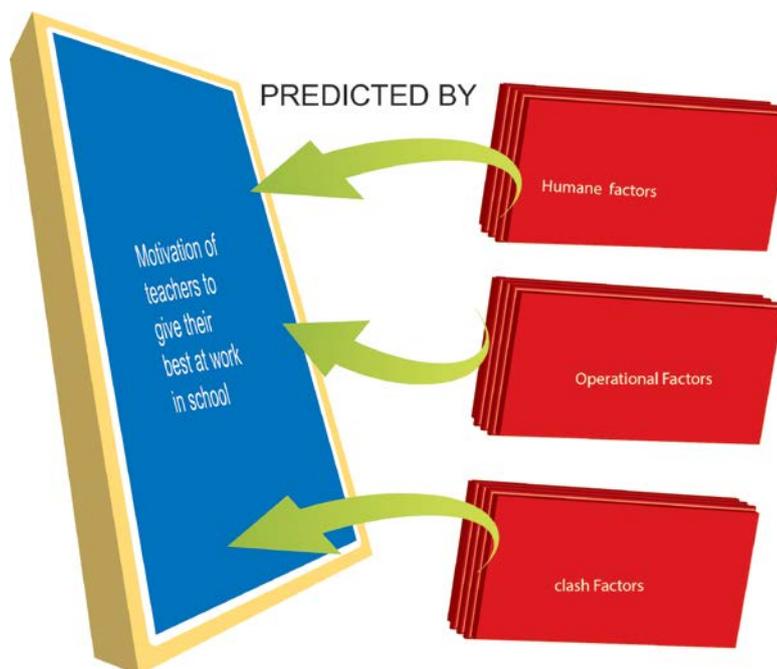
Table 97 : Correlation Matrix

		Overall experience with school management	Unreasonable management
Overall experience with school management	Pearson Correlation	1	$-.509^{**}$
	Sig. (2-tailed)		.000
	N	111	111
Unreasonable management	Pearson Correlation	$-.509^{**}$	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's management as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with unreasonable nature of school management as illustrated by the responses to the fifteenth question of the section B of the questionnaire (C15) is thus seen to be $-.509$. This correlation is moderate but significant, hence the null hypothesis H_{02994} is rejected and the alternate hypothesis H_{a2994} is accepted. Thus the overall experience of teachers with the school's management is taken to be correlated to their experience with the unreasonable nature of schools' management.

Figure 12 : Predictor Chart



3.4.7 Conclusion

It was noted that the motivation of teachers to give their at work in school had a positive correlation with their experience with the school management. All the sub factors related to school management had significant correlations (ranging from very high to moderate) with the motivation of school teachers to give their best at school . A principal component analysis extracted three components which were subsequently named Humane factors, operational factors and Clash factors. A principal component regression was conducted thereafter.

The results of the principal component regression showed all the three predictors which were the three components that were extracted by the principal component analysis were significant predictors while adhering to all the assumptions of a multiple regression analysis .

3.5 Analysis of the various factors related to school infrastructure that influence the motivation of school teachers

3.5.1 Introduction

This part of the study was conducted in two parts . In the first part qualitative data was collected through a thorough study of related literature followed a focus group discussion involving five participants among whom were two heads of schools , one expert on education and two teachers . The focus group discussion was followed by six individual interview sessions with heads of schools and three interview sessions with experts on education. At the end of the first part of the study eleven factors emerged as the main factors that influenced the motivation of school teachers . These were:-1. Academic Infrastructure 2. Safety 3. Cleanliness 4. Aesthetic qualities 5. Location 6. Recreational Facilities 7. Access to internet and computers 8. Maintenance 9. Communication and transport 10. Overall status of infrastructure compared to other schools 11. ICT in the teaching-learning process . At the second stage of the study a random sample of school teachers were chosen from Darjeeling and Jalpaiguri districts of West Bengal and administered a self designed questionnaire . The results were then analysed and interpreted.

3.5.2 Hypotheses

H_{031} : *Teachers' experience with the school academic infrastructure is not correlated to their motivation to give their best at work in school.*

H_{a31} : *Teachers' experience with the school academic infrastructure is correlated to their motivation to give their best at work in school.*

H_{0311} : *Teachers' experience with the school academic infrastructure is not correlated to their overall experience with the school infrastructure.*

H_{a311} : *Teachers' experience with the school academic infrastructure is correlated to their overall experience with the school infrastructure.*

H_{032} : *Teachers' experiences with the safety of school infrastructure is not correlated to their motivation to give their best at work in school.*

H_{a32} : *Teachers' experiences with the safety of school infrastructure is correlated to their motivation to give their best at work in school.*

H₀₃₂₁ : Teachers' experiences with the safety of school infrastructure is not correlated to their overall experience with the school infrastructure .

H_{a321} : Teachers' experiences with the safety of school infrastructure is correlated to their overall experience with the school infrastructure .

H₀₃₃ : Teachers' experiences with the cleanliness of school infrastructure is not correlated to their motivation to give their best at work in school.

H_{a33} : Teachers' experiences with the cleanliness of school infrastructure is correlated to their motivation to give their best at work in school.

H₀₃₃₁ : Teachers' experiences with the cleanliness of school infrastructure is not correlated to their overall experience with the school infrastructure.

H_{a331} : Teachers' experiences with the cleanliness of school infrastructure is correlated to their overall experience with the school infrastructure.

H₀₃₄ : Teachers' experiences with the aesthetic qualities of school infrastructure is not correlated to their motivation to give their best at work in school.

H_{a34} : Teachers' experiences with the aesthetic qualities of school infrastructure is correlated to their motivation to give their best at work in school.

H₀₃₄₁ : Teachers' experiences with the aesthetic qualities of school infrastructure is not correlated to their overall experience with the school infrastructure.

H_{a341} : Teachers' experiences with the aesthetic qualities of school infrastructure is correlated to their overall experience with the school infrastructure

H₀₃₅ : Teachers' experiences with the location of school infrastructure is not correlated to their motivation to give their best at work in school.

H_{a35} : Teachers' experiences with the location of school infrastructure is correlated to their motivation to give their best at work in school.

H₀₃₅₁ : Teachers' experiences with the location of school infrastructure is not correlated to their overall experience with the school infrastructure.

H_{a351} : Teachers' experiences with the location of school infrastructure is correlated to their overall experience with the school infrastructure.

H₀₃₆ : Teachers' experiences with the recreational facilities of school is not correlated to their motivation to give their best at work in school.

H_{a36} : Teachers' experiences with the recreational facilities of school is correlated to their motivation to give their best at work in school.

- HO₃₆₁ : *Teachers' experiences with the recreational facilities of school is not correlated to their overall experience with the school infrastructure.*
- Ha₃₆₁ : *Teachers' experiences with the recreational facilities of school is correlated to their overall experience with the school infrastructure.*
- HO₃₇ : *Teachers' experiences with access to internet and computers in school is not correlated to their motivation to give their best at work in school.*
- Ha₃₇ : *Teachers' experiences with access to internet and computers in school is correlated to their motivation to give their best at work in school.*
- HO₃₇₁ : *Teachers' experiences with access to internet and computers in school is not correlated to their overall experience with the school infrastructure .*
- Ha₃₇₁ : *Teachers' experiences with access to internet and computers in school is correlated to their overall experience with the school infrastructure.*
- HO₃₈ : *Teachers' experiences with maintenance of school infrastructure is not correlated to their motivation to give their best at work in school.*
- Ha₃₈ : *Teachers' experiences with maintenance of school infrastructure is correlated to their motivation to give their best at work in school.*
- HO₃₈₁ : *Teachers' experiences with maintenance of school infrastructure is not correlated to their overall experience with the school infrastructure .*
- Ha₃₈₁ : *Teachers' experiences with maintenance of school infrastructure is correlated to their overall experience with the school infrastructure .*
- HO₃₉ : *Teachers' experiences with communication and transport facilities to and from school is not correlated to their motivation to give their best at work in school.*
- Ha₃₉ : *Teachers' experiences with communication and transport facilities to and from school is correlated to their motivation to give their best at work in school.*
- HO₃₉₁ : *Teachers' experiences with communication and transport facilities to and from school is not correlated to their overall experience with the school infrastructure.*
- Ha₃₉₁ : *Teachers' experiences with communication and transport facilities to and from school is correlated to their overall experience with the school infrastructure.*
- HO₃₉₂ : *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their motivation to give their best at work in school.*
- Ha₃₉₂ : *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their motivation to give their best at work in school.*

H₀₃₉₃ : *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their overall experience with the school infrastructure .*

H_{a393} : *Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their overall experience with the school infrastructure .*

H₀₃₉₄ : *Teachers' experiences with ICT in the teaching-learning process is not correlated to their motivation to give their best at work in school.*

H_{a394} : *Teachers' experiences with the ICT in the teaching-learning process is correlated to their motivation to give their best at work in school.*

H₀₃₉₅ : *Teachers' experiences with ICT in the teaching-learning process is not correlated to their overall experience with the school infrastructure .*

H_{a395} : *Teachers' experiences with the ICT in the teaching-learning process is correlated to their overall experience with the school infrastructure.*

3.5.3 The Questionnaire

A self designed questionnaire was administered to the respondents by the researcher himself. A strict understanding of confidentiality was maintained to elicit honest responses . The scale and the questions were explained objectively to the respondents with a conscious effort to eliminate biases in the explanations. The questionnaire contained 13 questions to be rated by the respondents on a 5 point Likert-type scale .

The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with school infrastructure respectively . The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. For the purposes of subsequent analysis in this section of the study these two questions represented the dependent variables. There were 11 questions in the section B of the questionnaire . In the next eleven questions of the questionnaire the teachers' experiences with the various aspects of the school infrastructure were rated on the same five point Likert-type scale. For the purposes of this section of the study these eleven questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size as relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. This was keeping in views the posits of Carifio and Perla (2007) and Norman (2010) . The other eleven questions that represented the factors related to

infrastructure which affect teacher motivation were : *Academic Infrastructure (D1)* , *Safety (D2)* , *Cleanliness (D3)* , *Aesthetic Qualities (D4)* , *Location (D5)* , *Recreational Facilities (D6)* , *Access to internet and computers (D7)* , *Maintenance (D8)* , *Communication and Transport (D9)* , *Overall status of infrastructure in comparison to other schools (D10)* , *ICT in the teaching learning process (D11)* . The numbers in the parenthesis represent the question(variable) numbers .

3.5.4 Statistical Analyses

The data was checked for reliability . Following which a set of correlation analysis were conducted to test the various hypothesis related to this section. A principal component analysis was then conducted which brought three factors. A principal component regression using the factor scores (regression) was also conducted on the data to ascertain if the three components brought forth by the principal component regression were significant predictors of workplace motivation of teachers .

3.5.5 Results and findings

The Cronbach's Alpha for the whole questionnaire was .928. The Cronbach's alpha for section A of the questionnaire was .938 and the Cronbach's alpha for Section B of the questionnaire was .901. The reliability statistics were acceptable .

**Table 98 : Reliability Statistics
for the entire questionnaire**

Cronbach's Alpha	N of Items
.928	13

**Table 99: Reliability Statistics
for Section A**

Cronbach's Alpha	N of Items
.938	2

**Table 100 : Reliability Statistics
for Section B**

Cronbach's Alpha	N of Items
.901	11

Table 101 : Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation at work	111	1.00	5.00	2.8108	1.37188
Overall experience with school infrastructure	111	1.00	5.00	2.7297	1.25731
Academic infrastructure	111	1.00	4.00	2.2252	.89122
Safety	111	1.00	5.00	2.9009	1.32771
Cleanliness	111	1.00	5.00	3.0541	1.39374
Aesthetic	111	1.00	5.00	2.8198	1.21504
Location	111	1.00	5.00	2.9459	1.38063
Recreational Facilities	111	1.00	5.00	3.2432	.97436
Access to computers and internet	111	1.00	4.00	2.2613	.97898
Maintenance	111	1.00	5.00	2.9459	1.41959
Communication and transport	111	1.00	5.00	2.9730	1.42994
Status of infrastructure as compared to other schools	111	1.00	5.00	2.7477	1.10756
ICT in the teaching learning process	111	1.00	5.00	2.4324	1.09230
Valid N (listwise)	111				

At the next step a principal component analysis was conducted with all the eleven independent variables. The tables that follow show the results of the analysis.

Table 102 : Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	6.205	56.407	56.407
2	1.517	13.792	70.199
3	1.191	10.825	81.024
4	.729	6.624	87.648
5	.487	4.424	92.072
6	.293	2.664	94.736
7	.209	1.898	96.634
8	.139	1.260	97.894
9	.115	1.048	98.943
10	.063	.574	99.517
11	.053	.483	100.000

Extraction Method: Principal Component Analysis.

Table 103 : Total variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	56.407	6.205	56.407	56.407
2	70.199	1.517	13.792	70.199
3	81.024	1.191	10.825	81.024

Extraction Method: Principal Component Analysis.

Table 104 : Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	4.571	41.554	41.554
2	2.769	25.171	66.725
3	1.573	14.299	81.024

Table 105 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.875
Bartlett's Test of Sphericity	Approx. Chi-Square	1186.553
	df	55
	Sig.	.000

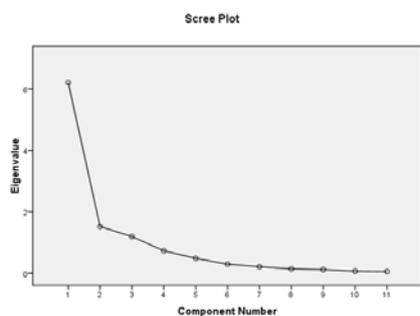
Figure 13 : Screen Plot

Table 106 : Rotated Component Matrix

	Component		
	1	2	3
Academic infrastructure	.322	.834	.092
Safety	.894	.316	.087
Cleanliness	.904	.337	.065
Aesthetic	.374	.158	.701
Location	.903	.303	.053
Recreational facilities	-.181	-.198	.685
Access to internet and computers	.288	.876	.051
Maintenance	.903	.335	-.009
Communication and transport	.910	.187	.046
Status in comparison to other schools	.061	.274	.760
ICT in teaching	.363	.845	.081

Extraction Method: Principal Component Analysis. Rotation Method:

Varimax with Kaiser Normalization. a. Rotation converged in 4 iterations

The KMO measure of sampling adequacy as was established by this analysis was .875 and thus the KMO and Bartlett's test showed that factor analysis was justified in this case . The principal component analysis extracted three factors with eigenvalue greater than 1 . Hereafter another principal component analysis with orthogonal varimax rotation was carried out. The number of factors to be extracted was 3. It was seen from the results that the three factors that were extracted explained 81.024% of the variances. It was seen from table that variables 2,3,5,8,9 loaded onto component 1. Variables 1,7,11 loaded onto component 2 while variables 4,6,10 loaded onto component 3. The three components were named convenience, operational and ego factors.

Table 107 : Extracted Components from Principal Component Analysis

EGO	OPERATIONAL	CONVENIENCE
Aesthetics	Academic infrastructure	Safety
Recreational Facilities	Access to computers and internet	Cleanliness
Status in comparison to other schools	ICT in the teaching learning process	Location
		Maintenance
		Communication & transport

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to infrastructure of school affected the motivation of school teachers and whether the factors also influenced the teachers' overall experience with school infrastructure. The results are put up in the following table;-

Table 108 : Correlation Analysis

	Motivation of teachers	overall experience with school infrastructure
Academic Infrastructure	0.615	0.623
Safety	0.828	0.757
cleanliness	0.856	0.766
Aesthetic qualities	0.405	0.384
Location	0.839	0.751
recreational facilities	-0.19	-0.235
Access to internet and computers	0.585	0.508
Maintenance	0.868	0.786
Communication and transport	0.748	0.668
overall status of infrastructure in comparison to other schools	0.19	0.153
ICT-in the teaching learning process	.692	.629

In addition to the main statistical analyses as conducted above a principal component regression was also conducted using the factor scores generated from the principal component analysis as the independent variables or predictor variables and the efforts of the teachers' to give their best at work in school as the dependent variable or predicted variable . The results of the multiple regression are as follows

Table 109 : Model Summary^b

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	.792	.787	.63383

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 110 : Model Summary

Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	.792	136.107	3	107	.000	1.571

a. Dependent Variable: VAR00001

Table 111 : Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	2.811	.060	
	REGR factor score 1 for analysis 1	1.057	.060	.771
	REGR factor score 2 for analysis 1	.608	.060	.443
	REGR factor score 3 for analysis 1	.066	.060	.048

a. Dependent Variable: VAR00001

Table 112: Coefficients

Model		Collinearity Statistics			
		t	Sig.	Tolerance	VIF
1	(Constant)	46.722	.000		
	REGR factor score 1 for analysis 1	17.494	.000	1.000	1.000
	REGR factor score 2 for analysis 1	10.055	.000	1.000	1.000
	REGR factor score 3 for analysis 1	1.090	.278	1.000	1.000

a. Dependent Variable: VAR00001.

Table 113 : Collinearity Diagnostics^a

Model	Dimension	Variance Proportions			
		Eigenvalue	Condition Index	(Constant)	REGR factor score 1 for analysis 1
1	1	1.000	1.000	.00	.00
	2	1.000	1.000	1.00	.00
	3	1.000	1.000	.00	.00
	4	1.000	1.000	.00	1.00

a. Dependent Variable: VAR00001

Table 114 : Collinearity Diagnostics

Model	Dimension	Variance Proportions	
		REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	1.00	.00
	2	.00	.00
	3	.00	1.00
	4	.00	.00

a. Dependent Variable: VAR00001

Table 115: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	164.040	3	54.680	136.107	.000 ^a
	Residual	42.987	107	.402		
	Total	207.027	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

Figure 14 : Histogram

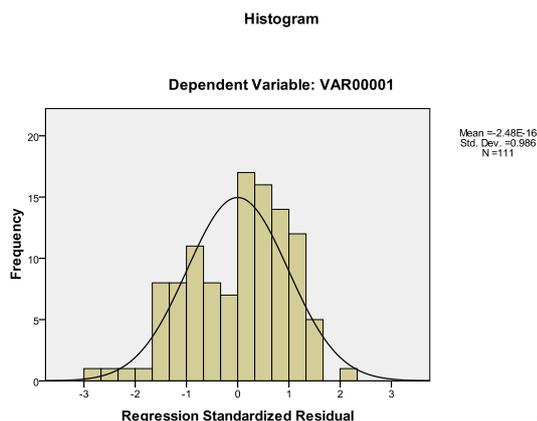
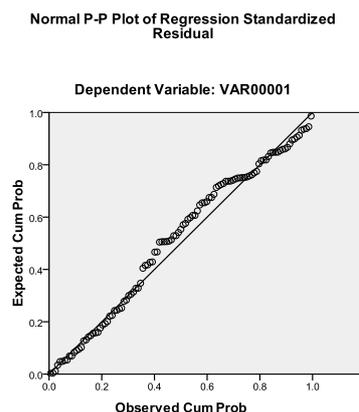


Figure 15 : Normal P-P Plot of regression standardized residual



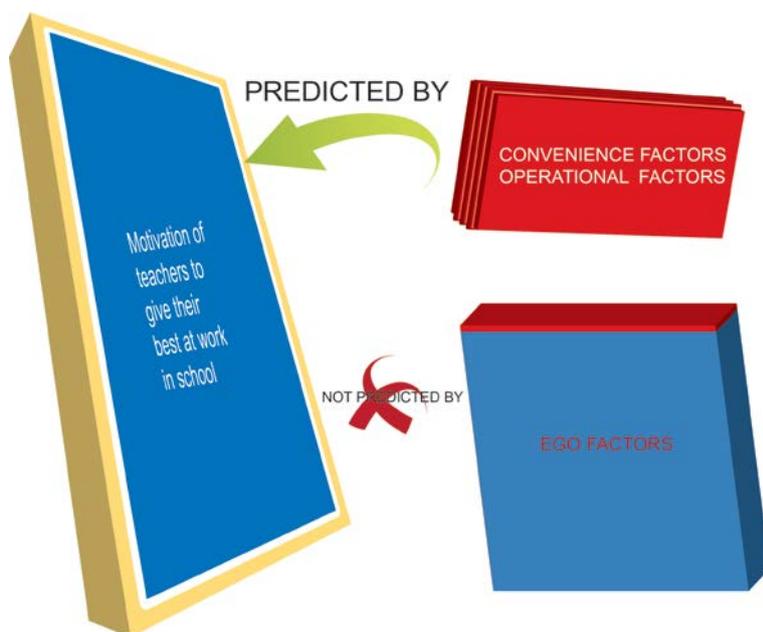
The results of the principal component regression was conducted using the component scores as the predictor variables and the enter method. A significant model emerged ($F_{3,107} = 136.107$, $P < .0005$, Adjusted $R^2 = .787$) from the analysis . Further , Durbin-Watson statistics = 1.571 (range 1.5 - 2.5) so there was no significant auto-correlation , the conditionality Index was 1 thus there was no multicollinearity among variables. Figure illustrates that the residuals are approximately normally distributed. The principal component regression brought forth the fact that while the convenience factors and operational factors are significant predictors of workplace motivation of school teachers the ego factors are not significant predictors of the same.

Table 116 : B Values

Predictor variables	B	P
CONVENIENCE FACTORS	1.057	P<.0005
OPERATIONAL FACTORS	.593	P<.0005
EGO FACTORS	.066	P>.0005

The results of the principal component regression is in sync with the correlation analysis where in two of the three factors which constitute the EGO factors (recreational facilities , overall status of infrastructure as compared to other schools) have a very low (.19) and almost zero correlation with the motivation of school teachers and the third (Aesthetics) factor also has a moderately low correlation (.405) with the motivation of school teachers . Thus according to the findings of this study the component in totality is not a significant predictor of teachers' motivation .

Figure 16 : Predictor Chart – Infrastructure



3.5.6 Testing of Hypothesis

H0₃₁ : Teachers’ experiences with the school academic infrastructure is not correlated to their motivation to give their best at work in school.

Ha₃₁ : Teachers’ experiences with the school academic infrastructure is correlated to their motivation to give their best at work in school.

Table 117 : Correlation Matrix

		Motivation to give one’s best at work everyday	Experience with school’s academic infrastructure
Motivation to give ones best at work everyday	Pearson Correlation	1	.615**
	Sig. (2-tailed)		.000
	N	111	111
Experience with school’s academic infrastructure	Pearson Correlation	.615**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with school academic infrastructure as illustrated by the responses to the first question of Section B of

the questionnaire (D1) is thus seen to be .615 . This correlation is moderately high , hence the null hypothesis $H_{0_{31}}$ is rejected and the alternate hypothesis $H_{a_{31}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their school's academic infrastructure .

$H_{0_{31}}$: Teachers' experiences with the school academic infrastructure is not correlated to their overall experience with the school infrastructure

$H_{a_{31}}$: Teachers' experiences with the school academic infrastructure is correlated to their overall experience with the school infrastructure

Table 118 : Correlation Matrix

		Overall experience with school infrastructure	Experience with school's academic infrastructure
Overall experience with school infrastructure	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	111	111
Experience with school's academic infrastructure	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with school academic infrastructure as illustrated by the responses to the first question of the section B of the questionnaire (D1) is thus seen to be .623 . This correlation is moderately high , hence the null hypothesis $H_{0_{31}}$ is rejected and the alternate hypothesis $H_{a_{31}}$ is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with their school academic infrastructure .

$H_{0_{32}}$: Teachers' experiences with the safety of school infrastructure is not correlated to their motivation to give their best at work in school.

$H_{a_{32}}$: Teachers' experiences with the safety of school infrastructure is correlated to their motivation to give their best at work in school

Table 119 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with the safety of school infrastructure
Motivation to give ones best at work everyday	Pearson Correlation	1	.828**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the safety of school infrastructure	Pearson Correlation	.828**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with safety of school infrastructure as illustrated by the responses to the second question of the section B of the questionnaire (D2) is thus seen to be .828 . This correlation is very high , hence the null hypothesis H_{032} is rejected and the alternate hypothesis H_{a32} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the safety of the school infrastructure .

H_{032} : Teachers' experiences with the safety of school infrastructure is not correlated to their overall experience with the school infrastructure

H_{a32} : Teachers' experiences with the safety of school infrastructure is correlated to their overall experience with the school infrastructure

Table 120 : Correlation Matrix

		Overall experience with school infrastructure	Experience with the safety of school infrastructure
Overall experience with school infrastructure	Pearson Correlation	1	.757**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the safety of school infrastructure	Pearson Correlation	.757**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the safety of the school infrastructure as illustrated by

the responses to the second question of the section B of the questionnaire (D2) is thus seen to be .757 . This correlation is high , hence the null hypothesis H_{0321} is rejected and the alternate hypothesis H_{a321} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with the safety of the school's infrastructure .

H_{033} : Teachers' experiences with the cleanliness of school infrastructure is not correlated to their motivation to give their best at work in school.

H_{a33} : Teachers' experiences with the cleanliness of school infrastructure is correlated to their motivation to give their best at work in school.

Table 121 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with the cleanliness of the school infrastructure
Motivation to give ones best at work everyday	Pearson Correlation	1	.856**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the cleanliness of the school infrastructure	Pearson Correlation	.856**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the cleanliness of school infrastructure as illustrated by the responses to the third question of the section B of the questionnaire (D3) is thus seen to be .856 . This correlation is very high , hence the null hypothesis H_{033} is rejected and the alternate hypothesis H_{a33} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the cleanliness of the school infrastructure .

H_{0331} : Teachers' experiences with the cleanliness of school infrastructure is not correlated to their overall experience with the school infrastructure

H_{a331} : Teachers' experiences with the cleanliness of school infrastructure is correlated to their overall experience with the school infrastructure

Table 122 : Correlation Matrix

		Overall experience with school infrastructure	Experience with the cleanliness of the school infrastructure
Overall experience with school infrastructure	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the cleanliness of the school infrastructure	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the cleanliness of the school infrastructure as illustrated by the responses to the third question of the section B of the questionnaire (D3) is thus seen to be .766 . This correlation is high , hence the null hypothesis H_{0331} is rejected and the alternate hypothesis H_{a331} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with the cleanliness of the school's infrastructure .

H_{034} : Teachers' experiences with the aesthetic qualities of school infrastructure are not correlated to their motivation to give their best at work in school.

H_{a34} : Teachers' experiences with the aesthetic qualities of school infrastructure are correlated to their motivation to give their best at work in school.

Table 123 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with aesthetics of school infrastructure
Motivation to give ones best at work everyday	Pearson Correlation	1	.405**
	Sig. (2-tailed)		.000
	N	111	111
Experience with aesthetics of school infrastructure	Pearson Correlation	.405**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the aesthetic qualities of school infrastructure as illustrated by the responses to the fourth question of the section B of the questionnaire (D4) is thus seen to be .405 . This correlation is moderate but significant , hence the null hypothesis H_{034} is rejected and the alternate hypothesis H_{a34} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the aesthetic qualities of the school infrastructure .

H_{0341} : Teachers' experiences with the aesthetic qualities of school infrastructure are not correlated to their overall experience with the school infrastructure

H_{a341} : Teachers' experiences with the aesthetic qualities of school infrastructure are correlated to their overall experience with the school infrastructure

Table 124 : Correlation Matrix

		Overall experience with school infrastructure	Experience with aesthetics of school infrastructure
Overall experience with school infrastructure	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	111	111
Experience with aesthetics of school infrastructure	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the aesthetic qualities of the school infrastructure as illustrated by the responses to the fourth question of the section B of the questionnaire (D4) is thus seen to be .384 . This correlation is moderate but significant , hence the null hypothesis H_{0341} is rejected and the alternate hypothesis H_{a341} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to by their experience with the aesthetics of the school's infrastructure .

H_{035} : Teachers' experiences with the location of school are not correlated to their motivation to give their best at work in school.

H_{a35} : Teachers' experiences with the location of school are correlated to their motivation to give their best at work in school.

Table 125 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with location of the school
Motivation to give ones best at work everyday	Pearson Correlation	1	.839**
	Sig. (2-tailed)		.000
	N	111	111
Experience with location of the school	Pearson Correlation	.839**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the cleanliness of school infrastructure as illustrated by the responses to the fifth question of the section B of the questionnaire (D5) is thus seen to be .839 . This correlation is very high , hence the null hypothesis H_{035} is rejected and the alternate hypothesis H_{a35} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the location of the school .

H_{0351} : Teachers' experiences with the location of school is not correlated to their overall experience with the school infrastructure

H_{a351} : Teachers' experiences with the location of school is correlated to their overall experience with the school infrastructure

Table 126 : Correlation Matrix

		Overall experience with the school infrastructure	Experience with the location of the school
Overall experience with the school infrastructure	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the location of the school	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the location of the school as illustrated by the responses to the fifth question of the section B of the questionnaire (D5) is thus seen to be .751 . This correlation is high , hence the null hypothesis H_{0351} is rejected and the alternate hypothesis H_{a351} is accepted . Thus the overall

experience of teachers with the school's infrastructure is taken to be correlated to their experience with the location of the school .

H₀₃₆ : Teachers' experiences with the recreational facilities of school is not correlated to their motivation to give their best at work in school.

Ha₃₆ : Teachers' experiences with the recreational facilities of school is correlated to their motivation to give their best at work in school.

Table 127 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with the recreational facilities of the school
Motivation to give ones best at work everyday	Pearson Correlation	1	-.190
	Sig. (2-tailed)		.046
	N	111	111
Experience with the recreational facilities of the school	Pearson Correlation	-.190	1
	Sig. (2-tailed)	.046	
	N	111	111

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the recreational facilities of school as illustrated by the responses to the sixth question of the section B of the questionnaire (D6) is thus seen to be -.190 . This correlation is not significant at .01 level and hence the null hypothesis H₀₃₆ is accepted and the alternate hypothesis Ha₃₆ is rejected . Thus the motivation of teachers is not taken to be correlated to their experience with the recreational facilities in school .

H₀₃₆₁ : Teachers' experiences with the recreational facilities of school is not correlated to their overall experience with the school infrastructure

Ha₃₆₁ : Teachers' experiences with the recreational facilities of school is correlated to their their overall experience with the school infrastructure

Table 128 : Correlation Matrix

		Overall experience with school infrastructure	Experience with recreational facilities in school
Overall experience with school infrastructure	Pearson Correlation	1	-.235*
	Sig. (2-tailed)		.013
	N	111	111
Experience with recreational facilities in school	Pearson Correlation	-.235*	1
	Sig. (2-tailed)	.013	
	N	111	111

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the recreational facilities in the school as illustrated by the responses to the sixth question of the section B of the questionnaire (D6) is thus seen to be -.235 . This correlation is not significant at .01 level , hence the null hypothesis H_{0361} is accepted and the alternate hypothesis H_{a361} is rejected . Thus the overall experience of teachers with the school's infrastructure is not taken to be correlated to their experience with the recreational facilities of the school.

H_{037} : Teachers' experiences with access to internet and computers in school are not correlated to their motivation to give their best at work in school.

H_{a37} : Teachers' experiences with access to internet and computers in school are correlated to their motivation to give their best at work in school.

Table 129 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with access to computers and internet
Motivation to give ones best at work everyday	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	111	111
Experience with access to computers and internet	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the access to computers and internet in school as illustrated by the responses to the seventh question of the section B of the questionnaire (D7) is thus seen to be .585 . This correlation is moderate hence the null hypothesis

H_{037} is rejected and the alternate hypothesis H_{a37} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with access to computers and internet in school .

H_{0371} : Teachers' experiences with access to internet and computers in school is not correlated to their overall experience with the school infrastructure .

H_{a371} : Teachers' experiences with access to internet and computers in school is correlated to their overall experience with the school infrastructure

Table 130 : Correlation Matrix

		Overall experience with school infrastructure	Experience with access to computers and internet
Overall experience with school infrastructure	Pearson Correlation	1	.508**
	Sig. (2-tailed)		.000
	N	111	111
Experience with access to computers and internet	Pearson Correlation	.508**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the access to computers and internet in school as illustrated by the responses to the seventh question of the section B of the questionnaire (D7) is thus seen to be .508 . This correlation is moderate , hence the null hypothesis H_{0371} is rejected and the alternate hypothesis H_{a371} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with access to computers and internet in school .

H_{038} : Teachers' experiences with maintenance of school infrastructure is not correlated to their motivation to give their best at work in school.

H_{a38} : Teachers' experiences with maintenance of school infrastructure is correlated to their motivation to give their best at work in school.

Table 131 : Correlation Matrix

		Motivation to give ones best at work everyday	Experiences with maintenance of school infrastructure
Motivation to give ones best at work everyday	Pearson Correlation	1	.868**
	Sig. (2-tailed)		.000
	N	111	111
Experiences with maintenance of school infrastructure	Pearson Correlation	.868**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the maintenance of school infrastructure as illustrated by the responses to the eighth question of the section B of the questionnaire (D8) is thus seen to be .868 . This correlation is very high , hence the null hypothesis H_{038} is rejected and the alternate hypothesis H_{a38} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with the maintenance of the school infrastructure .

