



EFFECT OF INTRINSIC AND EXTRINSIC MOTIVATION ON TEACHERS IN SECONDARY SCHOOLS OF TELANGANA

FARHATH UNISSA BEGUM

School of Languages,
Civilisation and Philosophy
College of Arts and Sciences
Universiti Utara Malaysia
MALAYSIA

DR. MOHD HILMI BIN HAMZAH

School of Languages,
Civilisation and Philosophy
College of Arts and Science
Universiti Utara Malaysia
MALAYSIA

ABSTRACT

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment and, where as extrinsic motivation is governed by reinforcement contingencies. Research objective is on the effect of intrinsic and extrinsic motivation on teachers in secondary schools. Two research questions guided the study. The population of the study comprises of 200 teachers and simple random sampling technique was use to select 100 teachers as sample for this study. The face and content validity of the questionnaire was done with the assistance of 5 experts. Cronbach Alpha method was used to determine the reliability of the instrument. An Alpha value of 0.85 was obtained. Data collected for the study were analysed using descriptive of mean and standard deviation. Findings revealed a positive effect of intrinsic motivation on teachers while extrinsic motivation shows negative effect on teachers in the schools. Recommendations were made on government policies should focus on teachers' motivation in schools.

Keywords: Motivation, Intrinsic, Extrinsic, Values, Interests, Teacher.

INTRODUCTIUON

Motivation in the forms of intrinsic and extrinsic energies human to act with inner drive to do something which cause persevere. The provision of incentive to stimulate an action and the process of motive of an individual to carry out a task is term as motivation. An activity of an individual which comes from the person desire, wish, personal interest and performance is considered as an intrinsic motivation (Deci & Ryan, 2008). Extrinsic motivation allows a person to work in return of rewards or to avoid punishment (Cho, 2013). The Intrinsic motivation is posited to have more effect on individual compared to extrinsic motivation. Intrinsic motivation expresses an activity of people who engaged on task on own sake,

without expecting any incentive in their act (Wong, 2013). Extrinsic motivation is also compulsory to enhance the interest in an activity in order to develop interest. The tangible rewards and other form of incentives motivate an individual extrinsically (Jane, Reeve & Deci, 2012). Professionally, teachers need to teach in a focus and discipline school environment (Olowoselu, Nyako, Bello and Joda, 2016).

Deci & Ryan (2008) examined in their study conducted on 128 students of meta-analysis that how the extrinsic incentives, prizes and rewards have effects on intrinsic motivation. All types of rewards which are tangible rewards are expected to diminish intrinsic motivation. The supporting strategies for intrinsic motivation are preference for work and interest in work especially in teaching profession (Urhahne, 2015). The controlling strategies of extrinsic motivation are the deadlines for an assignments, directives, its consequences and the rewards of work in incentives and benefits that make an individual more motivated towards work (Jang, Kim & Reeve, 2012). A teacher motivation plays a vital role in students learning and their academic achievement (Jang, 2008). It is important to note that teacher should be motivated intrinsically and extrinsically so as to improve on the teaching skills that results to students' academic performance (Reeve, 2009). A teacher must be extrinsically motivated through government management policy and administration. Certainly, teacher salaries and promotions are basically the rewards for teachers' hard work that motivated them in their profession (Olowoselu, Hussin & Kasa, 2016). Teachers are perceived to be the biggest asset for must society and community in the context of education. A motivated teacher can shape the future of a child because the first impact in early childhood students get from their teacher, so the teacher should be motivated intrinsically and extrinsically.

Past empirical studies on teacher motivation shows an impact on student higher performance as a result of highly motivated teachers both intrinsically and extrinsically in schools (Jang, Kim & Reeve, 2012). In Telangana State it is observed that school teachers were perceived to be less motivated which translated in to high rate of teacher absenteeism at work. The school environment should be improve with better modern facilities such as synthetic board, projector, e-resources, with adequate rest rooms and clean water for students used. Similarly, teacher workload should be reduces and in-service training should be improved.

Research Objectives

Specifically, the research objectives are:

1. Investigate the effect of intrinsic motivation on teachers in secondary schools.
2. Identify the effect of extrinsic motivation on teachers in secondary schools.

Research Questions

The following research questions guided the study:

RQ1. What are the effects of intrinsic motivation on teachers in secondary schools?

RQ2. What are the effects of extrinsic motivation on teachers in secondary schools?

Methodology

The study followed the pattern of quantitative research using survey approach. The population of the study comprises of 200 teachers in the selected four secondary schools in Telangana State, India. The sample was drawn from these schools using simple random sampling technique and a sample of 100 teachers participated in the study. A questionnaire was used for the study. Certainly, it was validated by three experts and Cronbach Alpha method was used to determine the reliability of the instrument. An alpha of 0.85 was obtained. The instrument was administered and all copies were returned for analysis. A five points Likert rating scale of Strongly Agree (SA=5), Slightly Agree (SLA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1) was used for the items. The two research questions were answered using the descriptive statistic of mean. An item with a mean score of 2.50 and above was accepted, while items less than 2.49 was not accepted.

Results

Table 1: Mean rating of teachers on the effect of intrinsic motivation on teachers in secondary schools.