H_{0381} : Teachers' experiences with maintenance of school infrastructure is not correlated to their overall experience with the school infrastructure

H_{a381} : Teachers' experiences with maintenance of school infrastructure is correlated to their overall experience with the school infrastructure

Table 132: Correlation Matrix

		Overall experience with school infrastructure	Experiences with maintenance of school infrastructure
Overall experience with school infrastructure	Pearson Correlation	1	.786**
	Sig. (2-tailed)		.000
	N	111	111
Experiences with maintenance of school infrastructure	Pearson Correlation	.786**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the cleanliness of the school infrastructure as illustrated by the responses to the eighth question of the section B of the questionnaire (D8) is thus seen

to be .786 . This correlation is high , hence the null hypothesis H_{0381} is rejected and the alternate hypothesis H_{a381} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with the maintenance of the school's infrastructure .

H_{039} : Teachers' experiences with communication and transport facilities to and from school is correlated to their motivation to give their best at work in school.

H_{a39} : Teachers' experiences with communication and transport facilities to and from school is not correlated to their motivation to give their best at work in school.

Table 133: Correlation Matrix

		Motivation to give ones best at work everyday	Experience with communication and transport facilities in school
Motivation to give ones best at work everyday	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	111	111
Experience with communication and transport facilities in school	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the communication and transport facilities in school as illustrated by the responses to the ninth question of the section B of the questionnaire (D9) is thus seen to be .748 . This correlation is high , hence the null hypothesis H_{039} is rejected and the alternate hypothesis H_{a39} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with the communication and transport facilities of the school .

H_{0391} : Teachers' experiences with communication and transport facilities to and from school is not correlated to their overall experience with the school infrastructure

H_{a391} : Teachers' experiences with communication and transport facilities to and from school is correlated to their overall experience with the school infrastructure

Table 134 : Correlation Matrix

		Overall experience with school infrastructure	Experience with communication and transport facilities in school
Overall experience with school infrastructure	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	111	111
Experience with communication and transport facilities in school	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the communication and transport facilities of the school as illustrated by the responses to the ninth question of the section B of the questionnaire (D9) is thus seen to be .668 . This correlation is moderately high , hence the null hypothesis H_{0391} is rejected and the alternate hypothesis H_{a391} is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with the communication and transport facilities of the school.

H_{0392} : Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their motivation to give their best at work in school.

H_{a392} : Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their motivation to give their best at work in school.

Table 135 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with the relative status of the school infrastructure as related to other schools
Motivation to give ones best at work everyday	Pearson Correlation	1	.190
	Sig. (2-tailed)		.046
	N	111	111
Experience with the relative status of the school infrastructure as related to other schools	Pearson Correlation	.190	1
	Sig. (2-tailed)	.046	
	N	111	111

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the

cleanliness of school infrastructure as illustrated by the responses to the tenth question of the section B of the questionnaire (D10) is thus seen to be .109 . This correlation is not significant at .01 level , hence the null hypothesis H_{0392} is accepted and the alternate hypothesis H_{a392} is rejected . Thus the motivation of teachers is not taken to be correlated to their experience with the relative status of the school infrastructure as related to other schools.

H_{0393} : Teachers' experiences with the overall status of the school infrastructure in relation to other schools is not correlated to their overall experience with the school infrastructure

H_{a393} : Teachers' experiences with the overall status of the school infrastructure in relation to other schools is correlated to their overall experience with the school infrastructure

Table 136 : Correlation Matrix

		Overall experience with the school infrastructure	Experience with the relative status of the school infrastructure as related to other schools
Overall Experience with the school infrastructure	Pearson Correlation	1	.153
	Sig. (2-tailed)		.109
	N	111	111
Experience with the relative status of the school infrastructure as related to other schools	Pearson Correlation	.153	1
	Sig. (2-tailed)	.109	
	N	111	111

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the relative status of the school infrastructure as related to other schools as illustrated by the responses to the tenth question of the section B of the questionnaire (D10) is thus seen to be .153 . This correlation is not significant at .01 level , hence the null hypothesis H_{0393} is accepted and the alternate hypothesis H_{a393} is rejected . Thus the overall experience of teachers with the school's infrastructure is not taken to correlated to their experience with the relative status of the school infrastructure as related to other schools.

H_{0394} : Teachers' experiences with ICT in the teaching-learning process is not correlated to their motivation to give their best at work in school.

H_{a394} : Teachers' experiences with the ICT in the teaching-learning process is correlated to their motivation to give their best at work in school.

Table 137 : Correlation Matrix

		Motivation to give ones best at work everyday	Experience with ICT in the teaching-learning process
Motivation to give ones best at work everyday	Pearson Correlation	1	.692**
	Sig. (2-tailed)		.000
	N	111	111
Experience with ICT in the teaching-learning process	Pearson Correlation	.692**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the ICT in the teaching-learning process as illustrated by the responses to the eleventh question of the section B of the questionnaire (D11) is thus seen to be .692 . This correlation is moderately high , hence the null hypothesis H_{0394} is rejected and the alternate hypothesis H_{a394} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with ICT in the teaching learning process .

H_{0395} : Teachers' experiences with ICT in the teaching-learning process is not correlated with their overall experience with the school infrastructure .

H_{a395} : Teachers' experiences with the ICT in the teaching-learning process is correlated with their overall experience with the school infrastructure

Table 138 : Correlation Matrix

		Overall experience with the school infrastructure	Experience with ICT in the teaching-learning process
Overall experience with the school infrastructure	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	N	111	111
Experience with ICT in the teaching-learning process	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's infrastructure as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with ICT in the teaching learning process as illustrated by

the responses to the eleventh question of the section B of the questionnaire (D11) is thus seen to be .629 . This correlation is moderately high , hence the null hypothesis $H_{0_{395}}$ is rejected and the alternate hypothesis $H_{a_{395}}$ is accepted . Thus the overall experience of teachers with the school's infrastructure is taken to be correlated to their experience with the ICT in the teaching-learning process in schools.

3.5.7 Conclusion

It was noted that the motivation of teachers to give their best at work in school had a significant positive correlation with their experience with the school infrastructural system. A principal component analysis extracted three components which were subsequently named Convenience factors, operational factors and ego factors. The Ego factors consisted of aesthetic quality of school infrastructure , recreational facilities for teachers and status of the school infrastructure with relation to other schools. While testing of the hypothesis it was found that recreational facilities for teachers and status of school infrastructure with relation to other schools presented very low correlation to both motivation of teachers at work as well as their overall experience with school infrastructure. Thus these two factors were not considered significant in their influence to motivation of school teachers . The third factor presented the aesthetic quality of school infrastructure and had a low but significant correlation to both motivation of school teachers to work as well as their overall experience with school infrastructure .

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 *two* of 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 . Thus the principal component regression showed that while convenience and operational factors were significant predictors of teacher motivation ego factors did not have a significant predictive impact on teacher motivation.

3.6 *Analysis of various factors related to the students that influence the motivation of school teachers*

3.6.1 *Introduction*

This part of the study was conducted in two parts . In the first part qualitative data was collected through a thorough study of related literature followed a focus group discussion involving six participants among whom were one head of school , one expert on education and four teachers . The focus group discussion was followed by five interview sessions with teachers. At the end of the first part of the study ten factors emerged as the main factors that influenced the motivation of school teachers . These were:- 1. Discipline 2. Respect 3. Academic quality 4. Willingness to learn 5. Trust for teachers 6. Interaction outside the classroom 7. Teachers as role models 8. Manipulative 9. Rude 10. Focused and motivated to do well in life .At the second stage of the study a random sample of school teachers were chosen from Darjeeling and Jalpaiguri districts of West Bengal and administered a self designed questionnaire . The results were then analysed and interpreted.

3.6.2 *Hypotheses*

HO₄₁ : *Teachers' experiences with discipline of their students is not correlated to their motivation to give their best at work in school.*

Ha₄₁ : *Teachers' experiences with discipline of their students is correlated to their motivation to give their best at work in school.*

HO₄₁₁ : *Teachers' experiences with discipline of their students is not correlated to their overall experience with their students in school.*

Ha₄₁₁ : *Teachers' experiences with discipline of their students is correlated to their overall experience with their students in school.*

HO₄₂ : *Teachers' experiences with respect from their students is not correlated to their motivation to give their best at work in school.*

Ha₄₂ : *Teachers' experiences with respect from their students is correlated to their motivation to give their best at work in school.*

HO₄₂₁ : *Teachers' experiences with respect from their students is not correlated to their overall experience with their students in school..*

Ha₄₂₁ : *Teachers' experiences with respect from their students is correlated to their overall experience with their students in school.*

HO₄₃: *Teachers' experiences with the academic quality of their students is not correlated to their motivation to give their best at work in school.*

Ha₄₃: *Teachers' experiences with the academic quality of their students is correlated to their motivation to give their best at work in school.*

HO₄₃₁: *Teachers' experiences with the academic quality of their students is not correlated to their overall experience with their students in school.*

Ha₄₃₁: *Teachers' experiences with the academic quality of their students is correlated to their overall experience with their students in school.*

HO₄₄: *Teachers' experiences with their students' willingness to learn is not correlated to their motivation to give their best at work in school.*

Ha₄₄: *Teachers' experiences with their students' willingness to learn is correlated to their motivation to give their best at work in school.*

HO₄₄₁: *Teachers' experiences with their students' willingness to learn is not correlated to their overall experience with their students in school.*

Ha₄₄₁: *Teachers' experiences with their students' willingness to learn is correlated to their overall experience with their students in school.*

HO₄₅: *Teachers' experiences with their students' trust for their teachers is not correlated to their motivation to give their best at work in school.*

Ha₄₅: *Teachers' experiences with their students' trust for their teachers is correlated to their motivation to give their best at work in school.*

HO₄₅₁: *Teachers' experiences with their students' trust for their teachers is not correlated to their overall experience with their students in school.*

Ha₄₅₁: *Teachers' experiences with their students' trust for their teachers is correlated to their overall experience with their students in school.*

HO₄₆: *Teachers' experiences with interactions with their students' outside the classroom is not correlated to their motivation to give their best at work in school.*

Ha₄₆: *Teachers' experiences with interactions with their students' outside the classroom is correlated to their motivation to give their best at work in school.*

HO₄₆₁: *Teachers' experiences with interactions with their students' outside the classroom is not correlated to their overall experience with their students in school.*

Ha₄₆₁: *Teachers' experiences with interactions with their students' outside the classroom is correlated to their overall experience with their students in school.*

HO₄₇: *Teachers' experiences with their students' taking them as role models is not correlated to their motivation to give their best at work in school.*

Ha₄₇: *Teachers' experiences with their students' taking them as role models is correlated to their motivation to give their best at work in school.*

HO₄₇₁: *Teachers' experiences with their students' taking them as role models is not correlated to their overall experience with their students in school.*

Ha₄₇₁: *Teachers' experiences with their students' taking them as role models is correlated to their overall experience with their students in school.*

HO₄₈: *Teachers' experiences with manipulative students is not correlated to their motivation to give their best at work in school.*

Ha₄₈: *Teachers' experiences with manipulative students is correlated to their motivation to give their best at work in school.*

HO₄₈₁: *Teachers' experiences with manipulative students is not correlated to their overall experience with their students in school.*

Ha₄₈₁: *Teachers' experiences with manipulative students is correlated to their overall experience with their students in school.*

HO₄₉: *Teachers' experiences with rude students is not correlated to their motivation to give their best at work in school.*

Ha₄₉: *Teachers' experiences with rude students is correlated to their motivation to give their best at work in school.*

HO₄₉₁: *Teachers' experiences with rude students is not correlated to their overall experience with their students in school*

Ha₄₉₁: *Teachers' experiences with rude students is correlated to their overall experience with their students in school*

HO₄₉₂: *Teachers' experiences with their students' focus and motivation to do well in life is not correlated to their motivation to give their best at work in school.*

Ha₄₉₂: *Teachers' experiences with their students' focus and motivation to do well in life is correlated to their motivation to give their best at work in school.*

HO₄₉₃: *Teachers' experiences with their students' focus and motivation to do well in life is not correlated to their overall experience with their students in school.*

Ha₄₉₃: *Teachers' experiences with their students' focus and motivation to do well in life is correlated to their overall experience with their students in school.*

3.6.3 The Questionnaire

A self designed questionnaire was administered to the respondents by the researcher himself. A strict understanding of confidentiality was maintained to elicit honest responses. The scale and the questions were explained objectively to the respondents with a conscious effort to eliminate biases in the explanations. The questionnaire contained 12 questions to be rated by the respondents on a 5 point Likert-type scale. The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with the students of the school respectively. The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. For the purposes of subsequent analysis in this section of the study these two questions represented the dependent variables. There were 10 questions in the section B of the questionnaire. In the next ten questions of the questionnaire the teachers' experiences with the various aspects of their students were rated on a five point Likert-type scale. The scale for questions E1, E2, E3, E4, E5, E6, E7 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent* and the scale for questions E8, E9, E10 was 1= *Never* 2= *Not common* 3= *Sometimes* 4= *Mostly* 5= *Always*. For the purposes of this section of the study these ten questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size as relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. As has been noted in the previous sections of this study this was keeping in views the posits of Carifio and Perla (2007) and Norman (2010). The other ten questions that represented the factors related to school students which affect teacher motivation were: The numbers in the parenthesis represent the question numbers. 1. *Discipline (E1)* 2. *Respect (E2)* 3. *Academic quality (E3)* 4. *Willingness to learn (E4)* 5. *Trust for teachers (E5)* 6. *Interaction outside the classroom (E6)* 7. *Teachers as role models (E7)* 8. *Manipulative (E8)* 9. *Rude (E9)* 10. *Focused and motivated to do well in life (E10)*. The numbers in the parenthesis represent the question numbers.

3.6.4 Statistical Analyses

The data was first checked for reliability. Following which a set of correlation analysis were conducted to test the various hypothesis related to this section. A principal component analysis was then conducted which brought three factors. A principal component regression using the factor scores (regression) was also conducted on the data to check if the components generated by the principal component analysis were significant predictors of workplace motivation of teachers.

3.6.5 Results and Findings

The Cronbach's Alpha for the whole questionnaire was found to be .844. The Cronbach's alpha for section A of the questionnaire was .819 and the Cronbach's alpha for Section B of the questionnaire was .786. The reliability statistics were found to be acceptable.

**Table 139 : Reliability Statistics
entire Questionnaire**

Cronbach's Alpha	N of Items
.844	12

**Table 140 : Reliability Statistics
for Section A**

Cronbach's Alpha	N of Items
.819	2

**Table 141 : Reliability
for section B**

Cronbach's Alpha	N of Items
.786	10

Table 142 : Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Motivation at work	111	1.00	5.00	2.9279	1.43154
Overall experience with students	111	1.00	5.00	2.8288	1.29947
Discipline	111	1.00	5.00	2.4685	1.26362
Respect	111	1.00	5.00	2.4775	1.25660
Academic Quality	111	1.00	5.00	2.8739	1.03675
Willingness to Learn	111	1.00	5.00	2.8649	1.05732
Trust for Teachers	111	1.00	5.00	2.5495	1.22652
Interaction outside the classroom	111	1.00	5.00	2.6126	1.20733
Teachers as role models	111	1.00	5.00	2.5045	1.25679
manipulative	111	1.00	5.00	2.4595	1.25614
Rude	111	1.00	5.00	2.8378	1.43679
Focussed and motivated to do well in life	111	1.00	5.00	2.8739	1.01906
Valid N (listwise)	111				

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

Table 143 : KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.875
Bartlett's Test of Sphericity	Approx. Chi-Square	1568.972
	df	45
	Sig.	.000

Table 144 : Communalities

	Initial	Extraction
VAR00003	1.000	.930
VAR00004	1.000	.932
VAR00005	1.000	.979
VAR00006	1.000	.981
VAR00007	1.000	.926
VAR00008	1.000	.881
VAR00009	1.000	.913
VAR00010	1.000	.853
VAR00011	1.000	.751
VAR00012	1.000	.951

Table 145 : Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.875	58.754	
2	2.036	20.360	
3	1.185	11.851	
4	.407	4.070	95.036
5	.166	1.664	96.700
6	.111	1.106	97.806
7	.094	.940	98.746
8	.061	.610	99.356
9	.053	.532	99.887
10	.011	.113	100.000

Table 146 : Total Variance explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	58.754	5.875	58.754	58.754
2	79.114	2.036	20.360	79.114
3	90.965	1.185	11.851	90.965

Table 147 : Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	4.520	45.200	45.200
2	3.028	30.278	75.478
3	1.549	15.488	90.965

Extraction Method : Principal Component Analysis

Table 148 : Component Matrix^a

	Component		
	1	2	3
VAR00003	.913	-.281	.132
VAR00004	.921	-.263	.118
VAR00005	.695	.703	-.017
VAR00006	.680	.720	-.020
VAR00007	.895	-.301	.186
VAR00008	.853	-.360	.155
VAR00009	.900	-.290	.138
VAR00010	-.307	.236	.839
VAR00011	-.611	.073	.610
VAR00012	.664	.714	.006

Table 149 : Rotated Component Matrix^a

Variables	Component		
	1	2	3
Discipline	.924	.220	-.168
Respect	.917	.240	-.180
Academic Quality	.226	.959	-.084
Willingness to Learn	.205	.966	-.081
Trust for Teachers	.936	.194	-.116
Interaction Outside the Classroom	.920	.122	-.144
Teachers as role models	.919	.207	-.160
Manipulative	-.098	.039	.918
Rude	-.341	-.254	.755
Focussed and Motivated to do well in life	.203	.952	-.052

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser normalization. a. Rotation converged in 4 iterations

Analysis of the data showed that the KMO measure of sampling adequacy was .875 , chi-square was found to be 1568.972 .Thus the KMO and Bartlett's test showed that factor analysis was justified in this case . The principal component analysis extracted three factors with eigenvalue greater than 1. Hereafter another principal component analysis with orthogonal varimax rotation was carried out. The number of factors to be extracted was 3. The quantitative analysis of the data showed that the three factors which were extracted explained 90.965 % of the variances. It was seen from the table

that variables 3,4,7,8,9 loaded onto component 1. Variables 5,6,12 loaded onto component 2 while variables 10,11 loaded onto component 3. The three components were named Bonding, Process and Hindrance factors (Roy , Sengupta , 2015) .

Table 150: Extracted components from principal component analysis

BONDING	PROCESS	HINDRANCE
Discipline	Academic Quality	Rude
Respect	Willingness to learn	Manipulative
Trust for teachers	Focussed and Motivated	
Interaction outside the classroom		
Teachers as role models		

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to experience of the teachers with school students affected the motivation of school teachers and whether the factors also influenced the teachers' overall experience with their students . The results are put up in the following table;-

Table 151 : Correlation Analysis

	Motivation of teachers to give their best in school	overall experience with school students
Discipline	.788	.413
Respect	.808	.431
Academic quality	.588	.94
Willingness to learn	.576	.946
Trust for teachers	.794	.376
Interaction outside the classroom	.736	.315
Teachers as role models	.778	.384
Manipulative	-.32	-.286
Rude	-.554	-.414
Focused and motivated	.542	.437

A principal component regression was conducted using the principal components as inputs check if the components extracted by the principal component analysis were significant predictors of workplace motivation of teachers. Thus a 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 factor scores (regression) of the three components extracted by the principal component analysis as the independent or predictor variables. The results of the analysis are as follows :-

Table 152: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.757	.750	.71609

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 153 : Model Summary^b

Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	.757	110.871	3	107	.000	1.532

b. Dependent Variable: VAR00001

Table 154 : ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170.556	3	56.852	110.871	.000 ^a
	Residual	54.867	107	.513		
	Total	225.423	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 155 : Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	
1	(Constant)	2.928	.068	
	REGR factor score 1 for analysis 1	1.016	.068	.710
	REGR factor score 2 for analysis 1	.593	.068	.415
	REGR factor score 3 for analysis 1	-.407	.068	-.284

a. Dependent Variable: VAR00001

Table 156 Coefficients^a

Model			95.0% Confidence Interval for B		
	t	Sig.	Lower Bound	Upper Bound	
1	(Constant)	43.078	.000	2.793	3.063
	REGR factor score 1 for analysis 1	14.887	.000	.881	1.152
	REGR factor score 2 for analysis 1	8.691	.000	.458	.729
	REGR factor score 3 for analysis 1	-5.955	.000	-.542	-.271

a. Dependent Variable: VAR00001

Table 157 : Coefficients^a

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 158 : Collinearity Diagnostics^a

Model		Dimension		Variance Proportions	
				Eigenvalue	Condition Index
1	1	1.000	1.000	.00	.61
	2	1.000	1.000	1.00	.00
	3	1.000	1.000	.00	.00
	4	1.000	1.000	.00	.39

Table 159 : Collinearity Diagnostics^a

Model	Dimension	Variance Proportions	
		REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	.39	.00
	2	.00	.00
	3	.00	1.00
	4	.61	.00

a. Dependent Variable: VAR00001

Table 160 : Residual Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9604	5.3819	2.9279	1.24519	111
Residual	-1.72156	2.50952	.00000	.70625	111
Std. Predicted Value	-1.580	1.971	.000	1.000	111
Std. Residual	-2.404	3.504	.000	.986	111

a. Dependent Variable: VAR00001

Figure 17: Histogram

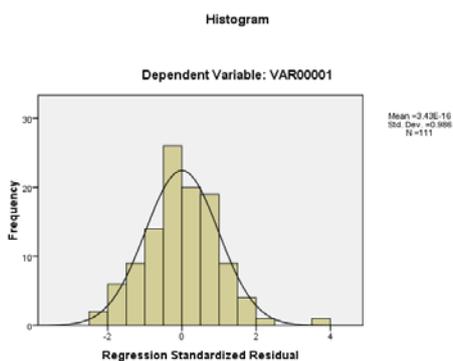
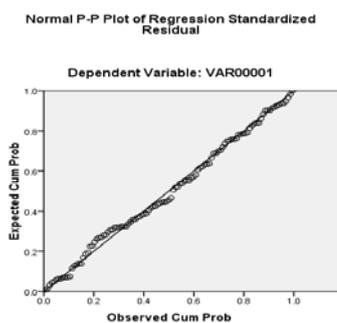


Figure 18 : Normal P-P Plot of Regression standardized Residuals



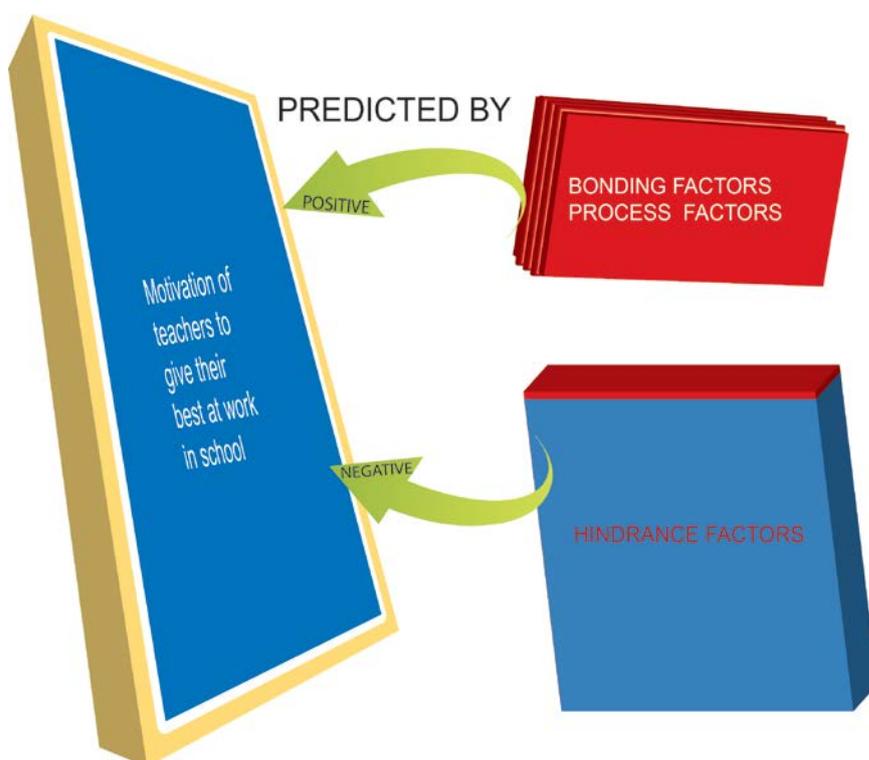
The results of the principal component regression which was conducted using the factor scores as the predictor variables and the enter method showed the emergence of a significant model ($F_{3,107} = 110.871$, $P < .0005$, Adjusted $R^2 = .750$) . Further , Durbin-Watson statistics = 1.532(range 1.5-2.5) so no significant serial correlation was present , the conditionality Index was 1 , thus ruling out multicollinearity among variables. Figure 17 illustrates that the residuals are approximately normally distributed. The principal component regression brought forth the fact that all the three factors : Relationship factors , Process factors and Hindrance factors are significant predictors of workplace motivation of school teachers . While relationship and process factors have a positive influence on the workplace motivation of school teachers , hindrance factors have a negative impact on the same.

Table 161 : B values

Predictor variables	B	P
BONDING FACTORS	1.016	P<.0005
PROCESS FACTORS	.593	P<.0005
HINDRANCE FACTORS	-.407	P<.0005

The results of the principal component regression is in sync with the correlation analysis where in two of factors which constitute the HINDRANCE factors (rude , manipulative) have negative correlation with the motivation of school teachers and the teacher's experience with their students .

Figure 19 : Predictor Chart- Students



3.6.6 Testing of hypotheses

H₀₄₁ : Teachers' experiences with discipline of their students is not correlated to their motivation to give their best at work in school.

Ha₄₁: Teachers' experiences with discipline of their students is correlated to their motivation to give their best at work in school.

Table 162 : Correlation Matrix

	Motivation to give the best at work	Experience with student's discipline
Motivation to give the best at work	Pearson Correlation Sig. (2-tailed) N	1 .788** .000 111
Experience with student's discipline	Pearson Correlation Sig. (2-tailed) N	.788** .000 111
		1 111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the discipline of the students as illustrated by the responses to the first question of the section B of the questionnaire (E1) is thus seen to be .788 . This correlation is high , hence the null hypothesis H₀₄₁ is rejected and the alternate hypothesis Ha₄₁ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the discipline of the students.

H₀₄₁₁ : Teachers' experiences with discipline of their students is correlated to their overall experience with their students in school.

Ha₄₁₁: Teachers' experiences with discipline of their students is correlated to their overall experience with their students in school.

Table 163 : Correlation Matrix

	Overall experience with school students	Experience with the discipline of school students
Overall experience with school students	Pearson Correlation Sig. (2-tailed) N	1 .492** .000 111
Experience with the discipline of school students	Pearson Correlation Sig. (2-tailed) N	.492** .000 111
		1 111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the discipline of the students as illustrated by the responses to the first question of the section B of the questionnaire (E1) is thus seen to be .492 . This correlation is moderate and significant , hence the null hypothesis H_{0411} is rejected and the alternate hypothesis H_{a411} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the discipline of the students.

H_{042} : Teachers' experiences with respect from their students is correlated to their motivation to give their best at work in school.

H_{a42} : Teachers' experiences with respect from their students is correlated to their motivation to give their best at work in school.

Table 164 : Correlation Matrix

		Motivation of teachers to give their best at work	Experience with respect of students
Motivation of teachers to give their best at work	Pearson Correlation	1	.808
	Sig. (2-tailed)		.000
	N	111	111
Experience with respect of students	Pearson Correlation	.808	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the respect of the students as illustrated by the responses to the first question of the section B of the questionnaire (E2) is thus seen to be .808 . This correlation is very high , hence the null hypothesis H_{042} is rejected and the alternate hypothesis H_{a42} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the respect of the students.

H_{0421} : Teachers' experiences with respect from their students is not correlated to their overall experience with their students in school..

H_{a421} : Teachers' experiences with respect from their students is correlated to their overall experience with their students in school.

Table 165 : Correlation Matrix

		Overall experience with the students	Experience with the respect of the students
Overall experience with the students	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the respect of the students	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the discipline of the students as illustrated by the responses to the second question of the section B of the questionnaire (E2) is thus seen to be .513 . This correlation is moderate , hence the null hypothesis H_{0411} is rejected and the alternate hypothesis H_{a411} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the discipline of the students.

H_{043} : Teachers' experiences with the academic quality of their students is not correlated to their motivation to give their best at work in school.

H_{a43} : Teachers' experiences with the academic quality of their students is correlated to their motivation to give their best at work in school.

Table 166 : Correlation Matrix

		Motivation of teachers to give their best at work	Experience with the academic quality of students
Motivation of teachers to give their best at work	Pearson Correlation	1	.588**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the academic quality of students	Pearson Correlation	.588**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the academic quality of the students as illustrated by the responses to the third question of the section B of the questionnaire (E3) is thus seen to be .588 . This correlation is moderate ,

hence the null hypothesis $H_{0_{43}}$ is rejected and the alternate hypothesis $H_{a_{43}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the academic quality of the students.

$H_{0_{431}}$: Teachers’ experiences with the academic quality of their students is not correlated to their overall experience with their students in school.

$H_{a_{431}}$: Teachers’ experiences with the academic quality of their students is correlated to their overall experience with their students in school.

Table 167 : Correlation Matrix

	Overall experience with the students	Experience with the academic quality of the students
Overall experience with the students	1	.497**
Pearson Correlation		
Sig. (2-tailed)		.000
N	111	111
Experience with the academic quality of the students	.497**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	111	111

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

The correlation between the overall experience of school teachers with the school’s students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the discipline of the students as illustrated by the responses to the third question of the section B of the questionnaire (E3) is thus seen to be .497 . This correlation is moderate , hence the null hypothesis $H_{0_{431}}$ is rejected and the alternate hypothesis $H_{a_{431}}$ is accepted . Thus the overall experience of teachers with the students is taken to correlated to their experience with the academic quality of the students.

$H_{0_{44}}$: Teachers’ experiences with their students’ willingness to learn is not correlated to their motivation to give their best at work in school.

$H_{a_{44}}$: Teachers’ experiences with their students’ willingness to learn is correlated to their motivation to give their best at work in school.

Table 168 : Correlation Matrix

		Motivation at work	Experience with students willingness to learn
Motivation to give ones best at work	Pearson	1	.576**
	Correlation		
	Sig. (2-tailed)		.000
	N	111	111
Experience with students willingness to learn	Pearson	.576**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the willingness to learn of the students as illustrated by the responses to the fourth question of the section B of the questionnaire (E4) is thus seen to be .576 . This correlation is moderate, hence the null hypothesis H_{044} is rejected and the alternate hypothesis H_{a44} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the willingness to learn of the students.

H_{0441} : Teachers' experiences with their students' willingness to learn is not correlated to their overall experience with their students in school.

H_{a441} : Teachers' experiences with their students' willingness to learn is correlated to their overall experience with their students in school.

Table 169: Correlation Matrix

		Overall experience with students	Experience with students willingness to learn
Overall experience with one's students	Pearson	1	.486**
	Correlation		
	Sig. (2-tailed)		.000
	N	111	111
Experience with students willingness to learn	Pearson	.486**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the willingness to learn of the students as illustrated by the responses to the fourth question of the section B of the questionnaire (E4) is thus seen to be .486 . This correlation is moderate but significant , hence the null hypothesis H_{0441} is rejected and the alternate hypothesis H_{a441} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the willingness to learn of the students.

H_{045} : Teachers' experiences with their students' trust for their teachers is not correlated to their motivation to give their best at work in school.

H_{a45} : Teachers' experiences with their students' trust for their teachers is correlated to their motivation to give their best at work in school.

Table 170 : Correlation Matrix

		Motivation to give their best at work	Experience with students trust for teachers
Motivation to give their best at work	Pearson Correlation	1	.794**
	Sig. (2-tailed)		.000
	N	111	111
Experience with students trust for teachers	Pearson Correlation	.794**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the trust of the students for the teachers as illustrated by the responses to the fifth question of the section B of the questionnaire (E5) is thus seen to be .794 . This correlation is high , hence the null hypothesis H_{045} is rejected and the alternate hypothesis H_{a45} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the trust of the students for the teachers.

H_{0451} : Teachers' experiences with their students' trust for their teachers is not correlated to their overall experience with their students in school.

H_{a451} : Teachers' experiences with their students' trust for their teachers is correlated to their overall experience with their students in school.

Table 171 : Correlation Matrix

		Overall Experience with students	Experience with the students' trust for teachers
Overall Experience with students	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the students' trust for teachers	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the trust of the students for teachers as illustrated by the responses to the fifth question of the section B of the questionnaire (E5) is thus seen to be .527 . This correlation is moderate , hence the null hypothesis $H_{0_{451}}$ is rejected and the alternate hypothesis $H_{a_{451}}$ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the trust of the students for the teachers.

$H_{0_{46}}$: Teachers' experiences with interactions with their students' outside the classroom is not correlated to their motivation to give their best at work in school.

$H_{a_{46}}$: Teachers' experiences with interactions with their students' outside the classroom is correlated to their motivation to give their best at work in school.

Table 172 : Correlation Matrix

		Motivation to give the best at work	Experience with interactions with students outside classroom
Motivation to give the best at work	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	111	111
Experience with interactions with students outside classroom	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the interaction with students outside the classroom as illustrated by the responses to the sixth question of the section B of the questionnaire (E6) is thus seen to be .736 . This correlation is high , hence the null hypothesis H_{046} is rejected and the alternate hypothesis H_{a46} is accepted. Thus the motivation of teachers is taken to be correlated to their experience with their interaction with students outside the classroom.

H_{0461} : Teachers' experiences with interactions with their students' outside the classroom is not correlated to their overall experience with their students in school

H_{a461} : Teachers' experiences with interactions with their students' outside the classroom is correlated to their overall experience with their students in school.

Table 173 : Correlation Matrix

		Overall Experience with students	Experience with interactions with students outside classroom
Overall Experience with students	Pearson Correlation	1	.427**
	Sig. (2-tailed)		.000
	N	111	111
Experience with interactions with students outside classroom	Pearson Correlation	.427**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the interaction with the students outside the classroom as illustrated by the responses to the sixth question of the section B of the questionnaire (E6) is thus seen to be .427 . This correlation is moderate but significant , hence the null hypothesis H_{0461} is rejected and the alternate hypothesis H_{a461} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with their interactions with the students outside the classroom.

H_{047} : Teachers' experiences with their students' taking them as role models is not correlated to their motivation to give their best at work in school.

H_{a47} : Teachers' experiences with their students' taking them as role models is correlated to their motivation to give their best at work in school.

Table 174 : Correlation Matrix

		Motivation to give one's best at work	Experience with being role models for students
Motivation to give one's best at work	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	111	111
Experience with being role models for students	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the students creating role model of teachers as illustrated by the responses to the seventh question of the section B of the questionnaire (E7) is thus seen to be .778 . This correlation is high , hence the null hypothesis H_{047} is rejected and the alternate hypothesis H_{a47} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the discipline of the students.

H_{047} : Teachers' experiences with their students' taking them as role models is not correlated to their overall experience with their students in school.

H_{a47} : Teachers' experiences with their students' taking them as role models is correlated to their overall experience with their students in school.

Table 175 : Correlation Matrix

		Overall experience with students	Experience with students creating role models of teachers
Overall experience with students	Pearson Correlation	1	.476**
	Sig. (2-tailed)		.000
	N	111	111
Experience with students creating role models of teachers	Pearson Correlation	.476**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the students creating role models of teachers as illustrated by the

responses to the seventh question of the section B of the questionnaire (E7) is thus seen to be .476 . This correlation is moderate but significant , hence the null hypothesis H_{0471} is rejected and the alternate hypothesis H_{a471} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the students creating role models out of them.

H_{048} : Teachers' experiences with manipulative students is not correlated to their motivation to give their best at work in school.

H_{a48} : Teachers' experiences with manipulative students is correlated to their motivation to give their best at work in school.

Table 176 : Correlation Matrix

		Motivation to give ones best at work	Experience with manipulative students
Motivation to give ones best at work	Pearson	1	-.320**
	Correlation		
	Sig. (2-tailed)		.001
	N	111	111
Experience with manipulative students	Pearson	-.320**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with manipulative students as illustrated by the responses to the eighth question of the section B of the questionnaire (E8) is thus seen to be -.320 . This correlation is moderate but significant , hence the null hypothesis H_{048} is rejected and the alternate hypothesis H_{a48} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with manipulative students.

H_{0481} : Teachers' experiences with manipulative students is not correlated to their overall experience with their students in school

H_{a481} : Teachers' experiences with manipulative students is correlated to their overall experience with their students in school

Table 177 : Correlation Matrix

		Overall experience with students	Experience with manipulative students
Overall experience with students	Pearson Correlation	1	-.286
	Sig. (2-tailed)		.002
	N	111	111
Experience with manipulative students	Pearson Correlation	-.286	1
	Sig. (2-tailed)	.002	
	N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with manipulative students as illustrated by the responses to the eighth question of the section B of the questionnaire (E8) is thus seen to be -.286 . This correlation is low but significant at .01 level , hence the null hypothesis $H_{0_{481}}$ is rejected and the alternate hypothesis $H_{a_{481}}$ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with rude students.

$H_{0_{49}}$: Teachers' experiences with rude students is not correlated to their motivation to give their best at work in school.

$H_{a_{49}}$: Teachers' experiences with rude students is correlated to their motivation to give their best at work in school.

Table 178 : Correlation Matrix

		Motivation to give ones best at work in school	Experience with rude students
Motivation to give ones best at work in school	Pearson Correlation	1	-.554
	Sig. (2-tailed)		.000
	N	111	111
Experience with rude students	Pearson Correlation	-.554	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the discipline of the students as illustrated by the responses to the ninth question of the section B of the questionnaire (E9) is thus seen to be -.554 . This correlation is moderate, hence the null hypothesis $H_{0_{49}}$ is rejected

and the alternate hypothesis H_{a49} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with rude students.

H_{0491} : Teachers’ experiences with rude students is not correlated to their overall experience with their students in school

H_{a491} : Teachers’ experiences with rude students is correlated to their overall experience with their students in school

Table 179 : Correlation Matrix

		Overall experience with students	Experience with rude students
Overall experience with students	Pearson Correlation	1	-.414**
	Sig. (2-tailed)		.000
	N	111	111
Experience with rude students	Pearson Correlation	-.414**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the school’s students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with rude students as illustrated by the responses to the ninth question of the section B of the questionnaire (E9) is thus seen to be -.414 . This correlation is moderate , hence the null hypothesis H_{0491} is rejected and the alternate hypothesis H_{a491} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with rude students.

H_{0492} : Teachers’ experiences with their students’ focus and motivation to do well in life is not correlated to their motivation to give their best at work in school.

H_{a492} : Teachers’ experiences with their students’ focus and motivation to do well in life is correlated to their motivation to give their best at work in school.

Table 180: Correlation Matrix

		Motivation to Give ones best at school	Experience with students motivation and will to do well in life
Motivation to Give ones best at school	Pearson Correlation	1	.542
	Sig. (2-tailed)		.000
	N	111	111
Experience with students motivation and will to do well in life	Pearson Correlation	.542	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with the motivation of the students to do well in life as illustrated by the responses to the tenth question of the section B of the questionnaire (E10) is thus seen to be .542 . This correlation is moderate , hence the null hypothesis H_{0492} is rejected and the alternate hypothesis H_{a492} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with students' motivation to do well in life.

H_{0493} : Teachers' experiences with their students' focus and motivation to do well in life is not correlated to their overall experience with their students in school

H_{a493} : Teachers' experiences with their students' focus and motivation to do well in life is correlated to their overall experience with their students in school

Table 181 : Correlation Matrix

	Overall experience with students	Experience with students motivation to do well in life
Overall experience with students	1	.437**
Pearson Correlation		
Sig. (2-tailed)		.000
N	111	111
Experience with students motivation to do well in life	.437**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	111	111

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

The correlation between the overall experience of school teachers with the school's students as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the students' motivation to do well in life as illustrated by the responses to the tenth question of the section B of the questionnaire (E10) is thus seen to be .437 . This correlation is moderate but significant , hence the null hypothesis H_{0493} is rejected and the alternate hypothesis H_{a93} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with students motivated to do well in life.

3.6.7 Conclusion

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 school students. A principal component analysis extracted three components which were subsequently named Bonding factors, Process factors and Hindrance factors. 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 principal component regression showed that while bonding and process factors had a positive impact on teacher motivation hindrance factors had a negative impact on teacher motivation.

3.7 *Analysis of various factors related to the social and personal life of teachers that influence the motivation of school teachers*

3.7.1 *Introduction*

This part of the study was conducted in two parts . In the first part qualitative data was collected through a thorough study of related literature followed a focus group discussion involving four participants consisting of one head of schools , and three teachers . The focus group discussion was followed by five individual interview sessions with teachers. At the end of the first part of the study ten factors emerged as the main factors that influenced the motivation of school teachers . These were:- 1. *Comfort of residence* 2. *Respect from Family* 3. *Respect from society* 4. *Happy and smooth family life* 5. *Quality of personal health* 6. *Quality of health of dependents* 7. *Ambition to do better* 8. *Vibrant social life , hobbies , entertainment and leisure hours* 9. *Opportunities for further studies* 10. *Financial Status* . At the second stage of the study a random sample of school teachers were chosen from Darjeeling and Jalpaiguri districts of West Bengal and administered a self designed questionnaire . The results were then analysed and interpreted.

3.7.2 *Hypotheses*

H₀₅₁ : *Comfort of residence of teachers is not correlated to their motivation to give their best at work in school.*

H_{a51} : *Comfort of residence of teachers is correlated to their motivation to give their best at work in school.*

H₀₅₁₁ : *Comfort of residence of teachers is not correlated to their overall experience with their personal and social life.*

H_{a511} : *Comfort of residence of teachers is correlated to their overall experience with their personal and social life.*

H₀₅₂ : *Respect from family of teachers is not correlated to their motivation to give their best at work in school.*

H_{a52} : *Respect from family of teachers is correlated to their motivation to give their best at work in school.*

- HO₅₂₁ : *Respect from family of teachers is not correlated to their overall experience with their personal and social life.*
- Ha₅₂₁: *Respect from family of teachers is correlated to their overall experience with their personal and social life.*
- HO₅₃ : *Respect from society is not correlated to teachers' motivation to give their best at work in school.*
- Ha₅₃: *Respect from society is correlated to teachers' motivation to give their best at work in school.*
- HO₅₃₁ : *Respect from society is not correlated to teachers' overall experience with their personal and social life.*
- Ha₅₃₁: *Respect from society is correlated to teachers' overall experience with their personal and social life.*
- HO₅₄ : *A happy and smooth family life is not correlated to teachers' motivation to give their best at work in school.*
- Ha₅₄: *A happy and smooth family life is correlated to teachers' motivation to give their best at work in school.*
- HO₅₄₁ : *A happy and smooth family life is not correlated to teachers' overall experience with their personal and social life.*
- Ha₅₄₁: *A happy and smooth family life is correlated to teachers' overall experience with their personal and social life.*
- HO₅₅ : *Quality of personal health is not correlated to teachers' motivation to give their best at work in school.*
- Ha₅₅: *Quality of personal health is correlated to teachers' motivation to give their best at work in school.*
- HO₅₅₁ : *Quality of personal health is not correlated to teachers' overall experience with their personal and social life*
- Ha₅₅₁: *Quality of personal health is correlated to teachers' overall experience with their personal and social life*
- HO₅₆ : *Quality of health of dependents and loved ones is not correlated to teachers' motivation to give their best at work in school.*
- Ha₅₆: *Quality of health of dependents and loved ones is correlated to teachers' motivation to give their best at work in school.*

HO₅₆₁: *Quality of health of dependents and loved ones is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₆₁: *Quality of health of dependents and loved ones is correlated to teachers' overall experience with their personal and social life.*

HO₅₇: *Ambition to do better is not correlated to teachers' motivation to give their best at work in school.*

Ha₅₇: *Ambition to do better is correlated to teachers' motivation to give their best at work in school.*

HO₅₇₁: *Ambition to do better is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₇₁: *Ambition to do better is correlated to teachers' overall experience with their personal and social life .*

HO₅₈: *Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' motivation to give their best at work in school.*

Ha₅₈: *Social Life , hobbies , entertainment and leisure hours is correlated to teachers' motivation to give their best at work in school.*

HO₅₈₁: *Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₈₁: *Social Life , hobbies , entertainment and leisure hours is correlated to teachers' overall experience with their personal and social life.*

HO₅₉: *Opportunities for further studies is not correlated to teachers' motivation to give their best at work in school.*

Ha₅₉: *Opportunities for further studies is correlated to teachers' motivation to give their best at work in school.*

HO₅₉₁: *Opportunities for further studies is not correlated to teachers' overall experience with their personal and social life.*

Ha₅₉₁: *Opportunities for further studies is correlated to teachers' overall experience with their personal and social life.*

HO₅₉₂: *Financial status is not correlated to teachers' motivation to give their best at work in school.*

Ha₅₉₂: *Financial status is correlated to teachers' motivation to give their best at work in school.*

H_{0593} : *Financial status is not correlated to teachers' overall experience with their personal and social life*

H_{a593} : *Financial status is correlated to teachers' overall experience with their personal and social life*

3.7.3 The Questionnaire

A self designed questionnaire was administered to the respondents by the researcher himself. A strict understanding of confidentiality was maintained to elicit honest responses. The scale and the questions were explained objectively to the respondents with a conscious effort to eliminate biases in the explanations. The questionnaire contained 12 questions to be rated by the respondents on a 5 point Likert-type scale.

The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with their personal and social life respectively. The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. For the purposes of subsequent analysis in this section of the study these two questions represented the dependent variables. There were 10 questions in the section B of the questionnaire. In the next ten questions of the questionnaire the teachers' experiences with the various aspects of their personal and social life were rated on the same five point Likert-type scale. For the purposes of this section of the study these ten questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size was relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. As has been noted in the previous sections of this study this was keeping in views the posits of Carifio and Perla (2007) and Norman (2010). The other ten questions that represented the factors related to personal and social life of the teachers which affect teacher motivation were : 1. *Comfort of residence (F1)* 2. *Respect from Family (F2)* 3. *Respect from society (F3)* 4. *Happy and smooth family life (F4)* 5. *Quality of personal health (F5)* 6. *Quality of health of dependents (F6)* 7. *Ambition to do better (F7)* 8. *Vibrant social life , hobbies , entertainment and leisure hours (F8)* 9. *Opportunities for further studies (F9)* 10. *Financial Status (F10)*. The numbers in the parenthesis represent the question (variable) numbers.

3.7.4 Statistical Analyses

The data was first checked for reliability . Following which a set of correlation analysis were conducted to test the various hypotheses related to this section. A principal component analysis was then conducted which brought three factors. Principal component regression using the factor scores (regression) was also conducted on the data to check if the components extracted by the principal component regression were significant predictors of the workplace motivation of school teachers.

3.7.5 Results and Findings

The Cronbach's Alpha for the overall study was .962. The Cronbach's alpha for section A of the questionnaire which included two questions which represented the dependent variables was .876 and the Cronbach's alpha for Section B of the questionnaire which contained the independent variables was .952. The reliability statistics were acceptable .

Table 183 : Reliability Statistics

for Part A

Cronbach's Alpha	N of Items
.876	2

Table 184 : Reliability Statistics

for Part B

Cronbach's Alpha	N of Items
.952	10

Table 185 : Reliability Statistics

for whole questionnaire

Cronbach's Alpha	N of Items
.962	12

Table 182 : Descriptive Statistics

	N	Minimum	Maximum	Mean	S. D
Motivation at work	111	1.00	5.00	2.9279	1.43154
Overall experience with personal and social life	111	1.00	5.00	2.6757	1.26608
Comfort of residence	111	1.00	5.00	2.5405	1.12641
Respect from family	111	1.00	5.00	2.4414	1.17307
Respect from Society	111	1.00	5.00	3.1802	1.37641
Happy & smooth family life	111	1.00	5.00	3.1351	1.39144
Quality of personal health	111	1.00	5.00	2.5225	1.15874
Health of dependents & loved ones	111	1.00	5.00	2.6126	1.11332
Ambition to do better	111	1.00	5.00	2.4414	1.15746
Social life , Hobbies etc	111	1.00	5.00	3.1532	1.42190
Opportunities for further studies	111	1.00	5.00	2.5315	1.16634
Financial Status	111	1.00	5.00	2.5946	1.12313
Valid N (listwise)	111				

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

Table 186 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.881
Bartlett's Test of Sphericity	Approx. Chi-Square
	1956.846
	df
	45
	Sig.
	.000

Table 187 : communalities

	Initial	Extraction
VAR00003	1.000	.958
VAR00004	1.000	.960
VAR00005	1.000	.980
VAR00006	1.000	.968
VAR00007	1.000	.973
VAR00008	1.000	.931
VAR00009	1.000	.962
VAR00010	1.000	.952
VAR00011	1.000	.879
VAR00012	1.000	.961

Extraction Method: Principal Component Analysis

Table 188 : Total variance explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	7.065	70.651	
2	1.291	12.906	
3	1.168	11.677	
4	.180	1.801	97.034
5	.093	.929	97.963
6	.075	.749	98.712
7	.057	.567	99.279
8	.029	.291	99.570
9	.028	.277	99.847
10	.015	.153	100.000

Extraction Method: Principal Component Analysis.

Table 189 : Total variance explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	70.651	7.065	70.651	70.651
2	83.556	1.291	12.906	83.556
3	95.234	1.168	11.677	95.234

Extraction Method: Principal Component Analysis.

Table 190 : Total variance explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	3.718	37.175	37.175
2	2.934	29.342	66.517
3	2.872	28.716	95.234

Extraction Method: Principal Component Analysis.

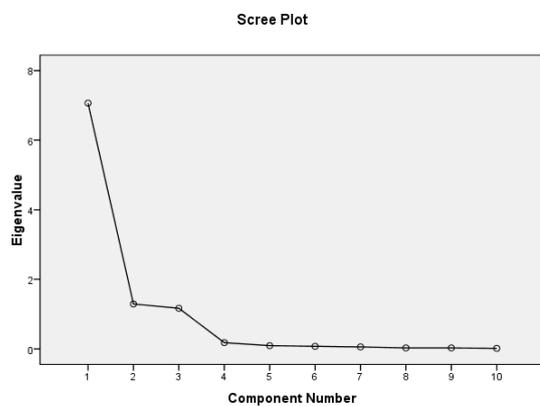
Figure 20 : Screen Plot

Table 191: Rotated Component Matrix^a

Variables	Component		
	1	2	3
Comfort of residence	.898	.273	.276
Respect from family	.292	.291	.889
Respect from society	.319	.899	.265
Happy and smooth family life	.298	.908	.234
Quality of personal health	.889	.285	.319
Quality of health of dependents	.890	.278	.248
Ambition to do better	.310	.256	.895
Vibrant social life, hobbies etc	.272	.885	.308
Opportunity for further studies	.272	.244	.864
Financial status	.899	.275	.276

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

The quantitative analysis of the data yielded that the KMO measure of sampling adequacy was .881, chi-square was found to be 1956.846. 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 95.234 % of the variances. Table 11 shows that variables 1,5,6,10 loaded onto component 1 while variables 3,4,8 loaded on component 2 and variables 2,7,9 loaded on component 3. The three components were tagged as Physiological and safety factors, Happiness factors and Esteem factors.

Table 192: Extracted components from Principal Component Analysis

Physiological and Safety	Happiness	Esteem
Comfort of residence	Respect from society	Respect from family
Quality of personal health	Happy and smooth family life	Ambition to do better
Quality of health of dependents	Vibrant social life , hobbies , entertainment and leisure hours	Opportunities for further studies
Financial status		

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to experience of the teachers with their personal and social life were correlated to the motivation of school teachers and whether the factors were also correlated to the teachers' overall experience with their personal and social life . The results are put up in the following table;-

Table 193 : Correlation Analysis

	Motivation of teachers to give their best in school	overall experience with personal and social life
Comfort of residence	.802	.711
Respect from family	.772	.556
Respect from society	.763	.665
Happy and smooth family life	.753	.650
Quality of personal health	.829	.736
Quality of health of dependents	.764	.671
Ambition to do better	.777	.545
Vibrant social life , hobbies , entertainment and leisure hours	.756	.624
Opportunities for further studies	.742	.555
Financial status	.796	.693

After the main statistical analyses a principal component regression was conducted using the factor scores of the components which were extracted in the principal component analysis as inputs. The regression analysis was done by 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 as extracted by the principal component analysis as independent variables. The results are:-

Table 194 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.853	.849	.55627

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 195: Model Summary

Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	.853	207.164	3	107	.000	1.582

b. Dependent Variable: VAR00001

Table 196 : Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.314	3	64.105	207.164	.000 ^a
	Residual	33.110	107	.309		
	Total	225.423	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 197 : Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	2.928	.053	
REGR factor score 1 for analysis 1	.820	.053	.573
REGR factor score 2 for analysis 1	.711	.053	.497
REGR factor score 3 for analysis 1	.755	.053	.528

a. Dependent Variable: VAR00001

Table 198 : Coefficients

Model	t	Sig.	95.0% Confidence Interval for B	
			Lower Bound	Upper Bound
1 (Constant)	55.454	.000	2.823	3.033
REGR factor score 1 for analysis 1	15.453	.000	.714	.925
REGR factor score 2 for analysis 1	13.410	.000	.606	.816
REGR factor score 3 for analysis 1	14.243	.000	.650	.861

Table 199 : 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

Dependent Variable VAR 00001

Table 200 : Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	REGR factor score 1 for analysis 1
1	1	1.000	1.000	.00	.84
	2	1.000	1.000	.00	.00
	3	1.000	1.000	1.00	.00
	4	1.000	1.000	.00	.16

a. Dependent Variable: VAR00001

Table 201 : Collinearity Diagnostics

Model	Dimension	Variance Proportions	
		REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	.16	.00
	2	.00	1.00
	3	.00	.00
	4	.84	.00

Table 200 : Collinearity Diagnostics

Model	Dimension	Variance Proportions			
		Eigenvalue	Condition Index	(Constant)	REGR factor score 1 for analysis 1
1	1	1.000	1.000	.00	.84
	2	1.000	1.000	.00	.00
	3	1.000	1.000	1.00	.00
	4	1.000	1.000	.00	.16

a. Dependent Variable: VAR00001

Figure 21 : Histogram

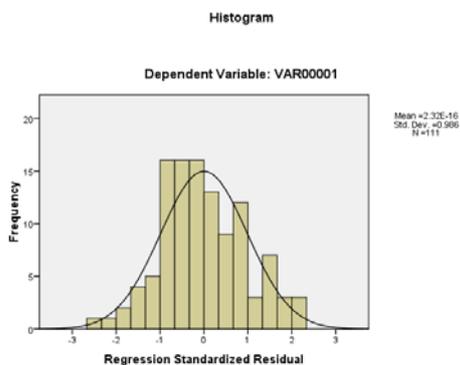
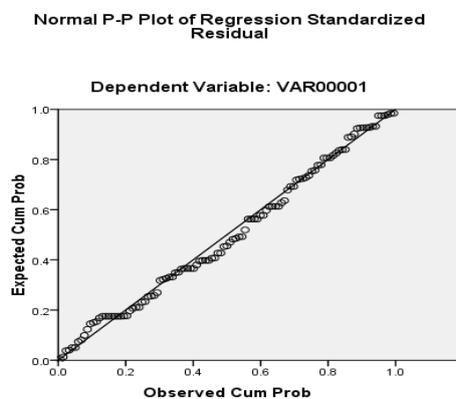


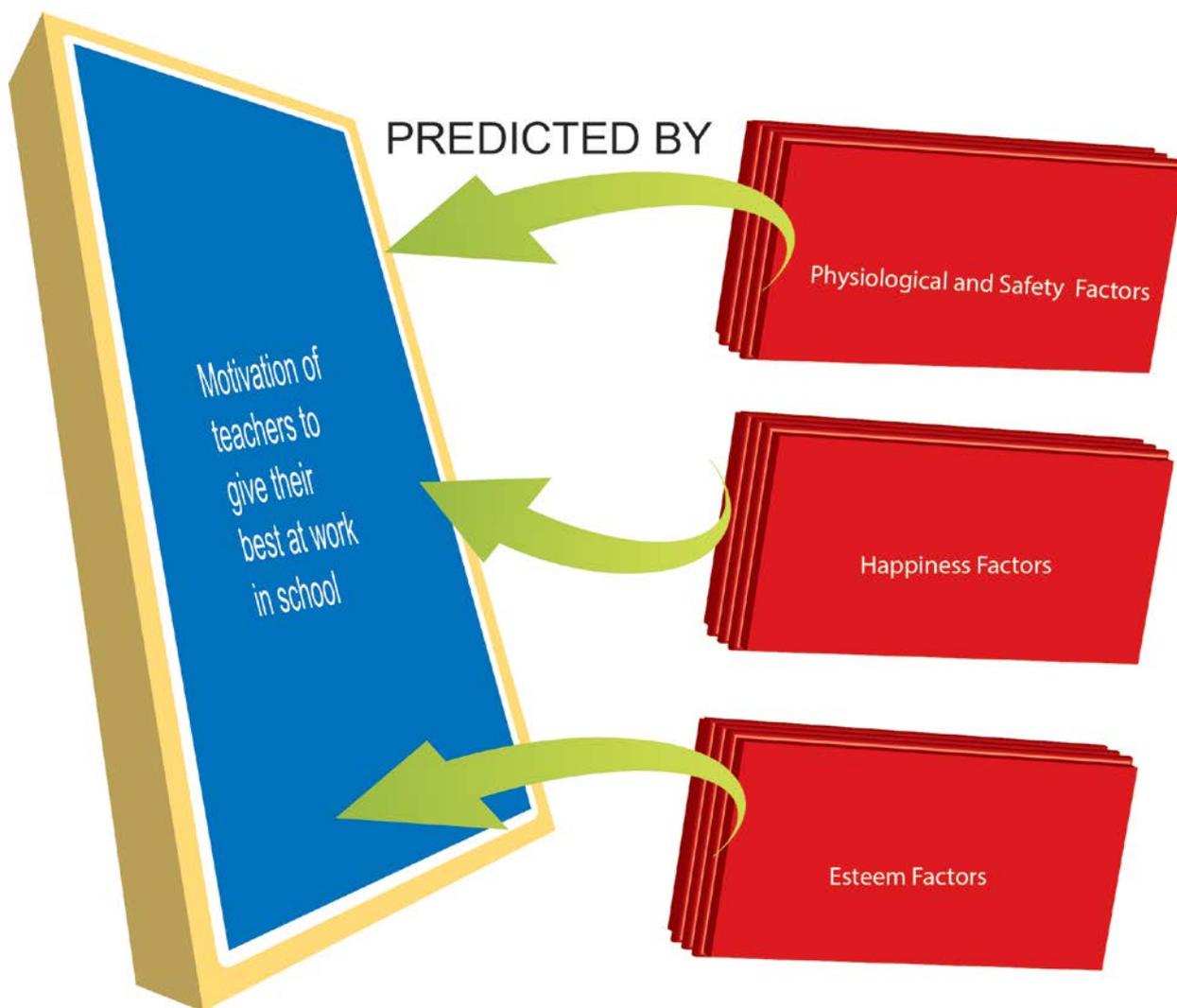
Figure 22: Normal P-P Plot of regressions Standardized residuals



The results of the principal component regression conducted using the component scores as the predictor variables and the enter method a significant model emerged ($F_{3,107} = 207.164$, $P < .0005$, Adjusted $R^2 = .849$) . Durbin-Watson statistics = 1.582 (acceptable range 1.5-2.5) . Thus there was no significant auto-correlation. The conditionality Index was 1 signifying no multicollinearity among variables. According to figure 2 the residuals are approximately normally distributed. The principal component regression brought forth the fact that all the three factors viz the Physiological and safety , Happiness factors and Esteem factors are significant predictors of workplace motivation of school teachers .

Table 202 : **B Values**

Predictor variables	B	P
Physiological & Safety Factors	.573	P<.0005
Happiness Factors	.497	P<.0005
Esteem Factors	.528	P<.0005

Figure 23 : **Predictor Chart Personal and Social Factors .**

3.7.6 Testing of Hypotheses

H₀₅₁ : Comfort of residence of teachers is not correlated to their motivation to give their best at work in school.

Ha₅₁: Comfort of residence of teachers is correlated to their motivation to give their best at work in school.

Table 203 : Correlation Matrix

		Motivation to give one's best at work	Experience with the comfort of residence
Motivation to give one's best at work	Pearson Correlation	1	.802**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the comfort of residence	Pearson Correlation	.802**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with comfort of residence as illustrated by the responses to the first question of the section B of the questionnaire (F1) is thus seen to be .802 . This correlation is very high , hence the null hypothesis H₀₅₁ is rejected and the alternate hypothesis Ha₅₁ is accepted . Thus the motivation of teachers is taken to be correlated to their experience the comfort of their residence.

H₀₅₁₁ : Comfort of residence of teachers is not correlated to their overall experience with their personal and social life

Ha₅₁₁: Comfort of residence of teachers is correlated to their overall experience with their personal and social life

Table 204 : Correlation Matrix

		Overall experience with personal and social life	Experience with comfort of residence
Overall experience with personal and social life	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	111	111
Experience with comfort of residence	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with comfort of residence as illustrated by the responses to the first question of the section B of the questionnaire (F1) is thus seen to be .711 . This correlation is high , hence the null hypothesis H_{0511} is rejected and the alternate hypothesis H_{a511} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the comfort of their residence .

H_{052} : Respect from family of teachers is not correlated to their motivation to give their best at work in school.

H_{a52} : Respect from family of teachers is correlated to their motivation to give their best at work in school.

Table 205 : Correlation Matrix

		Motivation to give the best at work	Experience with respect from family
Motivation to give the best at work	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	111	111
Experience with respect from family	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with respect from family as illustrated by the responses to the second question of the section B of the questionnaire (F2) is thus seen to be .772 . This correlation is high , hence the null hypothesis H_{052} is rejected and the alternate hypothesis H_{a52} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with respect from their families .

H_{0521} : Respect from family of teachers is not correlated to their overall experience with their personal and social life

H_{a521} : Respect from family of teachers is correlated to their overall experience with their personal and social life

Table 206 : Correlation Matrix

		Overall experience with personal and social life	Experience with respect from family
Overall experience with personal and social life	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	111	111
Experience with respect from family	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with respect from family as illustrated by the responses to the second question of the section B of the questionnaire (F2) is thus seen to be .556 . This correlation is moderate but significant , hence the null hypothesis H_{0521} is rejected and the alternate hypothesis H_{a521} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with respect from families.

H_{053} : Respect from society is not correlated to teachers' motivation to give their best at work in school.

H_{a53} : Respect from society is correlated to teachers' motivation to give their best at work in school.

Table 207 : Correlation Matrix

		Motivation to give ones best at work	Experience with respect from society
Motivation to give ones best at work	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	111	111
Experience with respect from society	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with respect from society as illustrated by the responses to the third question of the section B of the questionnaire (F3) is thus seen to be .763 . This correlation is high , hence the null hypothesis H_{053} is rejected and the alternate hypothesis H_{a53} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with respect from society.

H_{0531} : Respect from society is not correlated to teachers' overall experience with their personal and social life

H_{a531} : Respect from society is correlated to teachers' overall experience with their personal and social life

Table 208 : Correlation Matrix

		Overall experience with social and personal life	Experience with respect from society
Overall experience with social and personal life	Pearson Correlation	1	.665**
	Sig. (2-tailed)		.000
	N	111	111
Experience with respect from society	Pearson Correlation	.665**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with respect from society as illustrated by the responses to the third question of the section B of the questionnaire (F3) is thus seen to be .665 . This correlation is moderately high , hence the null hypothesis H_{0531} is rejected and the alternate hypothesis H_{a531} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with respect from society.

H_{054} : A happy and smooth family life is not correlated to teachers' motivation to give their best at work in school.

H_{a54} : A happy and smooth family life is correlated to teachers' motivation to give their best at work in school.

Table 209 : Correlation Matrix

		Motivation to give ones best at work	Experience with happy and smooth family life
Motivation to give ones best at work	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	111	111
Experience with happy and smooth family life	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with happy and smooth family life as illustrated by the responses to the fourth question of the section B of the questionnaire (F4) is thus seen to be .753 . This correlation is high , hence the null hypothesis H_{054} is rejected and the alternate hypothesis H_{a54} is accepted . Thus the

motivation of teachers is taken to be correlated to their experience with happy and smooth family life .

H0₅₄₁ : A happy and smooth family life is not correlated to teachers' overall experience with their personal and social life

Ha₅₄₁ : A happy and smooth family life is correlated to teachers' overall experience with their personal and social life

Table 210: Correlation Matrix

	overall experience with personal & social life	Experience with happy &smooth family life
overall experience with personal & social life	1	.650**
		.000
	111	111
Experience with happy & smooth family life	.650**	1
	.000	
	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with happy and smooth family life as illustrated by the responses to the fourth question of the section B of the questionnaire (F4) is thus seen to be .650 . This correlation is moderately high , hence the null hypothesis H0₅₄₁ is rejected and the alternate hypothesis Ha₅₄₁ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with a happy and smooth family life.