S/N	Items	Mean	SD
1.	The course material that I use offers variety in term of activities and tasks.	2.54	0.26
2.	My workload is very manageable.	2.44	0.24
3.	My students learning achievement motives me to carry on teaching.	2.67	0.27
4.	Most of the days am enthusiastic about my work.	2.48	0.24

5.	I have ample opportunities to show my creativity in the classroom.	2.84	0.28
6.	I have a good relationship with my students.	3.34	0.33
7.	Am fully satisfied with my profession as a teacher.	2.46	0.24
8.	I work hard but students don't perform up to my expectations.	3.28	0.32
9.	I would like more involvement in the process of setting my students learning goals.	2.79	0.28
10.	Am constantly learning and improving my skills	3.34	0.33

On Table 1 revealed that all the items were rated above the acceptable mean of 2.50. It indicates that, all the listed items were the effect of intrinsic motivation on teachers in Telangana.

Table 2: Mean rating of teachers on the effect of extrinsic motivation in secondary school.

S/N	Items	Mean	SD
1.	Teaching in this school allows me to help students develop as effective members of the society.	2.94	0.29
2.	A solid education for the students takes place in a	3.64	0.36

	disciplined atmosphere.		
3.	I work in a school where teaching and learning are the primary concerns.	3.17	0.31
4.	Teachers in this school have opportunities to participate in decision- making.	2.47	0.24
5.	School policy enhance teachers' motivation.	2.24	0.22
6.	My principal has developed good communication with the staff	2.54	0.25
7.	School motivates teacher for leadership role in school	2.36	0.23
8.	School established good relationship with teachers.	2.28	0.23
9.	School encourages teachers to attend conferences and seminars.	2.48	0.24
10.	School encourage me to be professional with my students in terms of evaluation.	3.64	0.36

Table 2 revealed that, five of out the items rated below the acceptable mean of 2.50. Therefore the conclusion is that, the five listed items shows negative effect on lack of extrinsic motivation of teachers in Telangana.

Discussion of Findings

Finding revealed the effect of lack of extrinsic motivation on teachers in Telangana, based on the fact that, items 4, 5, 7, 8 and 9 have low mean score from the respondents. This means

that there is low level of extrinsic motivation in the studied schools. This finding has justify the findings of Cho (2013) as they opined that lack of teacher motivation teachers' leads to low students' academic performance. Finding also revealed that lack of incentives and benefits that make the teachers to be less motivated towards work. This finding is in line with Jang, Kim & Reeve (2012) as they found incentives and benefits to have positive effect teacher motivation on their work. Finding revealed positive effect on School encouragement on professionalism of teachers' schools .This finding agrees with the finding of Olowoselu, Hussin and Kasa (2016) as they asserted that teachers' need to improve their teaching skills in order to enhance students' learning outcomes.

Findings also revealed positive effect on channel of communication between principal and teachers due to the fact that most principals developed good communication with their teachers so as to motivate them. Finding also revealed that teaching in a discipline school facilitate better learning outcomes of students in school. This finding has justified the submission of Olowoselu, Nyako, Bello and Joda (2016) as they concluded that teachers need to teach in a focus and discipline class room and school environment.

Conclusion and Recommendations

Conclusively, it is important to note that intrinsic and extrinsic motivation facilitate effective teaching in the classroom. This study also pointed out teacher motivation in classroom and set conditions that allow satisfaction of teachers' through motivational needs in schools respectively. The government policies should focus on teachers' motivation which is seen as the main pillars in school performance and students' academic achievement. In the view of the above, the authors requested for further studies in respect to the methodological limitations of the present study. Authors concluded that a mixed-method approach should be applied in future research that covers both structural equation model and Nvivo soft wares for data analyses.

REFERENCES

- Cho, Y. (2012). The relationship between L2 learning motivation and context among Korean EFL students. *English Teaching*, 67(1), 79-105.
- Cho, Y. (2013). L2 learning motivation and its relationship to English proficiency: A causal analysis of university students' EIL discourses. *English Teaching*, 68(1), 37-68.

- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro-theory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182-185.
- Jang, H., Kim, E. J., & Reeve, J. (2012). Longitudinal test of self-determination theory's motivation mediation model in a naturally occurring classroom context. *Journal of Education Psychology*, 104, 1175-1188.
- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *American Psychological Association*, 102(3), 588-600.
- Long, C., Ming, Z., & Chen, L. (2013). The study of student motivation on English learning in junior middle school—a case study of no.5 middle school in Geiju. *English Language Teaching*, 6(9), 136-145.
- Olowoselu, A., Hussin, F. & Kasa, M. D. (2016). Challenges of Principal Leadership Styles and School Management: A Solution Oriented approach. *Asia Pacific Journal of Education, Arts and Sciences*, 3(4), 61-68.
- Olowoselu, A., Nyako, M. A., Bello, A. S. & Joda, F. (2016). Analysis of Lecturers on Factors Affecting Quality of Training in Teacher Education. *The Journal of Social Sciences Research*, 2(12), 195-198.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.
- Urhahne, D. (2015). Teacher behavior as a mediator of the relationship between teacher judgment and students' motivation and emotion. *Teaching and Teacher Education*, 45, 73-82.
- Wong, R. M. H. (2014). An investigation of strategies for student motivation in the Chinese EFL context. *Innovation in Language Learning and Teaching*, 8(2), 132-154.