H0₅₅ : Quality of personal health is not correlated to teachers' motivation to give their best at work in school.

Ha₅₅ : Quality of personal health is correlated to teachers' motivation to give their best at work in school.

Table 211 : Correlation Matrix

	Motivation to give one's best at work	Experience with one's personal health
Motivation to give one's best at work	1	.829**
		.000
	111	111
Experience with one's personal health	.829**	1
	.000	
	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with comfort of residence as illustrated by the responses to the fifth question of the section B of the questionnaire (F5) is thus seen to be .829 . This correlation is moderate very high , hence the null hypothesis H_{055} is rejected and the alternate hypothesis H_{a55} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the quality of their health.

H_{0551} : Quality of personal health is not correlated to teachers’ overall experience with their personal and social life

H_{a551} : Quality of personal health is correlated to teachers’ overall experience with their personal and social life

Table 212 : Correlation Matrix

		Overall experience with personal & social life	Experience with personal health
Overall experience with personal & social life	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	111	111
Experience with personal health	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with comfort of residence as illustrated by the responses to the first question of the section B of the questionnaire (F5) is thus seen to be .736 . This correlation is high , hence the null hypothesis H_{0551} is rejected and the alternate hypothesis H_{a551} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with personal health.

H0₅₆ : Quality of health of dependents and loved ones is not correlated to teachers' motivation to give their best at work in school.

Ha₅₆: Quality of health of dependents and loved ones is correlated to teachers' motivation to give their best in school

Table 213 : Correlation Matrix

		Motivation to give ones best at work	Experience with the health of dependents and loved ones
Motivation to give ones best at work	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
	N	111	111
Experience with the health of dependents and loved ones	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with comfort of residence as illustrated by the responses to the sixth question of the section B of the questionnaire (F6) is thus seen to be .764 . This correlation is high , hence the null hypothesis H0₅₆ is rejected and the alternate hypothesis Ha₅₆ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with the health of dependents and loved ones .

H0₅₆₁: Quality of health of dependents and loved ones is not correlated to teachers' overall experience with their personal and social life

Ha₅₆₁: Quality of health of dependents and loved ones is correlated to teachers' overall experience with their personal and social life

Table 214 : Correlation Matrix

		Overall experience with personal & social life	Experience with health of dependents & loved ones
Overall experience with personal & social life	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	111	111
Experience with health of dependents & loved ones	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the health of dependents and loved ones as illustrated by the responses to the sixth question of the section B of the questionnaire (F6) is thus seen to be .671 . This correlation is moderately high , hence the null hypothesis H_{0561} is rejected and the alternate hypothesis H_{a561} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with the health of dependents and loved ones.

H_{057} : Ambition to do better is not correlated to teachers' motivation to give their best at work in school.

H_{a57} : Ambition to do better is not correlated to teachers' motivation to give their best at work in school.

Table 215 : Correlation Matrix

		Motivation to give one's best at work	Ambition to do better
Motivation to give one's best at work	Pearson Correlation	1	.777**
	Sig. (2-tailed)		.000
	N	111	111
Ambition to do better	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with ones' ambition to do better as illustrated by the responses to the seventh question of the section B of the questionnaire (F7) is thus seen to be .777 . This correlation is high , hence the null hypothesis H_{057} is rejected and the alternate hypothesis H_{a57} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their ambition to do better.

H0₅₇₁ : Ambition to do better is not correlated to teachers' overall experience with their personal and social life

Ha₅₇₁: Ambition to do better is correlated to teachers' overall experience with their personal and social life

Table 216 : Correlation Matrix

		Overall experience with ones social and personal life	Ambition to do better
Overall experience with ones social and personal life	Pearson Correlation	1	.545**
	Sig. (2-tailed)		.000
	N	111	111
Ambition to do better	Pearson Correlation	.545**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with ones ambition to do better as illustrated by the responses to the seventh question of the section B of the questionnaire (F7) is thus seen to be .545 . This correlation is moderate but significant , hence the null hypothesis H0₅₇₁ is rejected and the alternate hypothesis Ha₅₇₁ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their ambition to do better.

H0₅₈ : Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' motivation to give their best at work in school.

Ha₅₈: Social Life , hobbies , entertainment and leisure hours is correlated to teachers' motivation to give their best at work in school.

Table 217 : Correlation Matrix

		Motivation to give ones best at work	Experience with ones social life , hobbies etc
Motivation to give ones best at work	Pearson Correlation	1	.756**
	Sig. (2-tailed)		.000
	N	111	111
Experience with ones social life , hobbies etc	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with ones social life , hobbies etc as illustrated by the responses to the eighth question of the section B of the questionnaire (F8) is thus seen to be .756 . This correlation is high , hence the null hypothesis H_{058} is rejected and the alternate hypothesis H_{a58} is accepted . Thus the motivation of teachers is taken to be correlated to their experience with their social life , hobbies and entertainment .

H_{0581} : Social Life , hobbies , entertainment and leisure hours is not correlated to teachers' overall experience with their personal and social life

H_{a581} : Social Life , hobbies , entertainment and leisure hours is correlated to teachers' overall experience with their personal and social life

Table 218 : Correlation Matrix

		Overall experience with one's personal and social life	Experience with one's hobbies , entertainment , vibrant social life
Overall experience with one's personal and social life	Pearson Correlation	1	.624**
	Sig. (2-tailed)		.000
	N	111	111
Experience with one's hobbies , entertainment , vibrant social lfie	Pearson Correlation	.624**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with one's hobbies and entertainment as illustrated by the responses to the eighth question of the section B of the questionnaire (F8) is thus seen to be -.624 . This correlation is moderately high , hence the null hypothesis H_{0581} is rejected and the alternate hypothesis H_{a581} is accepted . Thus the overall experience of teachers with the students is taken to be correlated to by their experience with their hobbies , entertainment and vibrant social life.

H_{059} : Opportunities for further studies is not correlated to teachers' motivation to give their best at work in school.

H_{a59} : Opportunities for further studies is correlated to teachers' motivation to give their best at work in school.

Table 219 : Correlation Matrix

		Motivation to give ones best at work	Opportunities for further studies
Motivation to give ones best at work	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	111	111
Opportunities for further studies	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with opportunities for further studies as illustrated by the responses to the ninth question of the section B of the questionnaire (F9) is thus seen to be .742 . This correlation is high hence the null hypothesis $H_{0_{48}}$ is rejected and the alternate hypothesis $H_{a_{48}}$ is accepted . Thus the motivation of teachers is taken to be correlated to their experience with opportunities for further studies.

$H_{0_{591}}$: Opportunities for further studies is not correlated to teachers' overall experience with their personal and social life

$H_{a_{591}}$: Opportunities for further studies is correlated to teachers' overall experience with their personal and social life

Table 220 : Correlation Matrix

		Overall experience with personal and social life	Opportunities for further studies
Overall experience with personal and social life	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	111	111
Opportunities for further studies	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with opportunities for further studies as illustrated by the responses to the ninth question of the section B of the questionnaire (F9) is thus seen to be .555 this correlation is moderate but significant , hence the null hypothesis $H_{0_{591}}$ is rejected and the alternate hypothesis $H_{a_{591}}$ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with rude students.

H₀₅₉₂ : Financial status is not correlated to teachers' motivation to give their best at work

H_a₅₉₂ : Financial status is correlated to teachers' motivation to give their best at work .

Table 221 : Correlation Matrix

		Motivation to give ones best at work	Financial status
Motivation to give ones best at work	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	111	111
Financial status	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the experiences with comfort of residence as illustrated by the responses to the tenth question of the section B of the questionnaire (F10) is thus seen to be .796 . This correlation is high , hence the null hypothesis H₀₅₉₂ is rejected and the alternate hypothesis H_a₅₉₂ is accepted . Thus the motivation of teachers is taken to be correlated to their financial status.

H₀₅₉₃ : Financial status is not correlated to teachers' overall experience with their personal & social life

H_a₅₉₃ : Financial status is correlated to teachers' overall experience with their personal & social life

Table 222 : Correlation Matrix

		Overall experience with personal & social life	Financial status
Overall experience with personal & social life	Pearson Correlation	1	.693**
	Sig. (2-tailed)		.000
	N	111	111
Financial status	Pearson Correlation	.693**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the personal and social life as illustrated by the responses to the second question of the questionnaire or variable A2 and their financial status as illustrated by the responses to the tenth question of the section B of the questionnaire (F10) is thus seen to be .693 . This correlation is moderately high , hence the null hypothesis H₀₅₉₃ is rejected and the alternate hypothesis H_a₅₉₃ is accepted . Thus the overall experience of teachers with the students is taken to be correlated to their experience with financial status.

3.7.7 Conclusion

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 personal and social factors . A principal component analysis extracted three components which were subsequently named Physiological and safety , Happiness factors and Esteem factors. 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 . The principal component regression showed that all three components were significant predictors .

3.8 Analysis of various factors related to the work itself that influence the motivation of school teachers .

3.8.1 Introduction

This part of the study was conducted in two parts . In the first part qualitative data was collected through a thorough study of related literature followed a focus group discussion involving five participants among whom were one head of schools , one expert on education and three teachers . The focus group discussion was followed by two individual interview sessions with heads of schools , two interview sessions with teachers and one interview session with an expert on education. At the end of the first part of the study ten factors emerged as the main factors that influenced the motivation of school teachers . These 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

At the second stage of the study a random sample of school teachers were chosen from Darjeeling and Jalpaiguri districts of West Bengal and administered a self designed questionnaire . The results were then analysed and interpreted.

3.8.2 Hypotheses

$H_{0_{61}}$: *Teachers' job satisfaction is not correlated to their motivation to give their best at work in school.*

$H_{a_{61}}$: *Teachers' job satisfaction is correlated to their motivation to give their best at work in school*

$H_{0_{611}}$: *Teachers' job satisfaction is not correlated to their overall experience with their work itself.*

$H_{a_{611}}$: *Teachers' job satisfaction is correlated to their overall experience with their work itself.*

$H_{0_{62}}$: *Adequate pay is not correlated to teachers' motivation to give their best at work in school.*

$H_{a_{62}}$: *Adequate pay is correlated to teachers' motivation to give their best at work in school.*

$H_{0_{621}}$: *Adequate pay is not correlated to teachers' overall experience with their work itself.*

$H_{a_{621}}$: *Adequate pay is correlated to teachers' overall experience with their work itself.*

H0₆₃ : Work hours is not correlated to teachers' motivation to give their best at work in school.

Ha₆₃ : Work hours is correlated to teachers' motivation to give their best at work in school.

H0₆₃₁ : Work hours is not correlated to teachers' overall experience with their work itself .

Ha₆₃₁ : Work hours is correlated to teachers' overall experience with their work itself .

H0₆₄ : Appraisal , recognition and rewards is not correlated to teachers' motivation to give their best at work in school.

Ha₆₄ : Appraisal , recognition and rewards is correlated to teachers' motivation to give their best at work in school.

H0₆₄₁ : Appraisal , recognition and rewards is not correlated to teachers' overall experience with their work itself.

Ha₆₄₁ : Appraisal , recognition and rewards is correlated to teachers' overall experience with their work itself.

H0₆₅ : Boss/ supervisor is not correlated to teachers' motivation to give their best at work in school.

Ha₆₅ : Boss/ supervisor is correlated to teachers' motivation to give their best at work in school.

H0₆₅₁ : Boss/ supervisor is not correlated to teachers' overall experience with their work itself.

Ha₆₅₁ : Boss/ supervisor is correlated to teachers' overall experience with their work itself.

H0₆₆ : Security of tenure is not correlated to teachers' motivation to give their best at work in school.

Ha₆₆ : Security of tenure is correlated to teachers' motivation to give their best at work in school.

H0₆₆₁ : Security of tenure is not correlated to teachers' overall experience with their work itself

Ha₆₆₁ : Security of tenure is correlated to teachers' overall experience with their work itself.

H0₆₇ : Security for unforeseen circumstances is not correlated to teachers' motivation to give their best at work in school.

Ha₆₇ : Security for unforeseen circumstances is correlated to teachers' motivation to give their best at work in school.

H0₆₇₁ : Security for unforeseen circumstances is not correlated to teachers' overall experience with their work itself.

Ha₆₇₁ : Security for unforeseen circumstances is correlated to teachers' overall experience with their work itself.

H0₆₈ : *Organizational Structure is not correlated to teachers' motivation to give their best at work in school.*

Ha₆₈ : *Organizational Structure is correlated to teachers' motivation to give their best at work in school.*

H0₆₈₁ : *Organizational Structure is not correlated to teacher's overall experience with their work itself.*

Ha₆₈₁ : *Organizational Structure is correlated to teachers' overall experience with their work itself.*

H0₆₉ : *Merit Based promotions is not correlated to teachers' motivation to give their best at work in school.*

Ha₆₉ : *Merit based promotions is correlated to teachers' motivation to give their best at work in school.*

H0₆₉₁ : *Merit Based promotions is not correlated to teachers' overall experience with the work itself*

Ha₆₉₁ : *Merit based promotions is correlated to teachers' overall experience with the work itself*

H0₆₉₂ : *Future prospects is not correlated to teachers' motivation to give their best at work in school.*

Ha₆₉₂ : *Future prospects is correlated to teachers' motivation to give their best at work in school*

H0₆₉₃ : *Future prospects is not correlated to teachers' overall experience with the work itself*

Ha₆₉₃ : *Future prospects is correlated to teachers' overall experience with the work itself*

3.8.3 The Questionnaire

A self designed questionnaire was administered to the respondents by the researcher himself. A strict understanding of confidentiality was maintained to elicit honest responses . The scale and the questions were explained objectively to the respondents with a conscious effort to eliminate biases in the explanations. The questionnaire contained 12 questions to be rated by the respondents on a 5 point Likert-type scale . The first two questions in the section A of the questionnaire (A1 & A2) related to the respondents' efforts to give their best at work in school and their overall experiences with the work itself respectively . The scale used was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. For the purposes of subsequent analysis in this section of the study these two questions represented the dependent variables. There were 10 questions in the section B of the questionnaire . In the

next ten questions of the questionnaire the teachers' experiences with the various aspects of the work itself were rated on the same five point Likert-type scale. For the purposes of this section of the study these ten questions represented the independent variables which influenced the two dependent variables. In this study, since the sample size was relatively large and the scale was a five point scale the data was treated as continuous and subjected to parametric analysis. As has been noted in the previous sections of this study this was keeping in views the posits of Carifio and Perla (2007) and Norman (2010) . The other ten questions that represented the factors related to personal and social life of the teachers which affect teacher motivation were : 1. Job Satisfaction (F1) 2. Adequate Pay (F2) 3. Work Hours (F3) 4. Appraisal , recognition and rewards (F4) 5. Boss/ Supervisor (F5) 6. Security of Tenure (F6) 7. Security for unforeseen circumstances (F7)8. Organizational Structure (F8) 9. Merit based promotions (F9) 10. Future Prospects (F10) . The numbers in the parenthesis represent the question(variable) numbers .

3.8.4 Statistical Analysis

The data was first checked for reliability . Following which a set of correlation analysis were conducted to test the various hypotheses related to this section. A principal component analysis was then conducted which brought three factors. A principal component regression using the factor scores (regression) was also conducted on the data to check whether the components generated by the principal component analysis were significant predictors of the workplace motivation of school teachers .

3.8.5 Results and Findings

At the first the stage the data was checked for reliability. On ensuring its reliability the data was subsequent quantitative analysis was conducted and inferences were drawn. The results and findings are presented in the following tables :-

Table 223 : Descriptive Statistics

	N	Minimum	Maximum	Mean	S.D
Motivation at work	111	1.00	5.00	2.4775	1.15086
Overall experience with the work itself	111	1.00	5.00	2.4324	1.14114
Job Satisfaction	111	1.00	5.00	2.5315	1.16634
Adequate Pay	111	1.00	5.00	2.6216	1.25085
Work Hours	111	1.00	5.00	2.5045	1.18991
Appraisal , Recognition & rewards	111	1.00	5.00	2.6216	1.23623
Boss/Supervisor	111	1.00	5.00	2.4775	1.19732
Security of tenure	111	1.00	5.00	2.7838	1.26782
Security for unforeseen circumstances	111	1.00	5.00	2.8378	1.20258
Organization Structure	111	1.00	5.00	2.5135	1.18984
Merit Based Promotions	111	1.00	5.00	2.6216	1.23623
Future Prospects	111	1.00	5.00	2.6216	1.25809
Valid N (listwise)	111				

Table 224 :Reliability Statistics:

Part A

Cronbach's Alpha	N of Items
.955	2

Table 225 : Reliability Statistics

Part B

Cronbach's Alpha	N of Items
.947	10

Table 226 : Reliability Statistics

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

Table 227 : 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 228 : 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 229 : 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 230 : 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.

Table 231: 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.

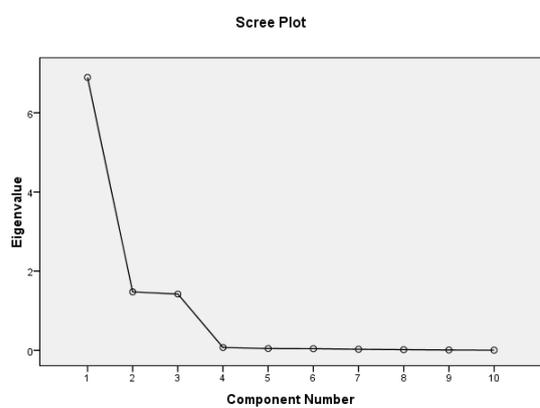
Figure 24 : Screen Plot

Table 232 : Rotated Component Matrix^a

Variables	Component		
	1	2	3
JOB SATISFACTION	.307	.918	.178
ADEQUATE PAY	.928	.323	.177
WORK HOURS	.319	.921	.150
APPRAISAL , RECOGNITION AND REWARDS	.931	.319	.160
BOSS / SUPERVISOR	.322	.917	.166
SECURITY OF TENURE	.224	.183	.945
SECURITY FOR UNFORSEEN CIRCUMSTANCES	.171	.191	.955
ORGANIZATIONAL STRUCTURE	.305	.909	.180
MERIT BASED PROMOTIONS	.922	.308	.208
FUTURE PROSPECTS	.924	.326	.174

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

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.

Table 233: Extracted components from principal component analysis

COMFORT	SECURITY	ESTEEM
Job Satisfaction	Security of tenure	Adequate Pay
Work Hours	Security for unforeseen circumstances	Appraisal , recognition and rewards
Boss/ Supervisor		Merit based promotions
Organizational Structure		Future prospects

Here after a set of bi variate correlation analysis was carried out with the intention to check if the factors related to the work itself affected the motivation of school teachers and whether the factors also influenced the teachers' overall experience with the work itself. The results are put up in the following table;-

Table 234 : Correlation Analysis

	Motivation of teachers at work	overall experience with the work itself
Job Satisfaction	.73	.673
Adequate pay	.72	.714
Work hours	.739	.668
Appraisal recognition & rewards	.71	.703
Boss/ Supervisor	.717	.653
Security of tenure	.576	.574
Security for unforeseen circumstances	.569	.568
Organizational structure	.696	.638
Merit based promotions	.742	.736
Future Prospect	.716	.710

After the main statistical analyses a principal component regression was conducted using the factor scores of the components which were extracted in the principal component analysis as inputs. The regression analysis was done by 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 as extracted by the principal component analysis as independent variables. The results are:-

Table 235 : Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 ^a	.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 236 : 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 237: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.318	3	34.439	86.961	.000 ^a
	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 238: Coefficients^a

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 239 : Coefficients^a

Model			95.0% Confidence Interval for B	
	t	Sig.	Lower Bound	Upper Bound
(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 240 : Coefficients^a

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 241 : 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 242 : 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.

Figure 25 : Histogram

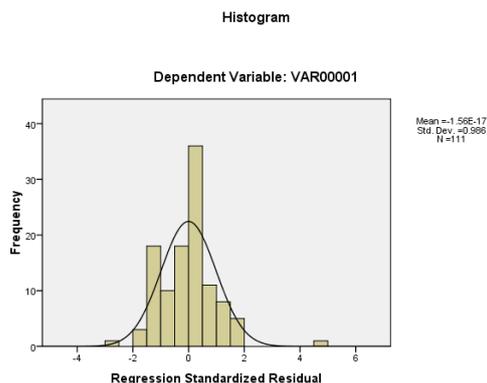
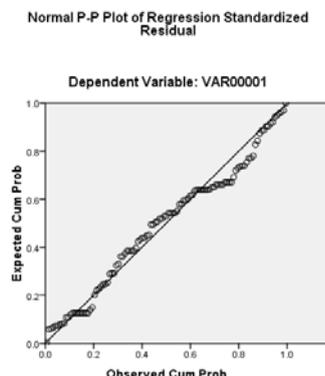


Figure 26 : Normal P-P Plot of Regression Standardized Residuals

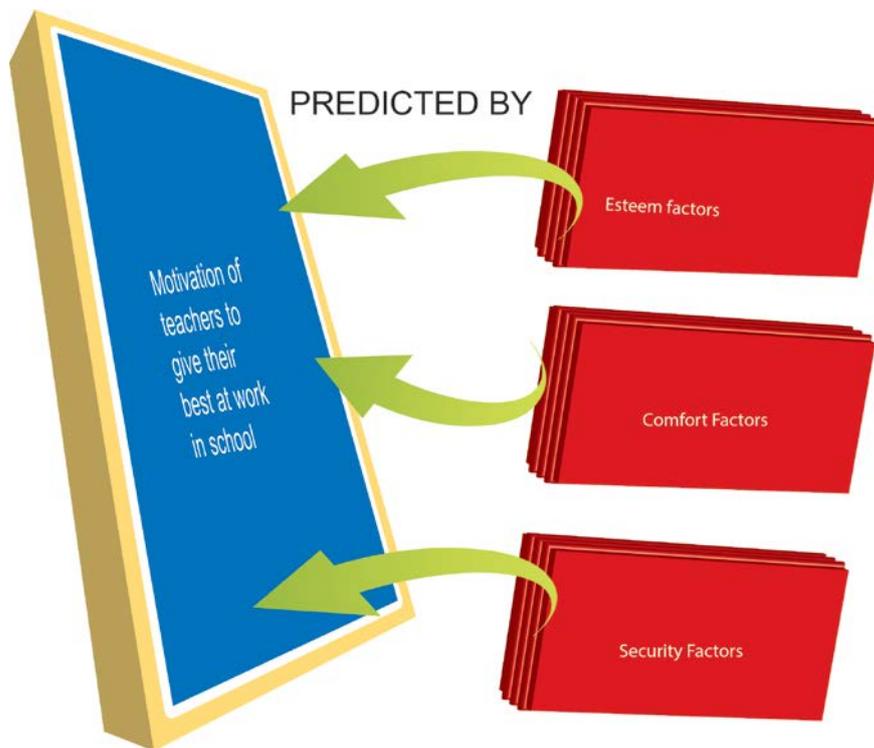


As per the results of the principal component regression which was conducted using the component scores as the predictor variables and the enter method a significant model emerged ($F_{3,107} = 86.961$, $P < .0005$, $Adjusted R^2 = .701$) . Durbin-Watson statistics = 1.862 so there was no significant auto-correlation , 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 243 : B Values

Predictor variables	B	P
ESTEEM FACTORS	.597	P<.0005
COMFORT FACTORS	.619	P<.0005
SECURITY FACTORS	.448	P<.0005

Figure 27: Predictor chart – Work Itself



3.8.6 Testing of Hypotheses

H₀₆₁ : Teachers’ job satisfaction is not correlated to their motivation to give their best at work in school.

Ha₆₁ : Teachers’ job satisfaction is correlated to their motivation to give their best at work in school

Table 244 : Correlation Matrix

		Motivation to give ones best at work	Job satisfaction
Motivation to give ones best at work	Pearson Correlation	1	.730**
	Sig. (2-tailed)		.000
	N	111	111
Job satisfaction	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their job satisfaction as illustrated by the responses to the first question of the section B of the questionnaire (G1) is thus seen to be .730 . This correlation is high . Hence the null hypothesis H₀₆₁ is rejected and the

alternate hypothesis H_{a61} is accepted . Thus the motivation of teachers is taken to be correlated to their job satisfaction .

H_{061} : Teachers' job satisfaction is not correlated with their overall experience with their work itself.

H_{a61} : Teachers' job satisfaction is correlated with their overall experience with their work itself.

Table 245 : Correlation Matrix

		Overall experience with the work itself	Job satisfaction
Overall experience with the work itself	Pearson Correlation	1	.673**
	Sig. (2-tailed)		.000
	N	111	111
Job satisfaction	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the job satisfaction as illustrated by the responses to the first question of the section B of the questionnaire (G2) is thus seen to be .673 . This correlation is moderately high, hence the null hypothesis H_{061} is rejected and the alternate hypothesis H_{a61} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to their job satisfaction.

H_{062} : Adequate pay is not correlated with teachers' motivation to give their best at work

H_{a62} : Adequate pay is correlated with teachers' motivation to give their best at work .

Table 246 : Correlation Matrix

		Motivation to give one's best at work	Adequate Pay
Motivation to give one's best at work	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	111	111
Adequate Pay	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and adequate pay as illustrated by the responses to the second question of the section B of the questionnaire (G2) is thus seen to be .720 . This correlation is high , hence the null hypothesis H_{062} is rejected and the alternate

hypothesis H_{a62} is accepted . Thus the motivation of teachers is taken to be correlated to adequate pay .

H_{0621} : Adequate pay is not correlated with teachers' overall experience with their work itself

H_{a621} : Adequate pay is correlated with teachers' overall experience with their work itself.

Table 247 : Correlation Matrix

		Overall experience with the work itself	Adequate Pay
Overall experience with the work itself	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	111	111
Adequate Pay	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with respect from family as illustrated by the responses to the second question of the section B of the questionnaire (G2) is thus seen to be .714 . This correlation is high , hence the null hypothesis H_{0621} is rejected and the alternate hypothesis H_{a621} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to adequate pay.

H_{063} : Work hours are not correlated with teachers' motivation to give their best at work.

H_{a63} : Work hours are correlated with teachers' motivation to give their best at work .

Table 248 : Correlation Matrix

		Motivation to give one's best at work	Work hours
Motivation to give one's best at work	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	111	111
Work hours	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their job satisfaction as illustrated by the responses to the third question of the section B of the questionnaire (G3) is thus seen to be .739 . This correlation is high , hence the null hypothesis H_{063} is rejected and the alternate hypothesis H_{a63} is accepted . Thus the motivation of teachers is taken to be correlated to work hours .

H0₆₃₁ : Work hours are not correlated to teachers' overall experience with their work itself

Ha₆₃₁ : Work hours are correlated to teachers' overall experience with their work itself

Table 249 : Correlation Matrix

		Overall experience with the work itself	Work Hours
Overall experience with the work itself	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	111	111
Work Hours	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the work hours as illustrated by the responses to the third question of the section B of the questionnaire (G3) is thus seen to be .668. This correlation is moderately high , hence the null hypothesis H0₆₃₁ is rejected and the alternate hypothesis Ha₆₃₁ is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to the work hours.

H0₆₄ : Appraisal , recognition and rewards are not correlated to teachers' motivation to give their best at work in school.

Ha₆₄ : Appraisal , recognition and rewards are correlated to teachers' motivation to give their best at work in school

Table 250 : Correlation Matrix

		Motivation to give one's best at work	Appraisal , recognition and rewards
Motivation to give one's best at work	Pearson Correlation	1	.710**
	Sig. (2-tailed)		.000
	N	111	111
Appraisal , recognition and rewards	Pearson Correlation	.710**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and appraisal , recognition and rewards as illustrated by the responses to the fourth question of the section B of the questionnaire (G4) is thus seen to be .710 . This correlation is high , hence the null hypothesis H0₆₄ is rejected and the alternate hypothesis Ha₆₄ is accepted . Thus the motivation of teachers is taken to be correlated to appraisal , recognition and rewards.

H0₆₄₁ : Appraisal , recognition and rewards are not correlated to teachers' overall experience with their work itself.

Ha₆₄₁ : Appraisal , recognition and rewards are correlated to teachers' overall experience with their work itself.

Table 251 : Correlation Matrix

		Overall experience with the work itself	Appraisal , recognition and rewards
Overall experience with the work itself	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	111	111
Appraisal , recognition and rewards	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and appraisal , recognition and rewards as illustrated by the responses to the fourth question of the section B of the questionnaire (G4) is thus seen to be .703 . This correlation is high , hence the null hypothesis H0₆₄₁ is rejected and the alternate hypothesis Ha₆₄₁ is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to appraisal , recognition and rewards.

H0₆₅ : Boss/ supervisor are not correlated to teachers' motivation to give their best at work

Ha₆₅ : Boss/ supervisor are correlated to teachers' motivation to give their best at work

Table 252 : Correlation Matrix

		Motivation to give one's best at work	Boss/Supervisor
Motivation to give one's best at work	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	111	111
Boss/Supervisor	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their experiences with their boss/supervisor as illustrated by the responses to the fifth question of the section B of the questionnaire (G5) is thus seen to be .717 . This correlation is high , hence the null hypothesis

H_{065} is rejected and the alternate hypothesis H_{a65} is accepted . Thus the motivation of teachers is taken to be correlated to their boss/supervisor .

H_{0651} : Boss/ supervisor are not correlated to teachers' overall experience with their work itself

H_{a651} : Boss/ supervisor are correlated to teachers' overall experience with their work itself

Table 253 : Correlation Matrix

		Overall experience with the work itself	Boss/Supervisor
Overall experience with the work itself	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	111	111
Boss/Supervisor	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and their experiences with their boss/supervisor as illustrated by the responses to the fifth question of the section B of the questionnaire (G5) is thus seen to be .653. This correlation is moderately high, hence the null hypothesis H_{0651} is rejected and the alternate hypothesis H_{a651} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to their experience with their boss/supervisor.

H_{066} : Security of tenure does not correlate with teachers' motivation to give their best at work.

H_{a66} : Security of tenure correlate with teachers' motivation to give their best at work

Table 254 : Correlation Matrix

		Motivation to give one's best at work	Security of tenure
Motivation to give one's best at work	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	111	111
Security of tenure	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their job satisfaction as illustrated by the responses to the sixth question of the section B of the questionnaire (G6) is thus seen to be .576 . This correlation is moderate but significant , hence the null hypothesis H_{066} is

rejected and the alternate hypothesis H_{a66} is accepted . Thus the motivation of teachers is taken to be correlated to the security of tenure .

H_{0661} : Security of tenure does not correlate with teachers' overall experience with their work itself

H_{a661} : Security of tenure correlates with teachers' overall experience with their work itself

Table 255 : Correlation Matrix

		Overall experience with the work itself	Security of tenure
Overall experience with the work	Pearson Correlation	1	.574**
	Sig. (2-tailed)		.000
	N	111	111
Security of tenure	Pearson Correlation	.574**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with respect from family as illustrated by the responses to the sixth question of the section B of the questionnaire (G6) is thus seen to be .574 . This correlation is moderate but significant , hence the null hypothesis H_{0661} is rejected and the alternate hypothesis H_{a661} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to the security of their tenure.

H_{067} : Security for unforeseen circumstances does not correlate with teachers' motivation to give their best at work.

H_{a67} : Security for unforeseen circumstances correlates with teachers' motivation to give their best at work .

Table 256 : Correlation Matrix

		Motivation to give one's best at work	Security for unforeseen circumstances
Motivation to give one's best at work	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	111	111
Security for unforeseen circumstances	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and security for unforeseen circumstances as illustrated by the responses to the seventh question of the section B of the

questionnaire (G7) is thus seen to be .569 . This correlation is moderate but significant , hence the null hypothesis H_{067} is rejected and the alternate hypothesis H_{a67} is accepted . Thus the motivation of teachers is taken to be correlated to security unforeseen circumstances .

H_{067} : Security for unforeseen circumstances does not correlate with teachers' overall experience with their work itself

H_{a67} : Security for unforeseen circumstances correlates with teachers' overall experience with their work itself

Table 257 : Correlation Matrix

		Overall experience with work itself	Security for unforeseen circumstances
Overall experience with work itself	Pearson Correlation	1	.568**
	Sig. (2-tailed)		.000
	N	111	111
Security for unforeseen circumstances	Pearson Correlation	.568**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the security for unforeseen circumstances as illustrated by the responses to the seventh question of the section B of the questionnaire (G7) is thus seen to be .568 . This correlation is moderate but significant , hence the null hypothesis H_{067} is rejected and the alternate hypothesis H_{a67} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to security for unforeseen circumstances.

H_{068} : Organizational Structure does not correlate with teachers' motivation to give their best at work.

H_{a68} : Organizational Structure correlates with teachers' motivation to give their best at work.

Table 258 : Correlation Matrix

		Motivation to give one's best at work	Organization Structure
Motivation to give one's best at work	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	111	111
Organization Structure	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and the organization structure of the school as illustrated by the responses to the eighth question of the section B of the questionnaire (G8) is thus seen to be .696 . This correlation is moderately high , hence the null hypothesis H_{068} is rejected and the alternate hypothesis H_{a68} is accepted . Thus the motivation of teachers is taken to be correlated to the organization structure of the school .

H_{0681} : Organizational Structure does not correlate with teacher's overall experience with work itself

H_{a681} : Organizational Structure correlates with teachers' overall experience with their work itself

Table 259 : Correlation Matrix

		Overall experience with the work itself	Organization structure
Overall experience with the work itself	Pearson Correlation	1	.638**
	Sig. (2-tailed)		.000
	N	111	111
Organization structure	Pearson Correlation	.638**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the experiences with the organization structure of the school as illustrated by the responses to the eighth question of the section B of the questionnaire (F8) is thus seen to be .638 . This correlation is moderately high but significant , hence the null hypothesis H_{0681} is rejected and the alternate hypothesis H_{a681} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to their experience with organization structure.

H_{069} : Merit Based promotions does not correlate with teachers' motivation to give their best at work.

H_{a69} : Merit based promotions correlates with teachers' motivation to give their best at work

Table 260: Correlation Matrix

		Motivation to give ones best at work	Merit based promotions
Motivation to give ones best at work	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	111	111
Merit based promotions	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and merit based promotions as illustrated by the responses to the ninth question of the section B of the questionnaire (G9) is thus seen to be .742 . This correlation is high , hence the null hypothesis H_{069} is rejected and the alternate hypothesis H_{a69} is accepted . Thus the motivation of teachers is taken to be correlated to merit based promotions.

H_{069} : Merit Based promotions does not correlate with teachers' overall experience with their work.

H_{a69} : Merit based promotions correlates with teachers' overall experience with their work itself.

Table 261 : Correlation Matrix

		Overall experience with the work itself	Merit based promotions
Overall experience with the work itself	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	111	111
Merit based promotions	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and merit based promotions as illustrated by the responses to the ninth question of the section B of the questionnaire (F9) is thus seen to be .736 . This correlation is high , hence the null hypothesis H_{0691} is rejected and the alternate hypothesis H_{a691} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to merit based promotions.

H_{0692} : Future prospects do not correlate to teachers' motivation to give their best at work.

H_{a692} : Future prospects correlate to teachers' motivation to give their best at work.

Table 262 : Correlation Matrix

		Motivation to give ones best at work	Future prospects
Motivation to give ones best at work	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	111	111
Future prospects	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the workplace motivation of teachers as illustrated by the responses to the first question of the questionnaire or variable A1 and their future prospects as illustrated by the responses to the tenth question of the section B of the questionnaire (G10) is thus seen to be .716 . This correlation is high , hence the null hypothesis H_{0692} is rejected and the alternate hypothesis H_{a692} is accepted . Thus the motivation of teachers is taken to be correlated to future prospects .

H_{0693} : Future prospects do not correlate with teachers' overall experience with their work itself

H_{a693} : Future prospects correlate with teachers' overall experience with their work itself

Table 263 : Correlation Matrix

		Overall experience with the work itself	Future prospects
Overall experience with the work itself	Pearson Correlation	1	.710**
	Sig. (2-tailed)		.000
	N	111	111
Future prospects	Pearson Correlation	.710**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

The correlation between the overall experience of school teachers with the work itself as illustrated by the responses to the second question of the questionnaire or variable A2 and the future prospects as illustrated by the responses to the tenth question of the section B of the questionnaire (F10) is thus seen to be .710 . This correlation is high , hence the null hypothesis H_{0693} is rejected and the alternate hypothesis H_{a693} is accepted . Thus the overall experience of teachers with the work itself is taken to be correlated to future prospects.

3.8.7 Conclusion

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 factors representing the work itself . A principal component analysis extracted three components which were subsequently named Comfort, Security and Esteem factors. 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.

3.9 References

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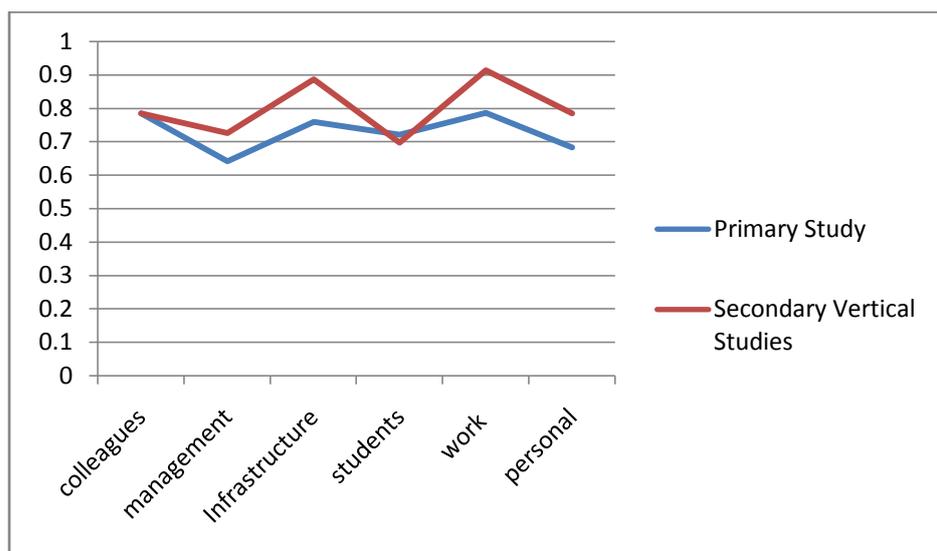
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Chapter 4

OVERALL PATTERNS OF DATA THROUGHOUT THE STUDY**4.1 Introduction**

This chapter collates the relevant findings from all the seven parts of the study and tries to draw areas of coherence among the findings to link them together on a common platform and provide a holistic view of the study in totality . The figure 28 illustrates the relation amongst the correlation between the broad factors affecting motivation(Colleagues , Management , Infrastructure , Students , Personal and Social factors , Work itself) as found in the first part of the study (Section A) and the motivation of school teachers vis a vis the same relations as expressed by the subsequent vertical studies on the same factors. The graph shows that the trend of response from the first study shown as primary study and the subsequent studies shown as secondary or vertical studies as depicted by the correlation of response of each major variable with the motivation of school teachers .

Figure 28 : Pattern of response for major variables throughout the study



The following graphs illustrate the trend relationship between the correlation of each factor from each section of the study with the motivation to give ones best at work and the correlation of the same factor with the overall experience with the relevant broad factor.

Figure 29 : Motivation – Experience with colleagues

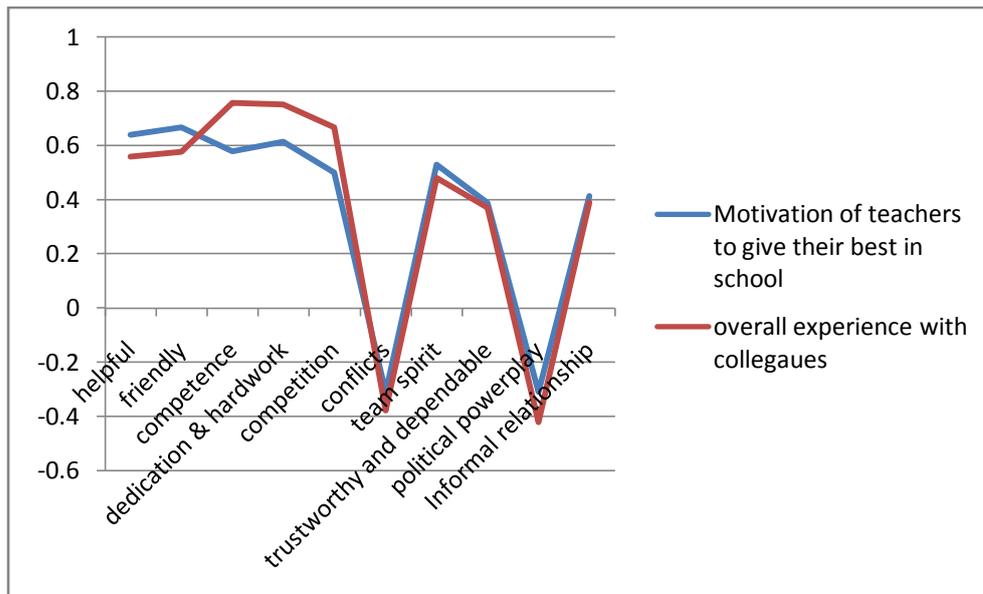


Figure 30 : Motivation – Experience with management

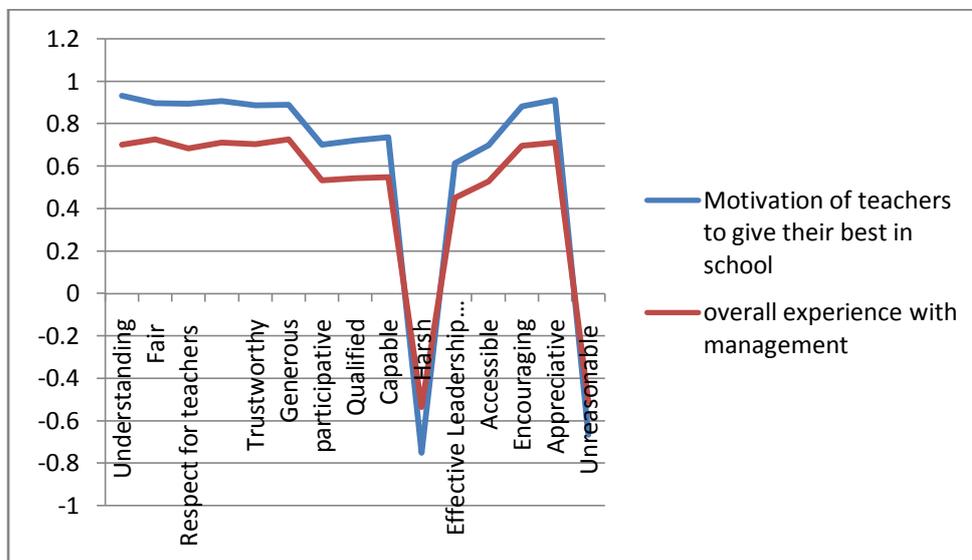


Figure 31 : Motivation – Experience with school Infrastructure

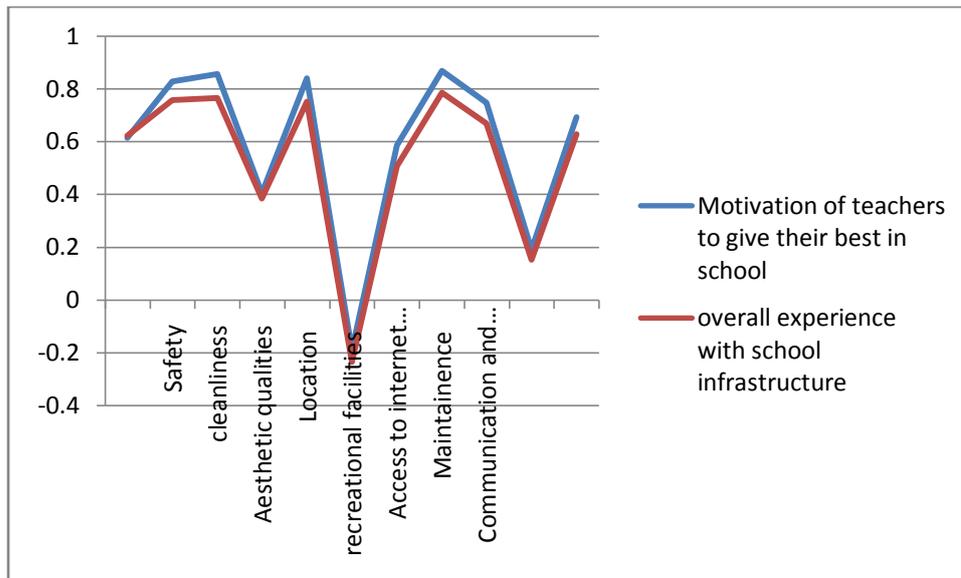


Figure 32: Motivation – Experience with Students

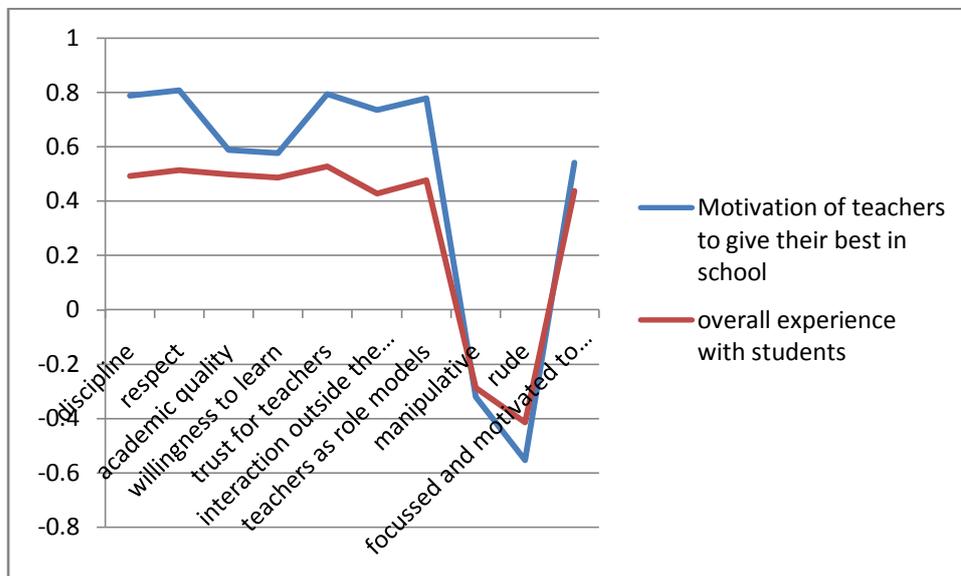


Figure 33 : Motivation – Experience with personal and social life

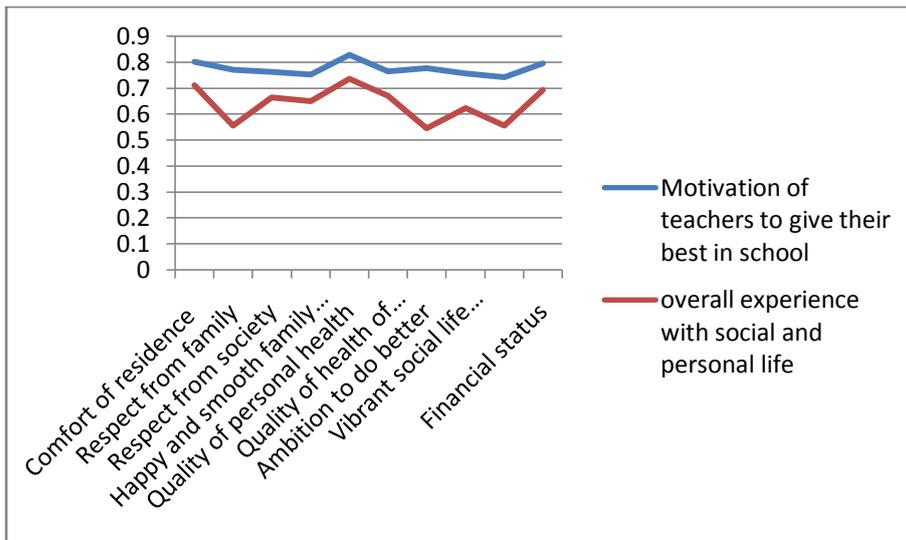
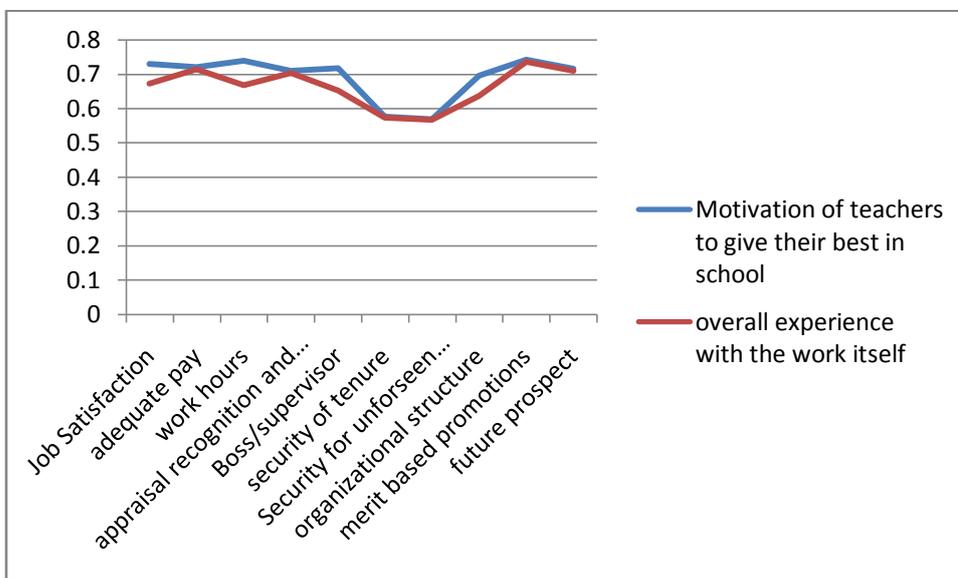


Figure 34 : Motivation – Experience with work itself



The correlation coefficients from the entire study have been grouped together according to their values . These groups are ;-

Table 264 : Motivation Impact Groups

Value band of the coefficients	Group name/ Description	Colour code chart
.1 - .3	Low/No Correlation	Green
.3 - .6	Moderate correlation	Blue
.6 - .7	Moderately High	Pink
.7 - .8	High	Yellow
.8 - 1.0	Very High	Red

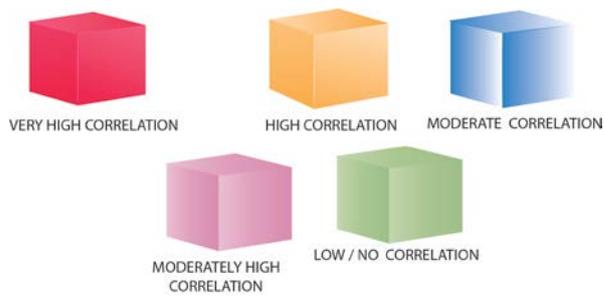
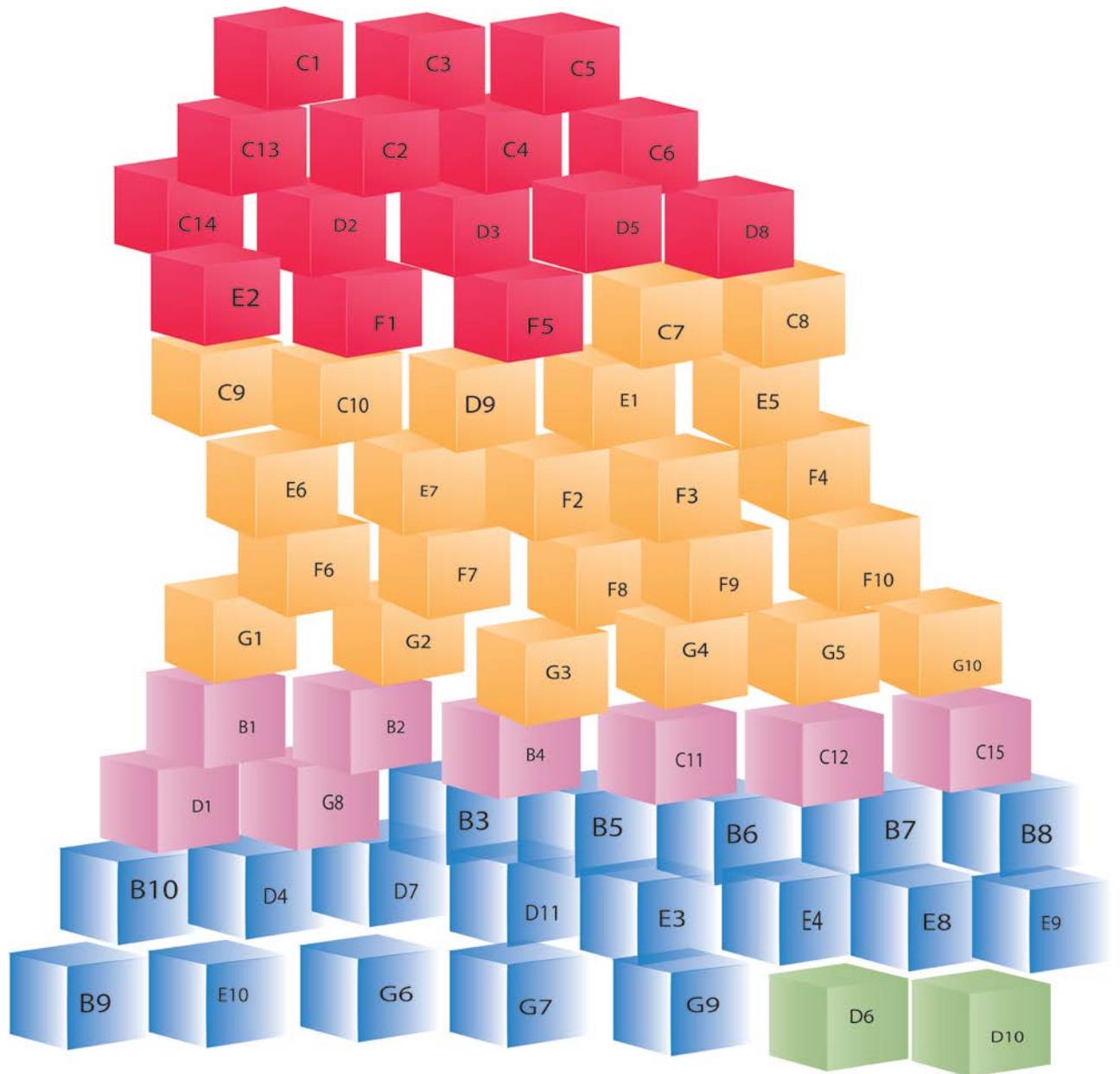
Table 265 : Comprehensive Correlation Chart

CODE	FACTORS STUDIED	Motivation	Experience with relevant broad factor
	COLLEAGUES		
B1	Helpful	.639	.558
B2	Friendly	.666	.576
B3	Competent	.578	.756
B4	Dedicated and hardworking	.613	.75
B5	Competition	.5	.666
B6	Conflict	-.311	-.376
B7	Team spirit	.529	.479
B8	Trustworthy and dependable	.387	.37
B9	Political power play	-.309	-.42
B10	Informal relationship	.412	.389
	MANAGEMENT		
C1	Understanding	.932	.701
C2	Fair	.898	.727
C3	Respect for teachers	.895	.684
C4	Concern for teacher's family	.906	.713
C5	Trustworthy	.888	.705
C6	Generous	.89	.727
C7	Participative	.701	.533
C8	Qualified	.72	.544
C9	Capable	.737	.548
C10	Harsh	-.752	-.535
C11	Effective leadership Style	.614	.45
C12	Accessible	.698	.53
C13	Encouraging	.883	.696

C14	Appreciative	.911	.712
C15	Unreasonable	-.666	-.509
	INFRASTRUCTURE		
D1	Academic Infrastructure	.615	.623
D2	Safety	.828	.757
D3	Cleanliness	.856	.766
D4	Aesthetic Qualities	.405	.384
D5	Location	.839	.751
D6	Recreational facilities	-.19	-.235
D7	Access to internet & computers	.585	.508
D8	Maintenance	.868	.786
D9	Communication & Transport	.748	.668
D10	Overall comparative status	.19	.153
D11	ICT in the teaching learning process	.692	.629
	STUDENTS		
E1	Discipline	.788	.492
E2	Respect	.808	.513
E3	Academic Quality	.588	.497
E4	Willingness to learn	.576	.486
E5	Trust for teachers	.794	.527
E6	Interactions outside the classroom	.736	.427
E7	Teachers as role models	.788	.476
E8	Manipulative	-.32	-.286
E9	Rude	-.554	-.414
E10	Focused and Motivated to do well in life	.542	.437
	PERSONAL AND SOCIAL		
F1	Comfort of Residence	.802	.711
F2	Respect from family	.772	.556
F3	Respect from Society	.763	.665
F4	Happy and smooth Family Life	.753	.65
F5	Quality of personal health	.829	.736
F6	Quality of health of dependents and loved ones	.764	.671

F7	Ambition to do better	.777	.545
F8	Vibrant Social life hobbies and leisure hours	.756	.624
F9	Opportunities for further studies	.742	.555
F10	Financial status	.796	.693
	WORK ITSELF		
G1	Job Satisfaction	.73	.673
G2	Adequate pay	.72	.714
G3	Work hours	.739	.668
G4	Appraisal , recognition and rewards	.71	.703
G5	Boss/ Supervisor	.717	.653
G6	Security of tenure	.576	.574
G7	Security for unforeseen circumstances	.569	.568
G8	Organizational structure	.696	.638
G9	Merit based promotions	.742	.736
G10	Future prospects	.716	.71

Figure 35 : Variable Stack



4.2 Conclusion

A comprehensive data analysis was conducted on the responses of the participants (N=111) on the questionnaires. 85 variable points (7+12+17+ 13+12+12+12) were studied as a part of this exercise with 9435 (85x 111) data response points . The data was treated as continuous data and parametric analyses were conducted on it. A factor analysis of 66 secondary factors yielded a total of 18 components . 96.96 % of the 66 secondary variables showed correlation ranging from Very high to Moderate. 3.04 % of the variables showed no/low correlation . In the series of factor score regression analyses which were conducted 17 out of the 18 components which were extracted through the principal component analysis were found to be significant predictors of teachers' workplace motivation . In the studies combining responses from the seven individual surveys it was found that the trends from all the studies were similar as shown by the line charts .

Chapter 5

INTERPRETATIONS OF FINDINGS

5.1 Introduction

The importance of the interpretation of the findings from the study cannot be over emphasized. The findings from the study were first collated and then correlated with theoretical constructs and qualitative data . The first objective of the interpretations was to analyze the findings and structure them rationally . The second objective was to decipher the reasons for the findings and create causal constructs where ever possible for the obtained findings. The third objective was to create a set of systemic models which when collated as whole would provide a school behavioural system model for optimizing the workplace motivation of school teachers. For this purpose each major variable and its components were designed as a system to be part of the main school motivational system. Finally a set of processes were designed to ensure optimal outcomes of the school motivational system. The philosophy here was to use ensure the maximum use of the findings to create meaningful systems and processes in order to create motivation-maximizing schools for teachers.

5.2 Interpretations about each section of the study

5.2.1 Macro or Broad factors which influence motivation of teachers

It can be seen that the factors can be categorized into two parts based on their correlation coefficients. The first category can be termed as Type 1 category which contain the four factors which have high correlation ($> .7$) with the motivation of teachers to give their best in school. These factors are students , the work itself , colleagues and school infrastructure . The common characteristics that the TYPE 1 factors present are the following :-

- Essential to the daily operations of work
- Direct work life experience
- Ability to directly and comprehensively affect work life
- Physical/ mental well-being of the teachers is directly dependent on the quality of experience with these factors (Roy , Sengupta , 2013)

The Type 1 factors can be further divided into Why and How factors . This categorization is based on the qualitative data that was obtained from the teachers and heads of schools through the interviews and focus group discussions where they explained reasons and factors that motivated them to join the teaching profession and the reasons and factors which motivate them to be good teachers . We call the first set of factors the WHY factors. These factors are essentially initiators and serve to initiate people to join the profession of teaching. These factors are students and the work itself . The second set of

factors are called HOW factors which essentially motivate teachers to be great teachers every day at school . These factors are colleagues and infrastructure. The HOW factors can also be termed as sustainers as they serve to sustain the motivation that is initiated by the WHY factors or initiators (Roy , Sengupta , 2013) .

The second category that emerges from this study is the Type 2 factors which have moderate and moderately high correlation to the motivation of school teachers but not high (between .5 and .7) . These factors may be described as covert factors which the teachers do not face or experience at school every day but nevertheless they affect the motivation to work indirectly or covertly. They are personal life and school management .

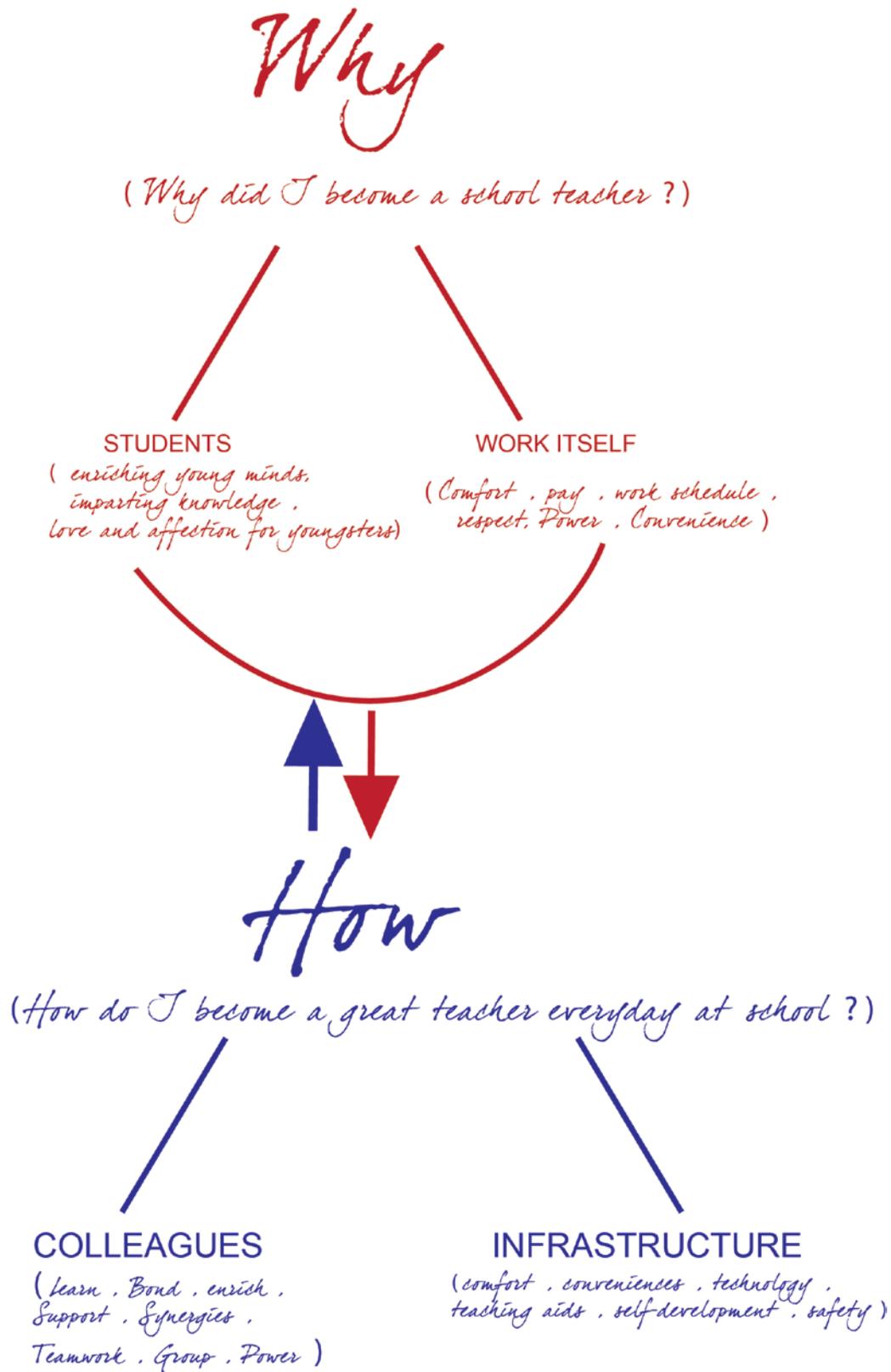
The common characteristics of the TYPE 2 factors are the following :-

- They are not directly related to daily work operations
- Teachers do not confront them directly at work but these factors influence work situation indirectly or covertly .

Table 266 : TYPE 1 & TYPE 2 Motivators

TYPE 1 MOTIVATORS	TYPE 2 MOTIVATORS
Colleagues Students Work Itself Infrastructure	Management Personal Life

Figure 36 : Initiators and Sustainers



5.2.2 Factors related to Colleagues which influence motivation of teachers

The analysis and interpretations of the results of this part of the study are the following:-

The variable in question 1 which asked the respondents to rate their efforts to give their best at work in school and the variable in question 2 which asked the respondents to rate their overall experience with their colleagues in school had a high correlation of .785. Thus the motivation of the teachers was strongly correlated to the experiences with their colleagues. After factor analysis three factors emerged clearly:

- Factor 1 was labeled *Relationship Factors* and consisted of five items, all of which were related to the personal relationship of teachers and their colleagues. These included helpful nature of the colleagues, friendliness of the colleagues, team spirit, trust and informal relationships. Teaching is a personal and interactive profession, thus relationship variables are important to daily work life and motivation in teaching. Thus it was significant to note that the variables which are interpersonal in nature like friendliness, team spirit, helpfulness, trust and informal relationships were correlated to teacher motivation. This might be due to the fact that interpersonal interactions are the most potent power drivers in teaching. Teachers might tend to have higher emotional quotients so they want to build relationships through their work. This is why interpersonal and relationship variables are significant predictors of teacher motivation. (Roy, Sengupta, 2015)
- Factor 2 was termed *Ambition Factors*. This factor consisted of factors which are driven by ambition and a need to excel. These factors include hardworking and

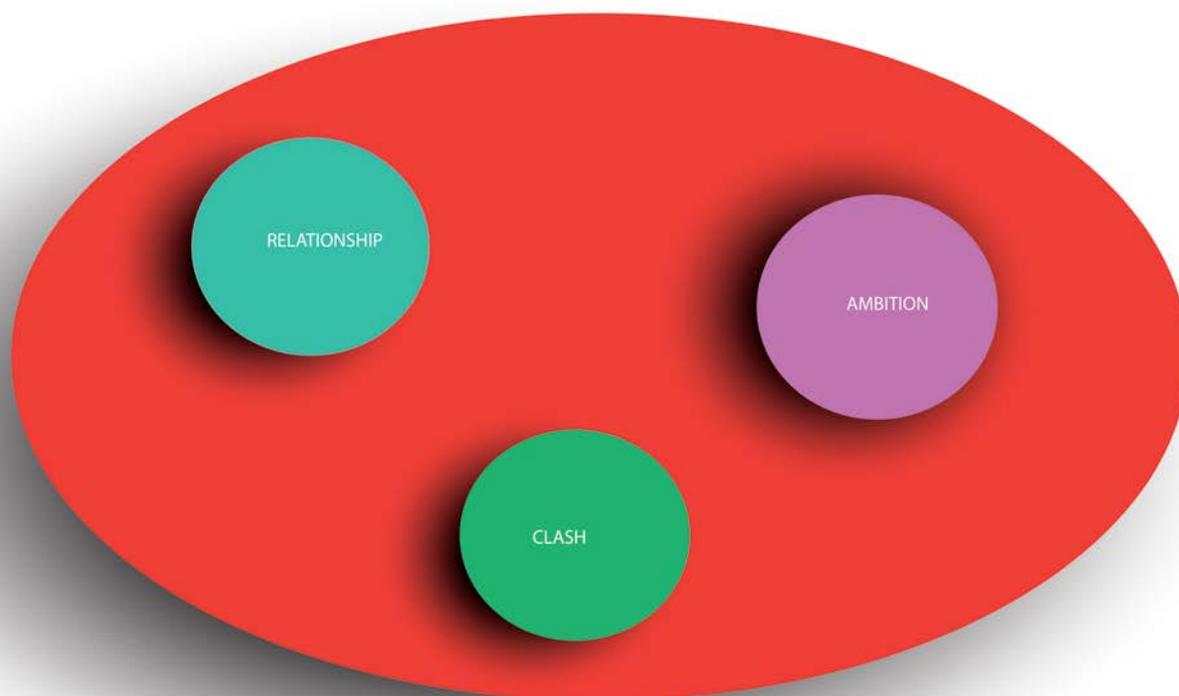
professional colleagues, competent colleagues and competition among colleagues to do better.. It was seen in this study that these factors correlate more with the overall experience of teachers with their colleagues than with the motivation of teachers to do their best in school . (Roy, Sengupta , 2015)

- Factor 3 represents *Clash factors*. These factors include conflict and workplace politics. These factors lead to a confrontation or clash thus affecting inter-colleague relationships. The principal component regression showed that this factor also has a positive effect on the motivation of school teachers albeit lesser than relationship and ambition factors.(Roy , Sengupta 2015) This was interpreted by the researchers to be due to Simpson's effect and a thorough study of related literature led the researcher to conclude that a lurking or confounding variable which is nature of the conflict/political power play influenced the results for this factor.

The principal component regression resulted in a model that fitted satisfactorily. The predicted variable which was the motivation of the teachers was found to be satisfactorily predicted by the three components which were extracted by the principal component analysis . (Roy, Sengupta , 2015) . The resulting model that emerged out of this part of the study showed that teachers are motivated by the warm, camaraderie, friendly, helpful, team spirit, trust oriented work atmosphere that schools bring. They are motivated albeit to a lesser degree by ambition to compete with professionally competent and hardworking colleagues. Pennington and Ho (1995) suggested that teachers are more motivated by the nature of the teaching work rather than on career advancement This study had similar findings . Workplace conflicts and politics also serve to motivate teachers when taken together . (Roy , Sengupta , 2015) . These findings can used by the management of schools to design teacher orientation programmes , training modules and

even create a work culture in schools where models are created for teacher motivation . Even colleague interaction and groups can be predesigned with the help of profile match recruitment processes and by creating a homogenous school culture. School should design systems for maximizing synergistic relationships on a personal level. School should provide adequate emphasis on career development and foster competitive spirit .At times conflict and workplace politics serve to augment teacher motivation to work. These aspects need to be identified and controlled .(Roy, Sengupta 2015).

Figure 37: Peer- Motivation system



5.2.3 Factors related to School management which influence the motivation of teachers.

The dependent variable in Question 1 which asked the respondents to rate their efforts to give their best at work in school ascertained the motivation level of the teachers. The dependent variable in question 2 asked the respondents to rate their overall experience with their school management. Correlation analysis between the responses of these two variables showed significant correlation between the responses. Thus the motivation of the teachers could be taken as being correlated to the experiences with their school management. This is rational because the school management decides on the nature of the school and organizational culture and takes policy decisions for school operations. Teachers are knowledge workers who contribute most significantly to a school's success. Thus the nature and characteristics of the school management directly affect the motivation of school teachers. After a principal component analysis of the fifteen independent variables, three components were extracted:

- The first component was labeled *Humane Factors* which comprised of 8 items which were ; understanding nature of the management , fairness in the approach of the management , respect for teachers and concern for their families ,trustworthiness , generosity as also encouraging and appreciative of the teachers' work. These variables were all related to the humane and personal nature of management-teacher relationships. The variables related to this component affect teachers' intrinsic motivation: such as self esteem, self confidence, sense of co-ownership, emotional security, inherent love for the job and the school. Thus humane factors may also be

described as *feel good* factors and help to make the teacher intrinsically motivated to give their best at work. (Roy , Sengupta , 2013)

- The second component was termed *Operational Factors* which consisted of items that help to provide on- the- job motivation for teachers. This can be described as *feel free* factors . They included participative management, qualified, capable and accessible management and an effective leadership style. . This component promotes ease at work, professional acumen , expert advice and help, professional confidence in leadership and an overall healthy work atmosphere. These factors provide the extrinsic motivation to give one's best at work . They help teachers to work freely with confidence in their management.
- The third component represents *Clash factors*. This component includes variables like harsh and unreasonable management styles. These variables relate to the Theory X style of management as propounded by McGregor . The two factors harsh and unreasonable management individually have a negative effect on the motivation of teachers but when grouped together they have a positive effect on the motivation of teachers. This may be because of a lurking variable or confounding variable which in this case was proposed to be organizational culture. Most schools are mechanistic organizations which are driven by strict hierarchy , rules and regulations . Many of these rules are unflinching and hence give the perception of a harsh and unreasonable management style . It is has been proposed in literature that mechanistic organizations tend to thrive better under the Theory X or harsh and strict management style where as organic organizations tend to thrive better under the more democratic and humane Theory Y .

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

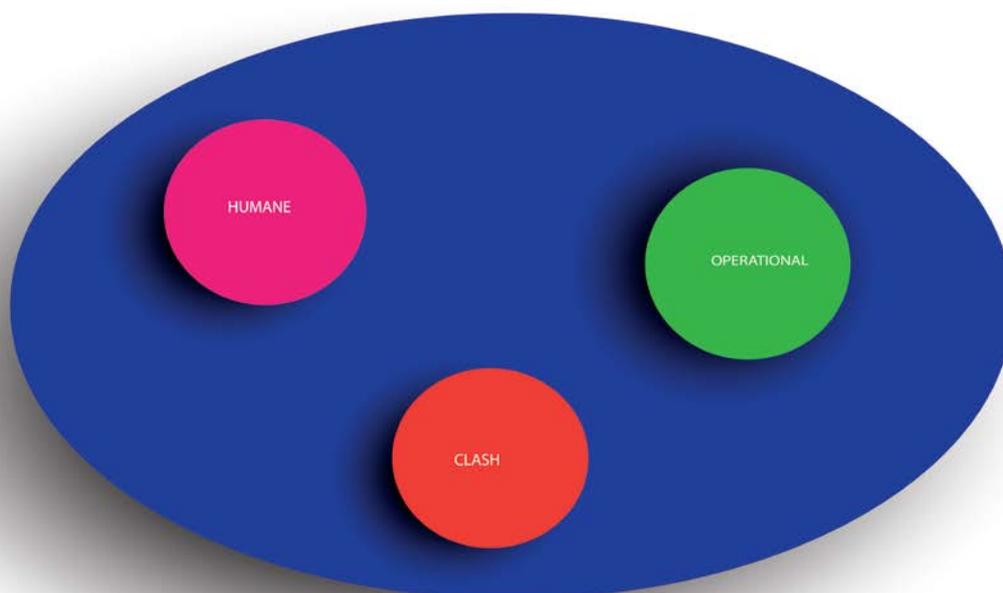
satisfactorily predicted by the component scores from the three components that were extracted by the principal component analysis while adhering to all the assumptions of a multiple regression analysis .Thus the model as envisaged by this study was deemed to fit and hold . The resultant model that emerged out of this study inferred that teachers are motivated intrinsically by the humane component of school management, they are extrinsically motivated by the operational component of school management and a harsh and unreasonable management style leads to a lesser degree of motivation for school work.

Figure 38 : The Motivational Process Diagram



The three components which were positively correlated to the motivating experience of the teacher with the school management were put forward as a motivational system. The design is explained in Figure 39.

Figure 39 : Management - Motivation System

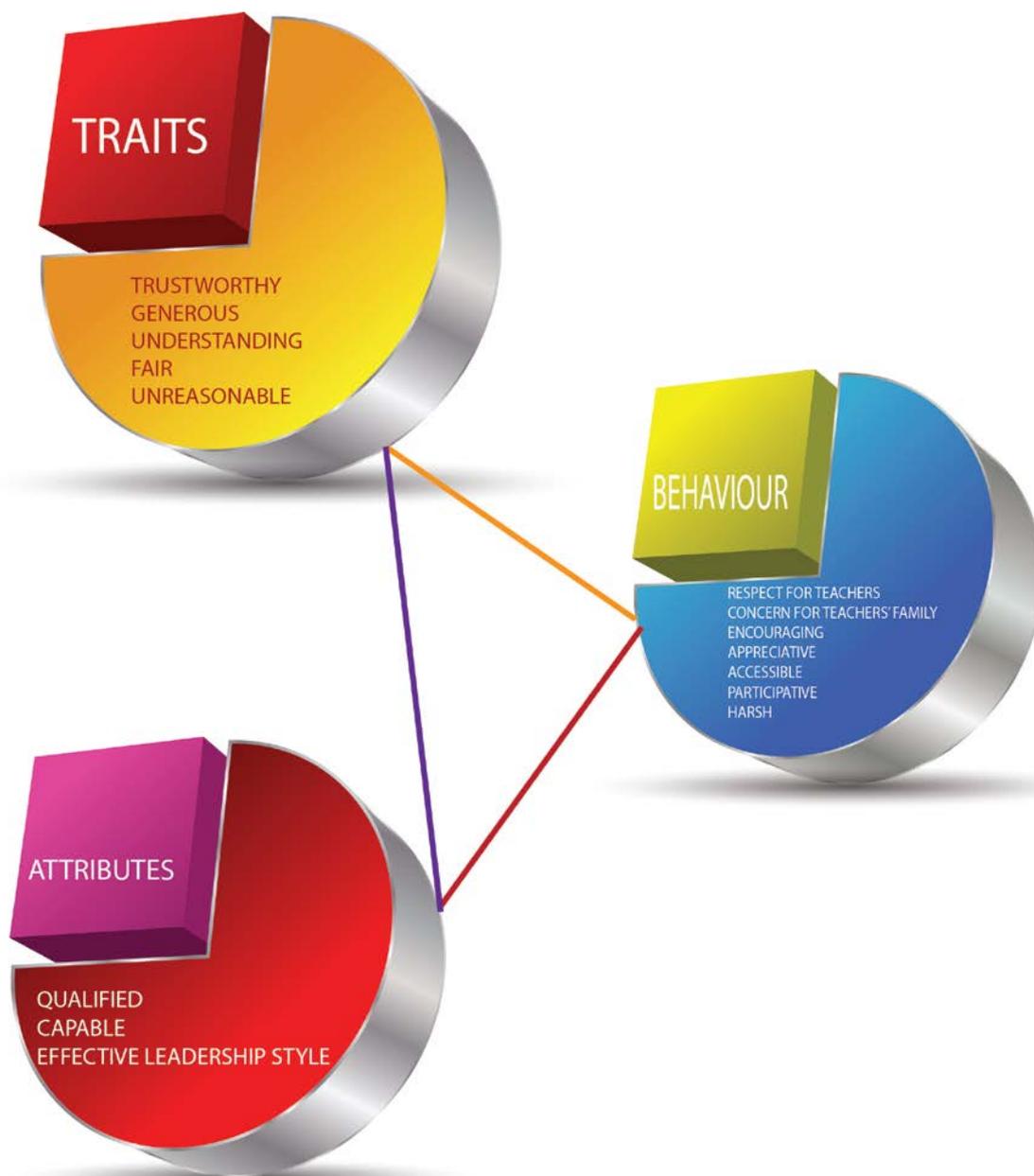


The findings show that a humane and personal school management system built around policies which approach teachers with respect, understanding and fairness help augment teacher motivation towards their work. The study also revealed that humane factors like encouragement and appreciation also seek to motivate teachers. Generous and trustworthy school management helps in motivation of teachers. Another interesting factor emphasized was that school management's concern for teacher's family in turns enhances teachers motivation towards the work. The results of this study emphasize that

operational factors like a qualified , capable , accessible management team with an effective leadership style and a participative management philosophy helps in augmenting teacher motivation.

The researcher found a Trait-Behaviour-Attribute pattern among the factors involving school management that influenced the motivation of teachers . Traits are characteristics that are ingrained in an individual and thus they difficult to learn and unlearn. Attributes are not ingrained and are learned and acquired over time . Behaviour is shaped by both traits and attributes. The figure explains the relationship between the traits , attributes and behaviour in the set of factors that were the subject of this study. (Roy, Sengupta 2013).

Figure 40 : Trait-Attribute- Behaviour Pattern Map .



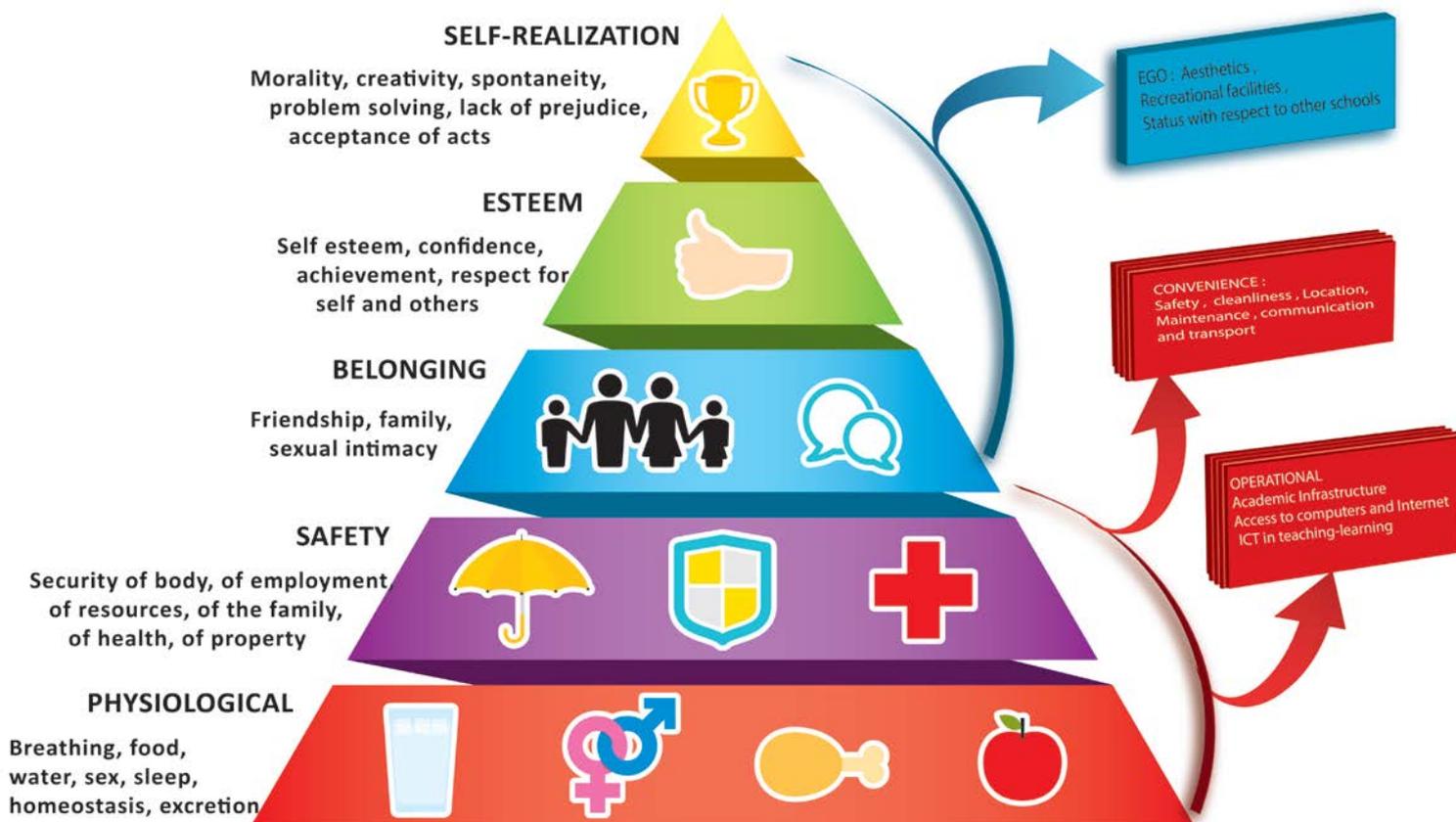
5.2.4 Factors related to infrastructure which influence motivation of teachers

School infrastructure is an important part of the school system .Literature studies involving school infrastructure and their impact on teacher motivation showed that a majority of these studies were conducted in the developing world mainly in Africa , South Asia and Latin America . This is significant because these areas of the world need significant augmentation in school infrastructure . This lack of infrastructural facilities has led to a lowering to

teachers' motivation at work. This was held true even in studies conducted in developed world the United States of America. In this study three components were extracted after a principal component analysis of the eleven independent variables which were taken to represent the schools' infrastructural facilities .

- The first component , which was labeled *Convenience Factors* in this study comprised of 5 items. These items were all related to the dimension of convenience that school infrastructural facilities present. These factors create a convenient physical workplace for the teachers. The factors were safety , cleanliness , location , maintenance , communication and transport facilities. This component is related to variables which satisfy the lower order safety and physiological needs of teachers in Abraham Maslow's theory of hierarchy of needs (Maslow ,1943).
- The second component that was extracted represents *Operational Factors* . These factors represent school infrastructural facilities which are directly related to the teaching learning process. The factors consist of academic infrastructure , access to computers and internet and use of ICT in the teaching-learning process . This component is also related to the lower order needs as propounded by Maslow. These factors provide incentives to work and teach better .
- The third component represents *Ego factors* which includes variables like aesthetics of the school , recreational facilities for teachers and status of the infrastructure in relation to other schools . These variables create ego boosts and relates to the higher order social and esteem needs that were propounded by Maslow in his hierarchy of needs .

Figure 41 : Relating Maslow's Hierarchy of needs to school infrastructure



The resultant model that emerged inferred that the motivation of the teachers are predicted by the convenience and operational factors but not so much from the ego factors. This may be due to a number of reasons. Since the study was conducted in India where school infrastructure development is at a nascent stage and there is much more to achieve, teachers are still motivated primarily by the lower order needs. If the school presents all the basic physical conveniences of work, communication, safety, cleanliness it is enough to motivate teachers to give their best. Teachers motivation is not significantly predicted by ego factors of aesthetic school building and environments, recreational facilities or even by the inter school comparison of infrastructure. This is significant in terms of designing and planning of schools, where proper prioritization of facilities can lead to less wasteful expenditure and better learning outcomes.

The designing of school infrastructure depends on the objectives set by the school management. In schools which seek to maximize motivation and strive to be motivation maximizers all school systems and processes have to be designed so that they maximize

teacher motivation. In this regard the design of school infrastructural system is of utmost importance . School management generally have to work with limited resources and so prioritizing the parameters that will guide the design process is of utmost importance. The priority has to be given to convenience and operational infrastructure and no factors or items from those components should be over looked. It is in this regard that it is pertinent to note that some school management prioritize on aesthetics and ego factors rather than core areas which need to be developed first. Such an approach leads to a needless wastage of resources with no gain in return.

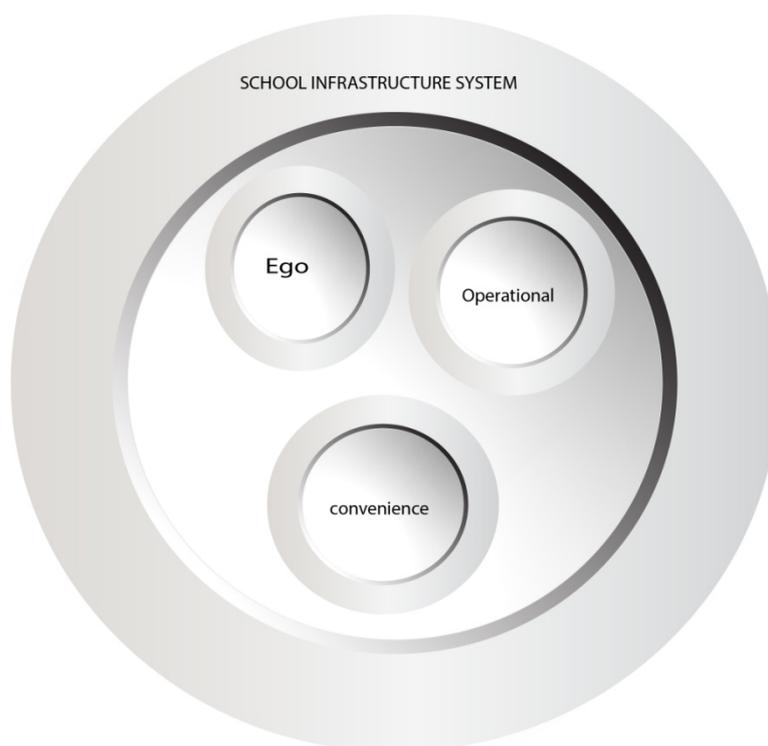
Figure 42 : Infrastructure priority model . Priority decreases as one move up the pyramid. (Roy, Sengupta , 2013).



The school infrastructure can be taken as a motivational system for teacher motivation and designed as such. The primary predictor components which comprise of convenience factors and operational factors are taken as subsystems of an infrastructure motivational system . The ego factor which does not predict teacher motivation satisfactorily according to the principal component regression consists of three factors , two of which have no/low correlation to the motivation of school teachers (.19, -.19) and one factor which has a moderate correlation to the motivation of school teachers (.405) . Ego factor is not rejected thoroughly but is taken as a part of the infrastructure motivation system . The researcher feels that in this study teachers are not motivated significantly by the ego factors because school infrastructure is still rudimentary in India and so aesthetics , recreational facilities for teachers or comparative status with other schools still do not motivate teachers . This is because the basic operational and convenience factors for infrastructure are not yet fulfilled.

Thus the researcher feels that priority should be given to convenience factors and operational factors and only when they are augmented the ego factors will activate and hence should be addressed at that stage . Thus even if ego factors do not significantly motivate teachers at this stage it is will be erroneous to assume that they do not form a part of the infrastructure motivation system for teachers at all. (Roy , Sengupta , 2014)

Figure 43 : Infrastructural -Motivation System



The findings show that a school infrastructural system which ensures a clean , safe environment , convenient location with proper accessibility and transport facilities to and from the school , and well maintained infrastructure serves to motivate teachers . Thus these parameters are important in planning, designing and functioning of schools.

The results of this study also emphasize that operational factors like a proper academic infrastructure , access to computers and internet , and the use of ICT in the teaching learning process helps to motivate teachers.

School aesthetics , recreational facilities or the status of the school infrastructure as regards to other school are not significant predictors for teacher motivation. These factors though might have predictive value for other processes with regards to schools like marketability.

These findings can used by the management and promoters of schools to design school infrastructure as a auto-system which augments teachers' motivation to work and give their best at school every day . Schools should design infrastructural systems for maximizing motivation and prioritize focus area with that objective in mind.

5.2.5 Factors related to students which influence the motivation of teachers

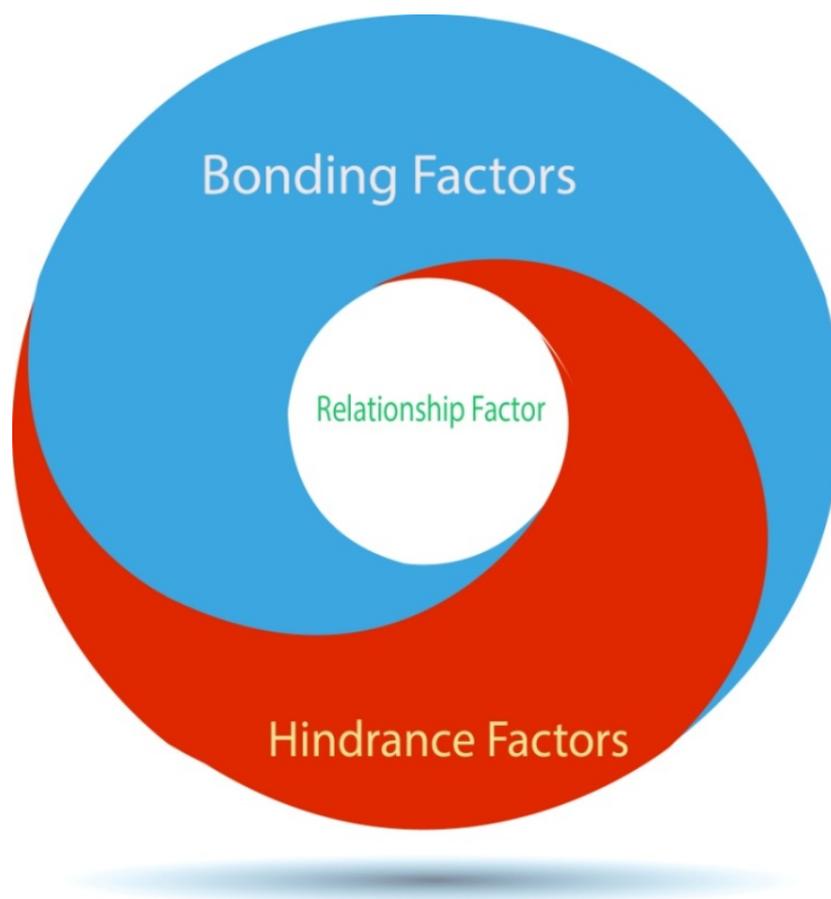
Correlation analysis between the responses of the variables which represented the respondents efforts to give their best at school every day and their overall experience with their students showed a significant correlation of .697 between the responses, thus it could be concluded that the workplace motivation of teachers have a significant correlation with their experiences with their students. This finding was in conformity with the findings of previous related studies in teacher motivation and also with the qualitative data that was provided through focus group discussions and interviews. . The focus group discussions and the personal interviews also brought forth the fact that student performance is taken to be a measure of teaching efficacy and that serves to satisfy the esteem needs in teachers. it was; also noticed that respected and trusted teachers enjoy a significantly higher standing in society in terms of respect and value. Thus the performance and behaviour patterns of students affect teacher motivation (Roy , Sengupta , 2015) . In this study ten independent variables were taken to represent the various dimensions of student behaviour , a principal component analysis of the ten variables extracted three components :

- The first component was named *Bonding Factors* . This component comprised of 5 items, all of which were related to the personal bonding of the student and the teacher . These factors created a psychological bonding between the student and the teacher which went beyond the formal routine of academic and curriculum based interactions. This component also formed a part of the broad dimension of relationship factors which influenced student-teacher relationship.. The factors in this component were Discipline , Respect , Trust for teachers , Interaction beyond the classroom , Teacher

as role model . A positive presence of these factors increased motivation levels of teachers (Roy , Sengupta , 2015) .

- The second component was termed as *Process Factors* and it consisted of factors which were related to the teaching learning process. These factors were academic quality of students , willingness to learn , focused and motivated to do well in life. These factors are positively related to the workplace motivation of teachers (Roy. Sengupta , 2015)
- The third component was named *Hindrance factors*. This component included two variables : Rude students and manipulative students . These factors also formed a part of the broad dimensions of relationship factors but they were different from bonding factors because they created an hindrance to the bonding between student and teacher . Thus a presence of these factors led to lower teacher motivation.

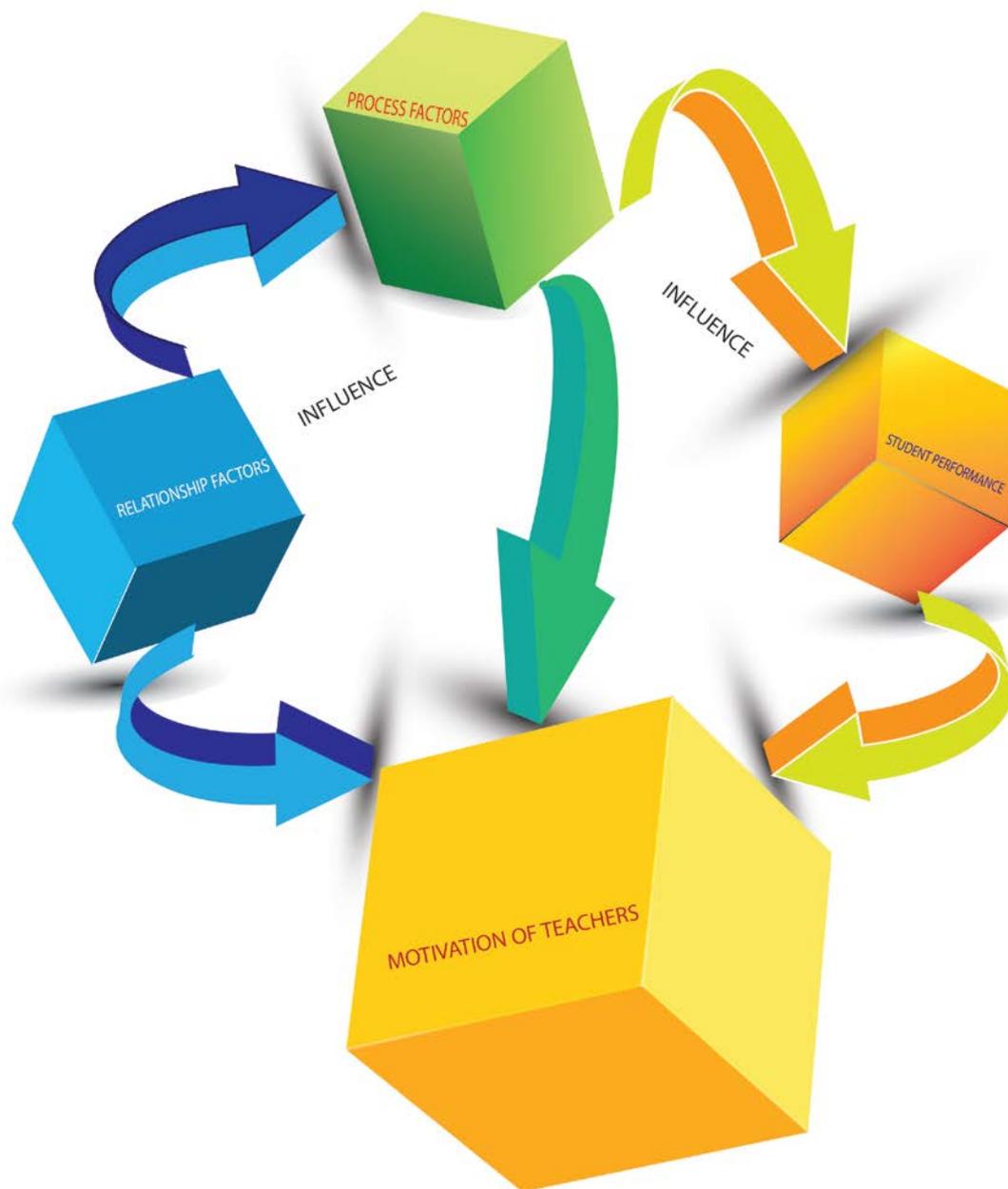
Figure 44 : Relationship factor constituents



The model that emerged from this analysis showed that all the three components that emerged from the principal component analysis were significant predictors of the dependent variable : the motivation to give one's best at work every day . This may be due to a number of reasons . In India the role of the teachers go beyond the classroom curriculum , they act as confidants , counselors , guides and motivators. A significant part of the Indian society is still not very literate or educated so in such situations many a times teachers take the place of parents in academic matters when it comes to advising and guiding students. This creates a relationship of trust and respect which in turn leads to teacher-student interactions beyond the classroom and the inevitable elevation of the teacher from a mere disseminator of information to that of a role model .The interactions with teachers during the course of this study showed that this process acts as a motivator for people who chose teaching as a profession .

The relationship factors have direct affect on the process factors which essentially represent the variables which directly affect the performance of students in schools . Studies have previously shown that teachers are motivated by student's performance . This is because student performance is a direct commentary teaching efficacy and fulfils the esteem needs of the teachers . It is seen that teachers who have better performing students are known in society and their words are respected . Thus even social needs of teachers are fulfilled by better performing students (Roy , Sengupta , 2015) .

Figure 45 : Student-Teacher Motivational Process Chart



Schools looking to maximize teacher motivation should ensure that all school systems and processes should be designed with an objective to maximize teacher motivation. Thus a process design which seeks to maximize teacher motivation as a consequence of student performance and behaviour is very significant (Roy , Sengupta , 2015) . Schools generally try to maximize student performance through different methods including a forced maximization of the process factors

through punishments and rewards for the students and sometimes for teachers . However if schools prioritize processes to maximize the bonding factors between students and teachers and take steps to minimize the hindrance factors there could be an automatic augmentation of the process factors leading to enhanced students' performance and thus increased motivation of teachers . This can be termed as the student-teacher motivation cycle (Roy, Sengupta , 2015). In order to increase the motivation level of teachers it is imperative that schools recognize that motivated teachers are essential for good student performance , teachers are motivated by their relationships with their students and vice versa, and students who enjoy positive relation with teachers do better than students who do not thus enhancing teacher motivation further. (Roy , Sengupta , 2015)

Figure 46 : The Student-Teacher Motivation Cycle

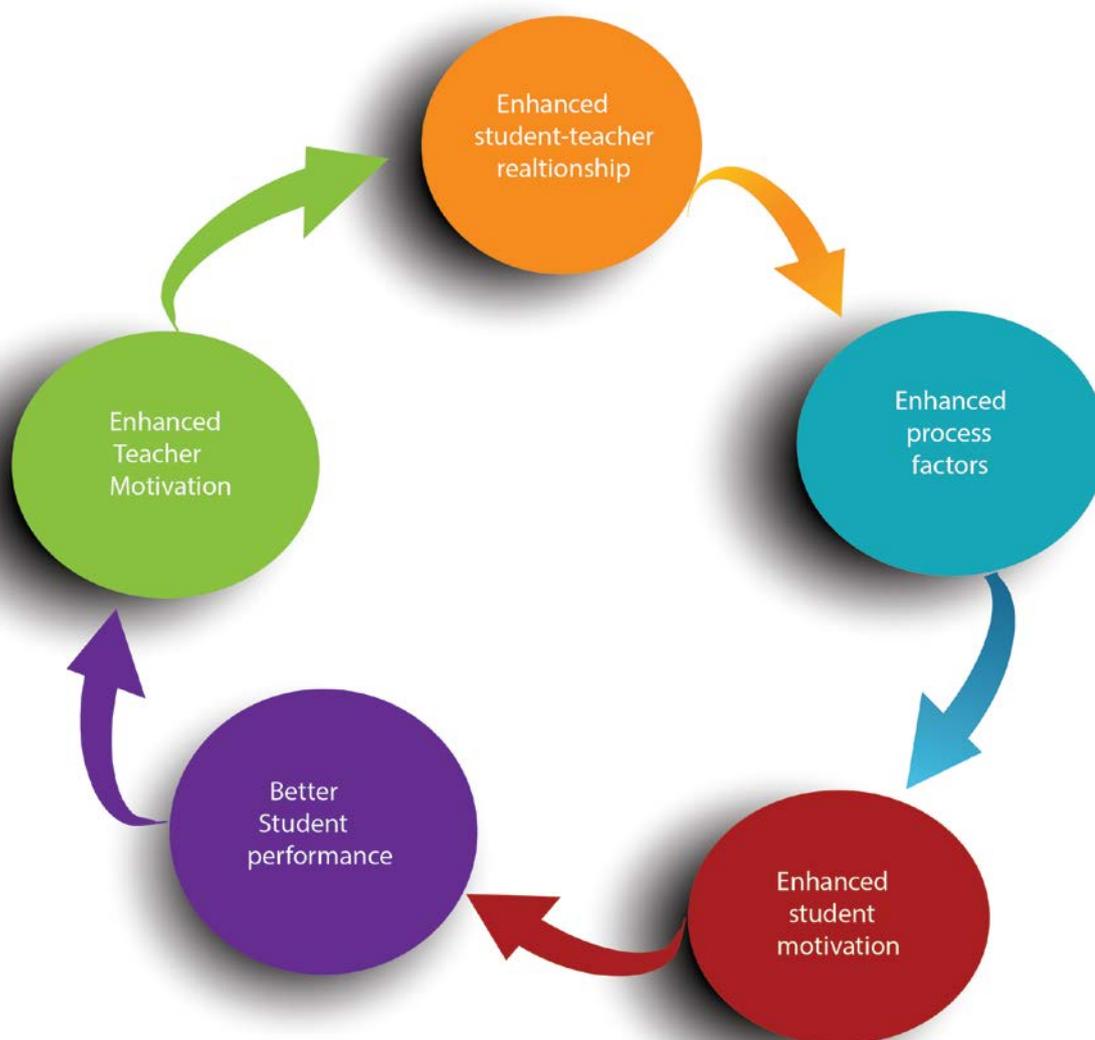
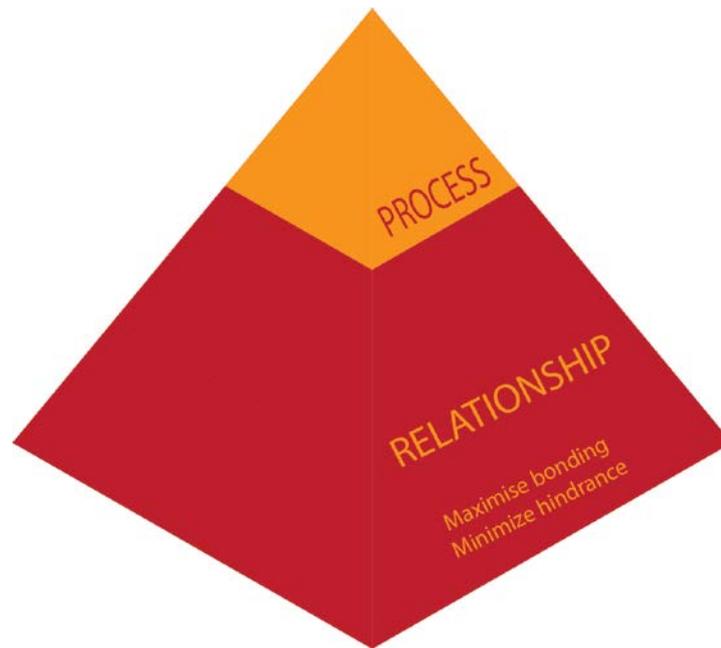
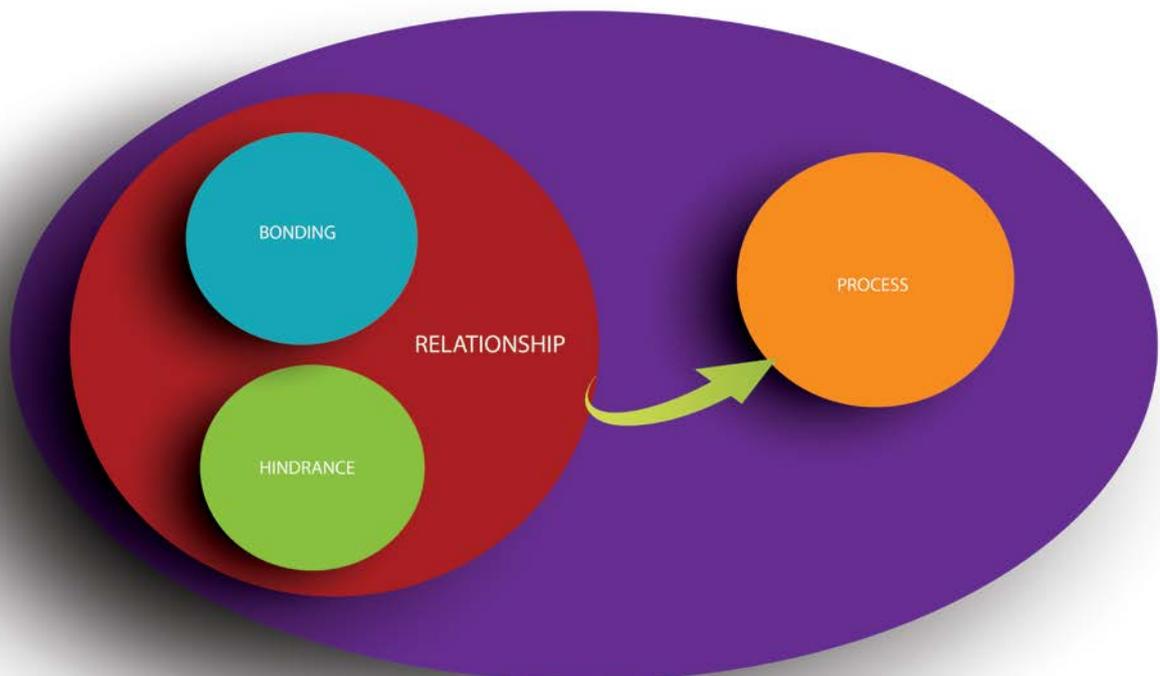


Figure 47 : Priority model: Prioritize the base



The resultant student- teacher motivational system can be illustrated as shown in the figure 48.

Figure 48: Student- Teacher motivational system



The findings showed that school systems which promote and nurture healthy relationships between students and teachers by augmenting respect and trust improve teacher motivation levels at the workplace. Schools which inculcate discipline among students, encourage interaction between the teachers and students beyond the classroom and help to create situations and atmosphere wherein students create role models of their teachers also improve the workplace motivation of teachers. Relationship factors which help teacher-student relationship are called bonding factors whereas relationship factors which negatively influence teacher-student relationship are called hindrance factors. Thus schools should lay plan, and design systems which maximize bonding factors and minimize hindrance factors. (Roy, Sengupta, 2015)

This study also noted that process factors like academic quality, willingness of the students to learn and focused and motivated students who want to do well in life also augment the motivation of teachers. It is inferred through the analysis of qualitative data that process factors are most often resultants of the relationship factors. (Roy, Sengupta, 2015)

5.2.6 **Factors related to Social and personal life which influence the motivation of Teachers**

A Correlation analysis that was conducted between the responses of the two variables which represented the motivation of teachers to give their best at school and the overall experience of teachers with their personal and social life showed significant correlation. Thus the motivation of the teachers was taken to be correlated to their experiences with their personal and social factors . A principal component analysis of the ten independent variables which constituted the social and personal factors that teachers experience extracted three components .

- The first component was termed *Physiological and Safety Factors* . It comprised of 4 items, which were related to an individual's physical and mental wellbeing and safety.. These factors affect teacher motivation because financial security ,physical comfort , good health of an individual teacher and his or her family is essential for motivation at work . These factors act as hygiene factors in the sense that if any of these are compromised it leads to a decreased motivation at work.
- The second component represents *Happiness Factors* . These factors include variables which lead to a happy family and social life for an individual. These factors augment workplace motivation and teaching efficacy .
- The third component represents *esteem factors*. This component includes variables which are connected with the self esteem of a teacher . Enhanced self esteem augments the motivation levels of teachers by acting as a springboard to do better and go higher in one's profession.

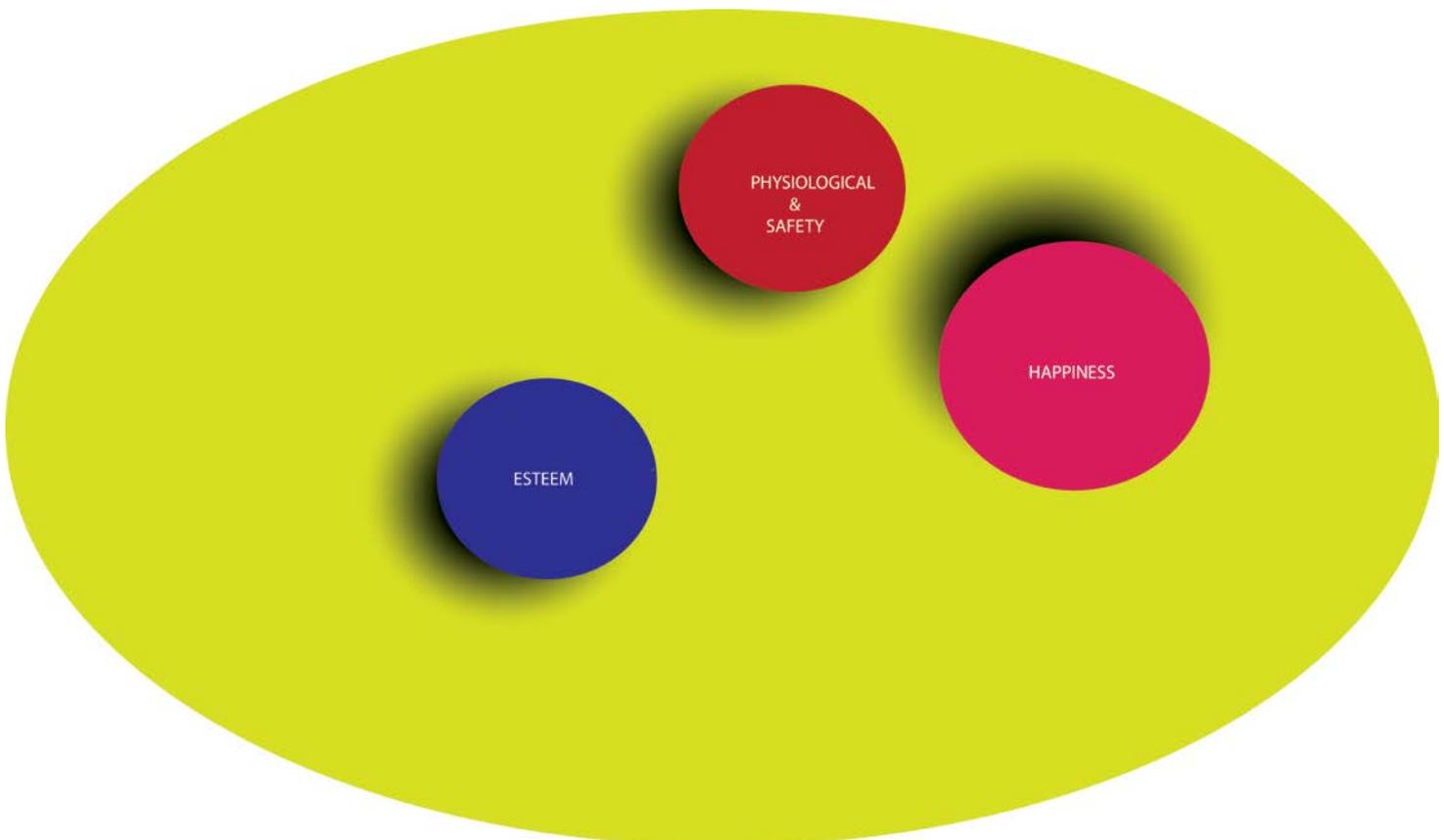
The results of the principal component regression that was conducted illustrated that the dependent variable which was the motivation of the teachers to give their best at work in school was predicted by the component scores from the *three* components that were extracted by the principal component analysis while adhering to all the assumptions of a multiple regression analysis .

The profession of teaching unlike many others has a potent emotional and human aspect to it . This is unlike many other professions . A teacher can give his or her best at work only when he or she has a certain level of mental and physical security , a happy family and social life and self esteem . If teachers face dysfunctional situations in their personal life it will definitely show in their classroom interactions and will lead to a lower level of workplace motivation. The three components that were extracted in the course of this study work as a system , each one affecting the other . Thus if teachers are not satisfied with their physiological and safety factors it will also affect their happiness factors and then in turn their esteem factors . This will in turn affect their motivation to give their best at work each day . A teacher who is not happy and motivated to teach will in turn affect their children negatively and will lead to unsatisfactory teaching-learning outcome. Thus it is important to have teachers with functional , normal and happy personal lives working in school. This is tricky because it may not be possible for the school management to create interventions for teachers but regular counseling support , good salary and perks , career enhancement programs , training and development , and respect for teachers in school can help to a large extent to create happy and motivated teachers .

Figure 49 : Relationship between the three factors



Figure 50 : Personal & Social- Motivational system



5.2.7. *Factors related to the work itself which influence the motivation of school teachers*

Correlation analysis between the responses of the variables which represented the motivation of teachers to give their best at work and their experiences with the work itself showed significant correlation between the responses. Thus the motivation of the teachers can be taken to be correlated to their experiences with the various factors that are intrinsically related to the work of teaching . This is synchronous with the findings of several previous studies in teacher motivation . The intrinsic factors that are related to the work itself motivate some people to become school teachers. These factors also motivate people to carry on in the for long periods of time.(Roy, Sengupta , 2016). After a principal component analysis of the ten independent variables that were taken to be intrinsically 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. .(Roy, Sengupta , 2016).
- The second component represents *Comfort Factors* and consists of those factors which make the work of teaching comfortable , both mentally and physically . These factors consist of job satisfaction , work hours , experience with boss/ supervisor and organizational structure. These factors increase workplace motivation by directly improving efficiency and hence improving teaching efficacy. (Roy , Sengupta ,2016)

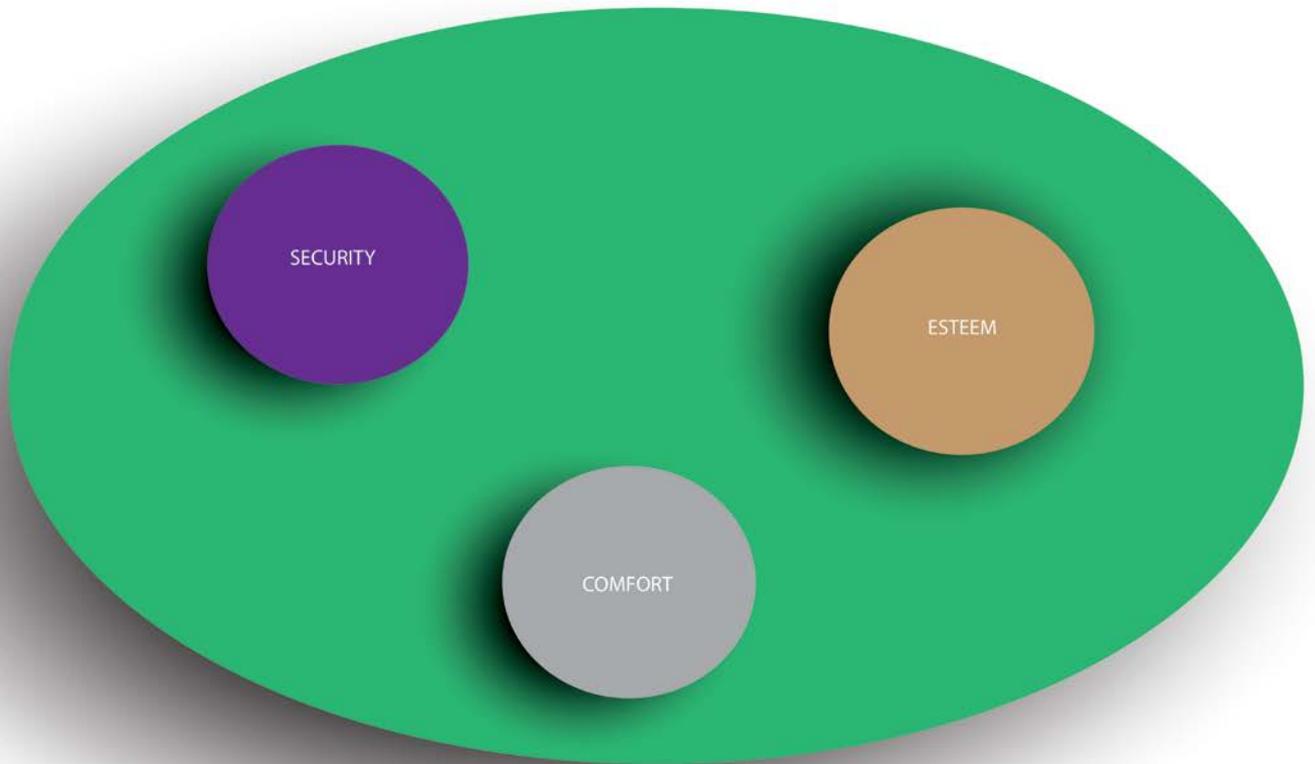
- The third component represents *Security factors*. This component includes variables which enhance workplace security . These variables include security of tenure as well as security for unforeseen circumstances . Thus security factors represent mental and psychological security for the teachers . These variables satisfy the safety needs of the teachers . (Roy , Sengupta ,2016)

The resultant model that emerged inferred that the motivation of the teachers is predicted by the esteem , comfort and security factors . These factors are intrinsically present within the job of teaching . The job of teaching has some inherent attributes which motivate people to not only join the profession but also remain in it for extended periods of time. Broadly it is a generally secure profession with security of tenure as also with some security for unforeseen circumstances in terms of insurance benefits and provision for the education of children in many schools . In addition there are paid holidays during the year when the school is closed and the work hours are more or less fixed. Teachers in India 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 increase in numbers in India teachers now have attractive future prospects with a wide plethora of career 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 (Roy , Sengupta , 2016) . The organization structures in schools vary from strictly hierarchical and rigid in traditional schools to horizontal and flexible in many some of new modern and experimental schools that are now being set up. However it is pertinent to note that irrespective of the set up the teacher has a near complete freedom in the classroom and

that is a very important aspect that is intrinsically connected with the 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. (Roy, Sengupta , 2016)

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. (Roy, Sengupta , 2016) .The findings of the study can be represented in the form of a system model . The figure 51 represents the model .

Figure 51 : Work-Attribute -Motivational System



5.3 References

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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 :-

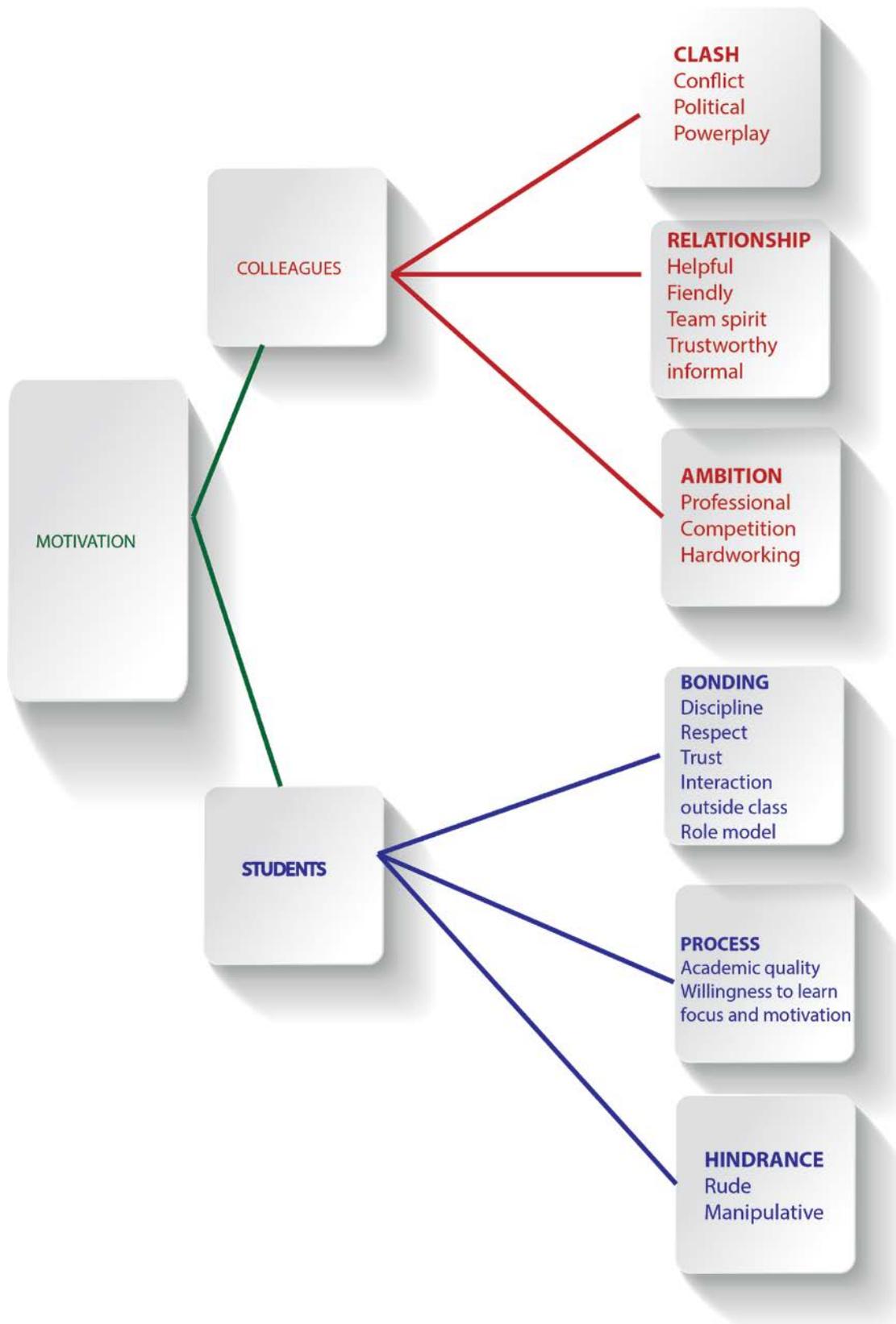
Figure 52 (a) : Factor Relation Chart

Figure 52 (b) : Factor Relation Chart

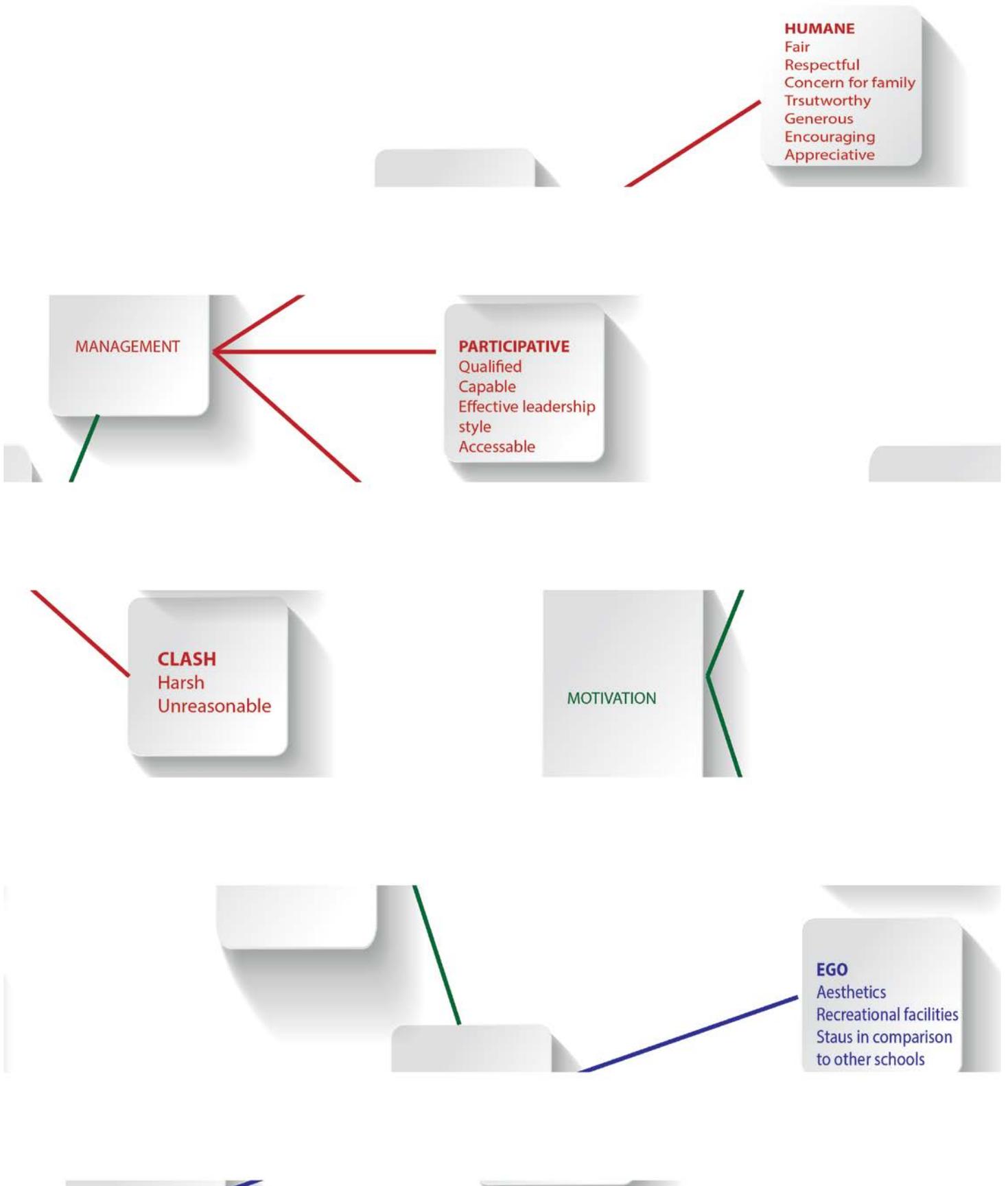
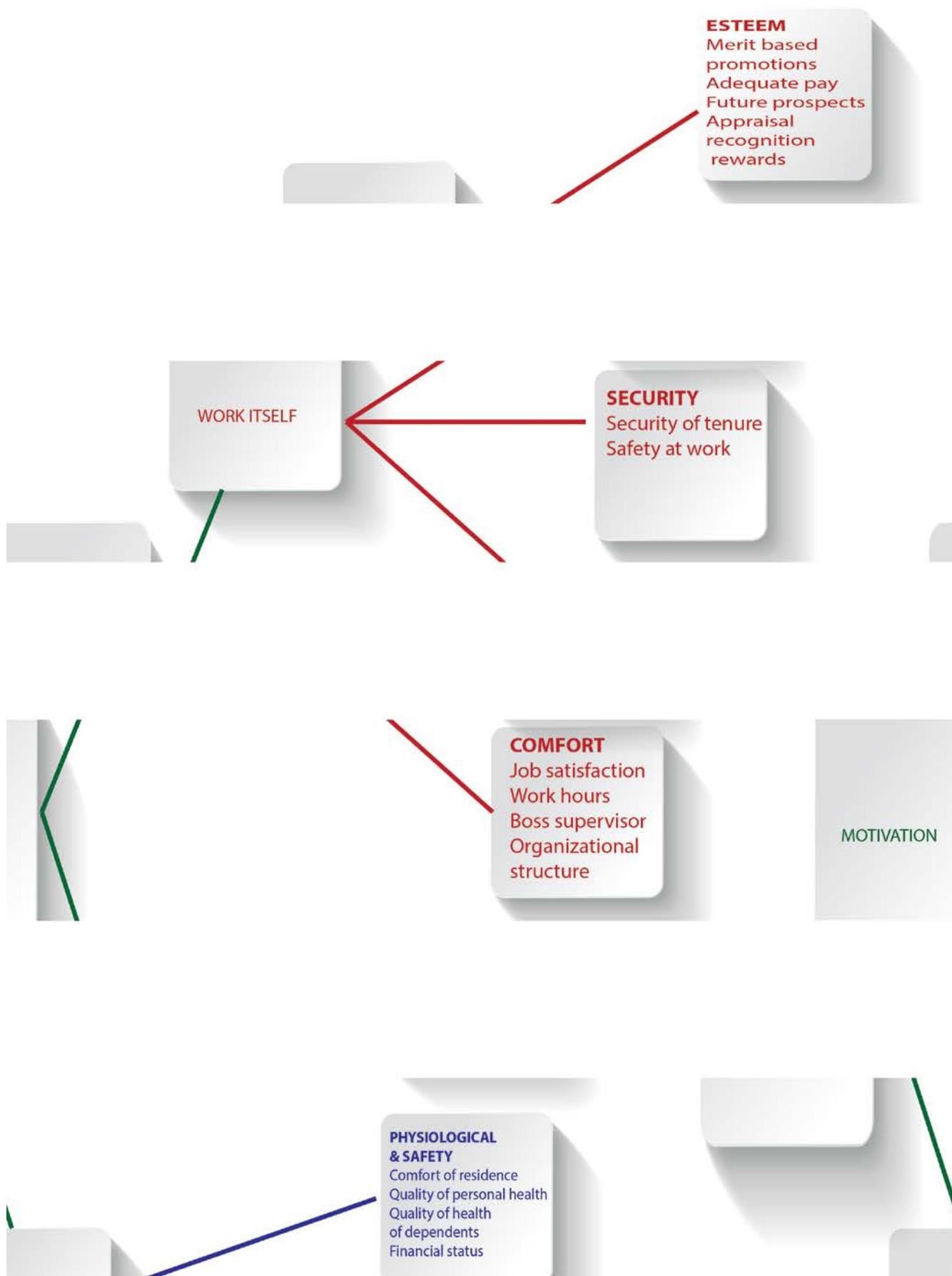


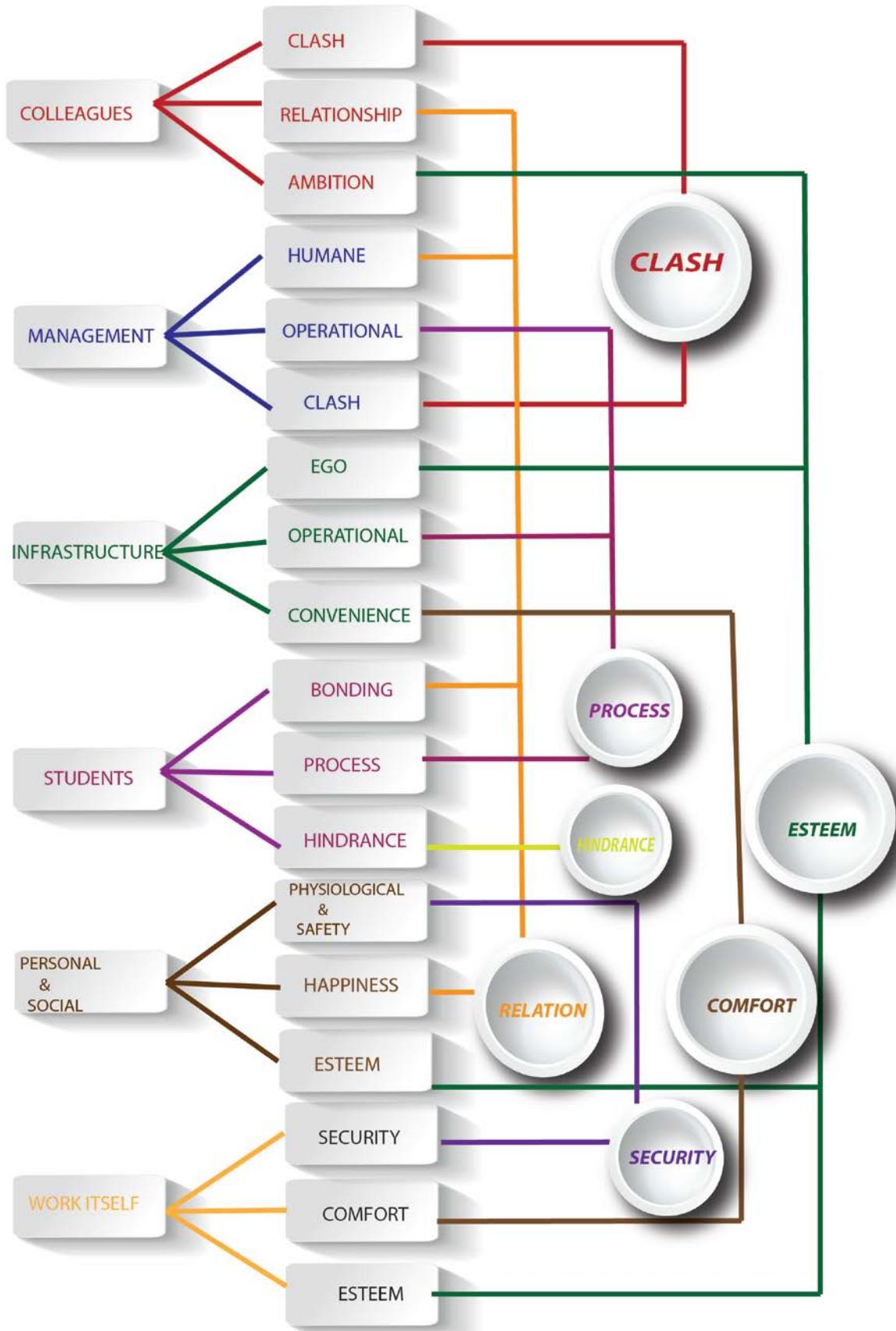
Figure 52 (c) : Factor Relation Chart



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

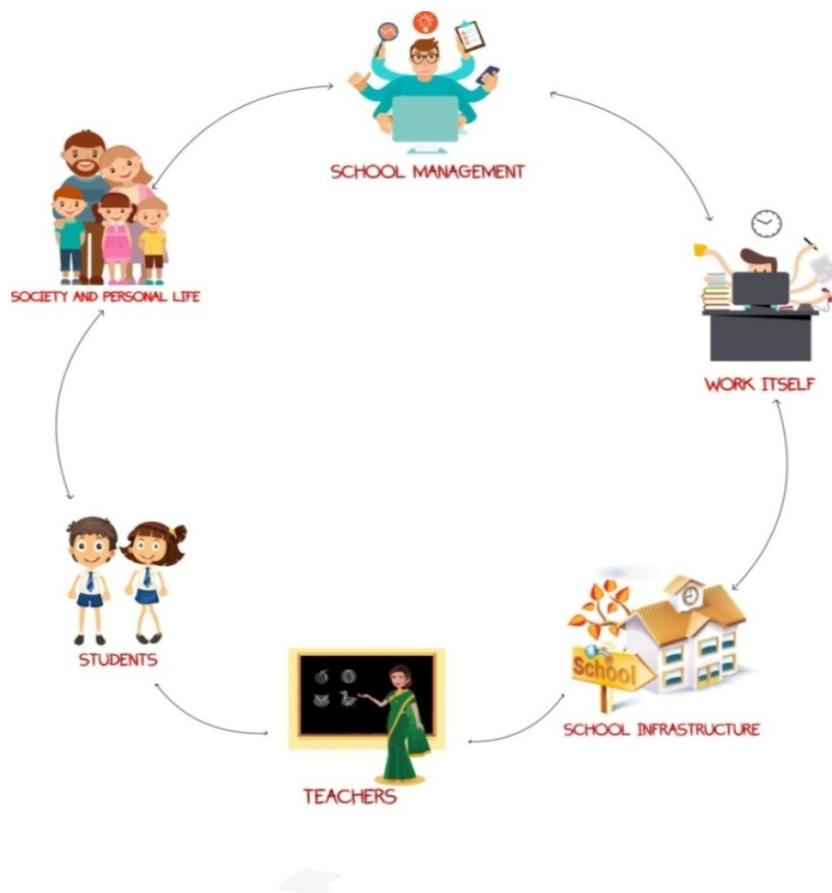
all these factors related to the physical and mental comfort of the teachers . *Factor 6* was termed as *security factors* and was composed of security factors of the work itself and the physiological and safety factors related to personal and social life. These factors related to the fulfillment of 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



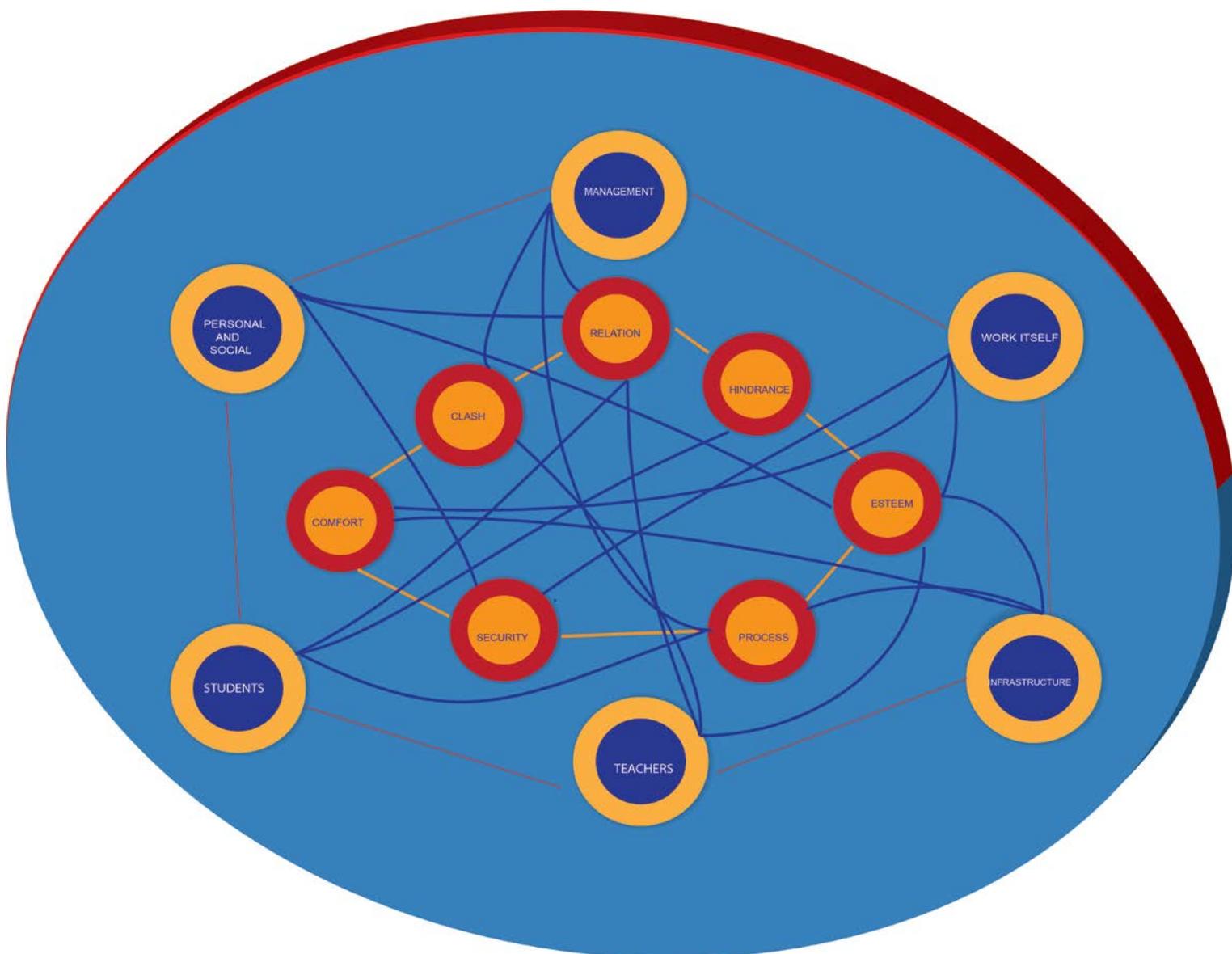
For the purposes of this study a system is defined as a group of interacting , inter related or interdependent elements forming a complex entity with a specific purpose and sometimes forming a part of the larger system. The six fundamental sub systems within the context of a school system which affect 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.

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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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List of Published papers related to the study

1. Debarshi Roy & Palas R. Sengupta , (2013) . An empirical analysis of the various factors that influence the motivation of school teachers. *Journal of organization and Human behaviour* 2(2) . 32-39.

Journal of Organization and Human Behaviour is a quarterly, blind peer reviewed journal , with ISSN Number: 2277-3274 . The Journal is indexed at : Business Source Complete, Ulrich's Web, Cabell's Directory of Publishing Opportunities.

2 .Debarshi Roy & Palas R. Sengupta , (2013) Needs , Drives and Actions : A century of Research in Human Motivation .*IUJ Journal of Management (Journal of ICAI University, Jharkhand)* 1(1),. 49-53.

IUJ Journal of management is a bi-annual , blind refereed journal published by ICAI University , Jharkhand with ISSN Number 2347-5080.

3. Debarshi Roy & Palas R. Sengupta (2014) .The influence of school management on the motivation of school teachers . *OPUS : Organization People and Us* , 4 , 1-23.

OPUS: Organization People & Us, is a double blind peer reviewed scholarly journal published Bi-annually by the Centre of Excellence - Human Resources, of the Symbiosis Centre of Management and Human Resource Development (SCMHRD) with ISSN Number 0973-9866. It is indexed at EBSCO, Proquest , i-scholar database. Global Impact factors of .454 in 2013 , .565 in 2014 , .676 in 2015 have been reported for the Journal.

4. Debarshi Roy & Palas R. Sengupta (2014) .An empirical study of the influence of school infrastructure on the motivation of school teachers. *OPUS : Organization people and us* *OPUS : Organization people and us* ,5 , 1-23.

OPUS: Organization People & Us, is a double blind peer reviewed scholarly journal published Bi- annually by the Centre of Excellence - Human Resources, of the Symbiosis Centre of Management and Human Resource Development (SCMHRD) with ISSN Number 0973-9866. It is indexed at EBSCO, Proquest , i-scholar database. Global Impact factors of .454 in 2013 , .565 in 2014 , .676 in 2015 have been reported for the Journal.

5. Debarshi Roy & Palas R. Sengupta (2015). An empirical study of the influence of school students on the motivation of school teachers. *OPUS : Organization people and us* *OPUS : Organization people and us* 6(2) , 38-61 .

OPUS: Organization People & Us, is a double blind peer reviewed scholarly journal published Bi-annually by the Centre of Excellence - Human Resources, of the Symbiosis Centre of Management and Human Resource Development (SCMHRD) with ISSN Number 0973-9866. It is indexed at EBSCO, Proquest , i-scholar database. Global Impact factors of .454 in 2013 , .565 in 2014 , .676 in 2015 have been reported for the Journal.

6. Debarshi Roy & Palas R. Sengupta (2016) .An empirical study of the influence of the work itself on the motivation of school teachers. *Amity Business Review (Journal of the Amity Business School] 17(2) (Accepted)*

Amity Business Review (ABR) is a bi-annual , blind peer reviewed, refereed research based international journal having ISSN : 0972-2343. *Amity Business Review* is listed in databases, like EBSCO Host, USA; Ulrich's web/ Proquest, USA; AcademicKeys, USA and Advanced Sciences Index. The calculated Impact Factor as per ASI scoring is reported as 1.3.

7. Debarshi Roy & Palas R. Sengupta , (2016) . An empirical study of the influence of the personal and social factors on the motivation of school teachers.. *Journal of organization and Human Behaviour* . 5 (3) (In Press).

Journal of Organization and Human Behaviour is a quarterly, blind peer reviewed journal , with ISSN Number: 2277-3274 . The Journal is indexed at : Business Source Complete, Ulrich's Web, Cabell's Directory of Publishing Opportunities.

8. Debarshi Roy & Palas R. Sengupta , (2016) . Designing a school behavioural system to optimize the workplace motivation of school teachers *Journal of organization and Human Behaviour* . (Accepted)

Journal of Organization and Human Behaviour is a quarterly, blind peer reviewed journal , with ISSN Number: 2277-3274 . The Journal is indexed at : Business Source Complete, Ulrich's Web, Cabell's Directory of Publishing Opportunities.

AN EMPIRICAL ANALYSIS OF THE VARIOUS FACTORS THAT INFLUENCE THE MOTIVATION OF SCHOOL TEACHERS

Debarshi Roy*, Palas R. Sengupta**

Abstract Teachers constitute an important part of a school organization. The motivation of teachers to perform to their best in a school directly influences the performance of a school. Thus it is imperative on the part of the school management to be aware of the factors that influence the motivation of school teachers and try to optimally manage these factors to create the best motivating environment for the teachers to perform. This study dealt with the various factors that influence the motivation of teachers and their relative significance. The study involved two focus group discussions and a questionnaire survey involving a random sample of teachers from North Bengal which included primary, middle, and high school teachers. The results were analyzed and subsequent inferences were drawn. This study is significant for management professionals as it presented a comprehensive view of the factors that influence the motivation of teachers and helped to design approaches for teacher motivation.

Keywords: Teachers, System, Education

INTRODUCTION

The word motivation comes from the Latin word *motivus* (moving cause). Motivation is often described as internal and external forces which act on people and initiate a particular behaviour. The theory of motivation is approached in three ways. The first approach is the behavioural approach and it lies in the philosophy of reinforce desired behaviour. This approach is based on the works and theories of Burrhus Frederic Skinner (1904-1990). The second view of motivation is the cognitive view which is closely related to the works of Jean Piaget. The cognitive view to motivation gives importance to intrinsic motivation or motivation from inside one's own self. The third approach to motivation is the humanistic approach which proposes that when some needs are unmet people are motivated to satisfy those deficiency needs. Maslow's hierarchy of needs and Frederick Herzberg's motivation hygiene theory are based on the humanistic views of motivation.

In organizations like schools where the performance of the institution depends greatly on the human resource that is employed and the thrust is on knowledge workers, motivation is an important factor which has to be optimally managed with requisite process designs. It has been observed that high motivation among teachers to perform tasks lead to an enthusiastic approach in performing both academic and non academic tasks while low levels of motivation lead to disinterest and apathy even in performing routine school work.

A study of related literature revealed that studies on teacher motivation mostly can be divided into two categories: one which assessed the importance of teacher motivation on the performance of schools and the other which studied the factors which contributed to teacher motivation. Bhatnagar (1986) found that there were significant differences in the academic scores of students who were taught by teachers with high job satisfaction levels from those who were taught by those who had low job satisfaction levels. Maslow (1954) had postulated that performance of teachers will be directly related to their motivational levels. Thus performance of teachers and students has been linked to motivation.

Several studies have been conducted in order to identify the factors which motivate teachers. Lortie (1975) found that teachers were motivated by student achievement. When students did well, understood what was taught in class, and the teachers and achieved good results, it motivated the teachers. Sergiovanni and Starrat (1979) suggested that the fulfillment of esteem needs was a strong motivator for teachers. It was surmised that when students did well, it was a direct commentary on the quality of teachers' abilities. Thus when students did well, the esteem needs of the teachers were also met. There were other studies by Miskel (1974, 1979), Holdaway (1978) and Johnson (1979) which found that there were certain variables which principals or heads of schools could control in order to increase teacher motivation. These included recognition, job satisfaction, work, opportunities for professional development, leadership styles and other organizational variables. Karsli (1998) found that

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Needs, Drives and Actions: A Century of Research in Human Motivation

Debarshi Roy¹ and Palas R. Sengupta²

This is a literature review paper which chronologically analyses and reviews the various studies conducted in the field of human and organizational motivation and the resultant theories and posits thereof. The main objective of this paper is to connect the threads between different studies with a purpose to elaborate how one study and its findings influenced another and thus led to the development of motivational theories in the field of behavioural and management sciences for over a century. Another objective of this study is to present as a comprehensive whole the approaches and theoretical constructs that have developed out of studies in motivation and their rationale and logic.

Key Words: Motivation, Organizational Psychology, Behaviour

Introduction

This review seeks to explore literature on the broad theoretical constructs in the field of human and organizational motivation. Behavioural scientists have propounded motivation as the primary cause for certain human behaviour. More than a century and a half of painstaking research has gone into studying human motivation and its various aspects. The question that was seemingly manifest in the early studies on motivation was: 'What are the aspects of cognition, affect and behaviour that benefit most from a motivational analysis?' (Gollwitzer and Oettingen 2001). The proponents of the classical learning theory like Hull (1943) stressed that the process of motivation does not guide or control certain behaviour but encourages inborn, natural and at times learned behaviour. Motivational researchers like Atkinson (1957) and McClelland (1955) studied whether thoughts and feelings which may have been guided by definitive purposes and goals influence the choices of individuals as also the efforts that individuals make towards the accomplishment of such choices.

Early learning theorists propounded a very generalized concept of need without a specific content. Personality Psychologists brought in an aspect of content to the need. McDougall (1932), Murray (1938), Maslow (1954), Herzberg et al (1959) dwelt into the aspect of motivation and needs. While these researches proved useful in describing motivation and defining the different constructs that influence human need they did not

provide instruments to assess those needs. Some questions like what triggers some needs in certain situations and why at other times these needs are switched off were left unanswered. Later researchers like McClelland (1985) and Baumeister and Leary (1995) studied possible answers to these questions.

Earlier theorists like Lewin (1926), Hull (1943) described humans as 'prototypical' (Gollwitzer and Oettingen 2001) beings who were like machines and could only react to internal or external situations without any conscious thoughts or reflections. The assumption was that humans could be motivated by pushing the right switch. Later researchers however shifted their approach and described humans as thinking, knowledgeable creatures who would take decisions based on their judgements and knowledge. Theories like the expectancy value theory (Atkinson 1957) suggest that human beings take rational and well thought decisions based on their knowledge of the probability of attaining their goals and the expected value of such goals. Attribution theory (Weiner 1980, 1992) proposes that people are motivated by a positive outcome wherein they are able to feel good about themselves. Bandura (1997) proposed the self-efficacy theory according to which a person's belief in his or her self-efficacy or potential to succeed determines how he or she behaves, feels or thinks.

The present researches in motivation not only study the processes and variables that determine

Influence of School Management on Motivation of Teachers

–Debarshi Roy*, Palas R Sengupta**

ABSTRACT

The primary function of the school management is to create a successful school. Teachers play an important part in the success of a school. Thus a motivated teacher is an asset to the school. In order to have a policy-driven approach to teacher motivation, it is imperative to know how the school management directly influences teacher motivation since it is the school management which frames policies and approaches to manage the school. This study dealt with the factors related to school management that influence motivation of school teachers. The study involved a random sample of teachers from North Bengal (N= 111). The sample included a mix of primary, middle and high school teachers of a wide range of schools. The findings were analyzed using SPSS 17.0. A principal component analysis resulted in the emergence of three factors which were termed as humane factors, operational factors and clash factors. Subsequently a principal component regression was conducted using the extracted components as predictors. The findings were analyzed and interpreted in the contextual framework of school management. The study provided a framework for school management to work upon and to design policies, processes and interactive approaches which can help to motivate teachers.

Keywords: Motivation, Teacher, Management, System, Factor Score Regression

INTRODUCTION

Numerous internal and external forces act on a person in order to initiate and sustain a specific behaviour. These forces result in the arousal, selection, direction, and continuation of behaviour (Biehler and Snowman, 1993). The

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An Empirical Study of the Influence of School Infrastructure on the Motivation of Teachers

–Debarshi Roy*, Palas R Sengupta**

ABSTRACT

It is widely accepted that school infrastructure plays an important part in the teaching-learning process and its eventual efficacy. Since teachers constitute a very important part in the teaching learning process it is very important to study the role of school infrastructure in motivating teachers. In order to design motivation oriented school infrastructure systems it is essential to know how the different aspects of school infrastructure affect teachers' motivation. The present study sought to address these factors in order to create a structured model which represents how the different aspects of school infrastructure influence the motivation of school teachers. The study was conducted among a random sample of teachers from North Bengal (N= 111). The results were analyzed using SPSS 17.0. Principal component analysis resulted in extracting three factors: which were subsequently labeled as Ego factors, Convenience factors and Operational factors. The findings were analyzed and interpreted. This study provided a structured framework which represented how the different aspects of school infrastructure fulfilled the different human needs and resulted in teacher motivation.

Keywords: Motivation, Teacher, School Infrastructure, System, Factor Score Regression

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An Empirical Study of the Influence of School Students on the Motivation of Teachers

–Debarshi Roy*, Palas R. Sengupta**

ABSTRACT

Students form a major part of the influence for the effective implementation of the teaching-learning process in schools. Teachers make up the other significant part of the process. Studies have been conducted on whether students influence teacher motivation at work. Since schools can be designed to create a self motivating behavioural systems, it is essential to know in detail how each aspect of students' behaviour influence the motivation of teachers. The present study dwells into the various factors related to student behaviour that influences the motivation of school teachers. A random sample of teachers (N=111) was chosen for the purpose of the study and the subsequent results were analyzed by SPSS 17.0. A principal component analysis extracted three factors: these factors were named Bonding factors, Process factors and Hindrance factors. Subsequently a principal component regression was conducted. The study provided a detailed insight on how the motivation of school teachers is influenced by the behavioural aspects of their students.

Keywords: Motivation, Teacher, Students, System, Factor Score Regression

INTRODUCTION

The researchers have had long experience in working with teachers and found it prudent that the factors that influence the workplace motivation of teachers be studied in detail. Consequently the researchers took up this study as a part of a series of studies to understand how the workplace

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An Empirical Analysis of The Influence of Colleagues on Motivation of School Teachers

Debarshi Roy* and Palas R Sengupta**

ABSTRACT : It is widely accepted that teachers represent the most important segment in the organizational structure of a school. Thus the motivation of the teachers is of primary importance to the school management. A study of literature reveals that while there have been a wide range of studies on teacher motivation and the impact of the motivation of teachers on the performance of schools there have not been much studies which dealt with the influence of peers on the motivation of teachers. Thus there was a need to study how teachers are motivated by their peers. This study dealt with the peer factors that affect the motivation of teachers and their relative significance in such motivation. A random sample of teachers from North Bengal were involved in the study (N = 111). This sample included primary, middle and high school teachers of a wide range of schools. The findings were analyzed and the factors that affect their motivation were categorized. A factor analysis resulted in the extraction of three factors. These were termed as Relationship factors, Ambition factors and Clash factors. A multiple regression analysis was then conducted using the factor scores as predictor variables.

The findings had wide practical significance for school management and organizational behaviorists as it provided an insight into the peer factors that motivate knowledge workers like teachers and sought to help experts to manage and strategize approaches for optimal teacher motivation.

Keywords : Motivation , Teacher , Colleagues , System, principal component regression

Introduction

The word motivation is derived from a Latin word *motivus* which means a moving cause. It describes the various internal and external forces which act on a person to initiate a certain behavior. Motivating forces thus account for the arousal, selection,

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[JOHB] Editor Decision

3 messages

Poonam Juyal <poonam@publishingindia.com>
To: roy.debarshi@gmail.com

Mon, Oct 17, 2016 at 12:46 PM

Respected Mr. Debarshi Roy,

We have reached a decision regarding your submission to Journal of Organization & Human Behaviour, "Designing a school behavioural system to optimize the workplace motivation of school teachers".

Our decision is that your submitted manuscript has been accepted based on minor corrections mentioned in the attached feedback file.

Mark the corrections in red and mail us your revised file and scanned copy of duly signed and filled copyright form attached herewith by 24th October 2016.

Thanks

Best Regards
Poonam Juyal
Editorial Team Member
poonam@publishingindia.com

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2 attachments

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Acceptance of the paper submitted for ABR

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To: "roy.debarshi@gmail.com" <roy.debarshi@gmail.com>

Fri, Oct 7, 2016 at 5:14 PM

Dear Author**Warm Greetings and heartiest Congratulations!**

This is to inform you that your paper titled: "**An Empirical Study of the influence of the work itself on the Motivation of School Teachers**" has been accepted for publication in the Vol.17, No.2, July- Dec. 2016 edition of Amity Business Review after blind review.

Amity Business Review (ABR) is a bi-annual blind peer reviewed, refereed research based international journal having ISSN : 0972-2343.

ABR is listed in databases, like EBSCHO Host, USA; Ulrich's web/ Proquest, USA; AcademicKeys, USA and Advanced Sciences Index. The calculate Impact Factor as per ASI scoring is 1.3

We would contact you, if the publishing team requires.

Best Wishes

Smrita Sinha (PhD)

Assistant Professor, Head of the Dept., Business Communication

Editor, Amity Business Review (**The Bi-annual Journal of Amity Business School**<http://www.amity.edu/abs/pdf/ABR.pdf>; ISSN: 0972-2343; Email: abr@amity.edu).

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Appendix – Questionnaires

QUESTIONNAIRE – 1

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experiences with your colleagues in school ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A3. Rate your experience with your school's management ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A4. Rate your school's infrastructure and facilities?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A5. Rate your experience with your students in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A6. How would you describe your work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A7. How do you describe your situation at home, family and in personal life?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

QUESTIONNAIRE – 2

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experiences with your colleagues in school ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please Rate your experiences with your colleagues on the following :-

B1. Helpful

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B2. Friendly

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B3. Professional and academically competent

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B4. Hardworking and Dedicated

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B5. Competitive

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B6 . Conflict

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B7. Team spirit

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B8. Trustworthy and dependable

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B9. Political power play

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

B10. Informal Relationship

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

QUESTIONNAIRE – 3

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experience with the school management of your School ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please rate your school's management on the following :-

C1. Understanding

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C2. Fair

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C3. Respect for Teachers

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C4. Concern for Teacher's families

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C5. Trustworthy

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C6. Generous

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C7. Participative

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C8. Qualified

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C9. Capable

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C10. Harsh

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C11. Effective leadership Style

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C12. Accessible

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C13. Encouraging

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C14. Appreciative

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

C15. Unreasonable

1. Never 2. Not common 3. Sometimes 4. Mostly 5. Always

QUESTIONNAIRE – 4

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experience with the overall infrastructure of your School ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please rate your school's infrastructure on the following:-

D1. Academic Infrastructure

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D2. Safety

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D3. Cleanliness

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D4. Aesthetic Qualities

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D5. Location

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D6 . Recreational Facilities

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D7. Access to internet and computers

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D8. Maintenance

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D9. Communication and Transport

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D10. Overall status of infrastructure in comparison to other schools

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

D11. ICT in the teaching learning process

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

-----X-----

QUESTIONNAIRE – 5

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experience with the Students of your school ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please rate your experience with students on the following:-

E1. Discipline

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E2. Respect

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E3. Academic quality

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E4. Willingness to learn

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E5. Trust for teachers

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E6 . Interaction outside the classroom

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E7. Teachers as role models

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

E8. Manipulative

1. Never 2. Not Common 3. Sometimes 4. Mostly 5. Always

E9. Rude

1. Never 2. Not Common 3. Sometimes 4. Mostly 5. Always

E10. Focused and motivated to do well in life

1. Never 2. Not Common 3. Sometimes 4. Mostly 5. Always

-----X-----

QUESTIONNAIRE – 6

Hello ,

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Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experience with the personal and social factors that affect your life ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please rate your personal and social factors on the following:-

F1. Comfort of residence

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F2. Respect from family

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F3. Respect from society

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F4. Happy and smooth family life

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F5. Quality of personal health

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F6 . Quality of health of dependents and loved ones

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F7. Ambition to do better

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F8. Social Life , Hobbies ,Entertainment and leisure hours

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F9. Opportunities for Further Studies

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

F10. Financial Status

1. Terrib 2. Not Satisfactory 3. Satisfacto 4. Good 5. Excellent

-----X-----

QUESTIONNAIRE – 7

Hello ,

Thank you for taking time to answer this questionnaire. We will appreciate it very much if you answer the questions with sincerity, seriousness and honesty. All responses will be kept confidential and please do not write your name or any identification on any of the response sheets

Here is wishing you all the best for an enriching career ahead.

Thank you

SECTION A.

A1. Rate your efforts to give things your best at work in school?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

A2. Rate your experience with your work and its features ?

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

SECTION B

Please rate the factors related to your work on the following:-

G1. Job Satisfaction

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G2. Adequate pay

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G3 . Work Hours

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G4. Appraisal , recognition and rewards

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G5. Boss and/or Supervisor

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G6. Security of tenure

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G7. Security for unforeseen circumstances

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G8. Organizational structure

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G9. Merit Based promotions

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

G10. Future Prospects

1. Terrible 2. Not Satisfactory 3. Satisfactory 4. Good 5. Excellent

-----X-----

