





ISSN Online: 2821-1936

Transactions on Data Analysis in Social Science

Journal Homepage: <https://transoscience.ir>

Factors Affecting Teacher Motivation (A Case Study of Aqchah District School Teachers)

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ARTICLE INFO	ABSTRACT
<p>Article History: Received 10 June 2023 Received in revised form 17 August 2023 Accepted 5 September 2023 Available online 13 September 2023</p>	<p>The objective of this fieldwork study is to evaluate and rank the factors that motivate teachers in schools within the Aqchah district. A total of 220 questionnaires, distributed following Morgan's sampling table, were utilized for data collection. The collected data underwent analysis using the SPSS 25 program. The questionnaire's reliability, assessed through Cronbach's alpha coefficient, yielded a satisfactory score of 0.749. Data distribution normality or abnormality was determined using the Kolmogorov-Smirnov and Shapiro-Wilk tests, indicating an abnormal distribution. Spearman's correlation coefficient unveiled a positive and significant relationship between variables such as classroom anxiety and self-confidence. However, except for the correlation between career choice and socio-economic status, no other variables displayed a notable association with the motivation level of teachers in the Aqchah district. In conclusion, the results of Friedman's test, employed for variable ranking, indicate that, according to teachers, the most impactful factors influencing teacher motivation are relations with colleagues, career choice, classroom anxiety, socio-economic status, self-confidence, exam stress, and rewards.</p>
<p>Keywords: Education, A Teacher, Motivation, Educational Motivation.</p>	

1. INTRODUCTION

The existing body of literature delves into various dimensions of teacher motivation, shedding light on critical factors that impact both educators' performance and student outcomes. Harris (2020) explores the detrimental effects of short-termism in teaching, emphasizing the importance of emotional and mental presence, and commitment in enhancing education quality [1]. Work environment variables emerge as significant contributors to teachers' intrinsic motivation, as highlighted by Bukhari et al. (2021). Administrative support, working conditions, interpersonal relationships, promotion, colleagues' support, and salary collectively shape the motivational landscape for educators

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[2]. Gyimah's study (2020) centers on Dompouse Senior High School, emphasizing the pivotal role of job satisfaction, reward systems, and professional training and development in influencing teacher motivation [3]. The interplay of leadership, competence, and motivation of school principals is underscored by E. and Hariani (2021), revealing their simultaneous impact on teacher performance, while also acknowledging the partial effect of teachers' competence on their performance [4].

Khanal and Phyak's work (2021) broaden the perspective, delving into multiple factors influencing teacher motivation, encompassing individual, school-related, sociocultural, and political dimensions in the context of Nepal [5]. Canlı and Karadağ's mixed-method study (2021) explores the intricate web of attitudes and behaviors within the educational environment, elucidating how the perspectives of school administrators, students, colleagues, and parents, along with students' attitudes towards the course, collectively shape teachers' motivation to teach [6].

The term "motivation" holds significant importance in the field of education, being a subject of extensive research and discussion among educators. For a deeper understanding within the global academic community, it is crucial to offer precise definitions aligned with scientific discourse [7]. The current era is marked by rapid global economic development, accompanied by a reconfiguration of economic power and geographical boundaries, leading to increased complexities and competition. In this context, education becomes a key driver of economic development, promoting competitiveness through the mastery of science and technology. To address the challenges of an increasingly competitive global environment, the continuous improvement of professional quality and efficiency is essential. The dynamics of globalization have transformed various aspects of life, including the teaching profession, necessitating educators to adapt to the evolving needs of the global community. In this context, professional educators strive to foster a culture of dynamism, technological proficiency, and high-quality work that enhances competitiveness, going beyond the conventional role of cultural transmission [8].

Educators serve a central and vital function in the realm of education, acting as facilitators of learning, knowledge disseminators, and mediators between students and society. Nevertheless, teachers working in rural areas frequently encounter obstacles such as inadequate or delayed compensation, a lack of attention to their training needs, and bureaucratic hurdles impeding their career advancement and overall effectiveness. The teaching profession grapples with challenges like high attrition rates, persistent turnover, diminished confidence, and varying levels of professional commitment.

While possessing the necessary expertise to educate students, teachers require consistent motivation to enhance their personal circumstances and deliver successful learning experiences [9]. Motivation emerges as a crucial element within educational organizations, empowering employees to act autonomously. It is imperative to ensure that educators can effectively nurture and guide the next generation of the nation. Various factors, including salary, job satisfaction, work environment, organizational support, social standing, and interpersonal relationships, play pivotal roles in boosting motivation, both materially and spiritually.

A thoughtful consideration of these factors can significantly contribute to improved outcomes for individuals and organizations, ultimately fostering efficient and high-quality education within academic institutions. In the specific context of Afghanistan, where instructional quality gaps persist, the root cause often lies in the neglect of teachers' motivation rather than a shortage of resources or infrastructure. This study aims to delve into the contributing factors to this issue, specifically exploring elements influencing teacher motivation in schools situated in Aqchah.

2. LITERATURE REVIEW

In the research titled "The Impact of Financial Incentives on Job Satisfaction among Teachers in Public High Schools in the Kigoma District of Tanzania" by Mabagala et al., the primary objective is to examine the relationship between teacher salaries and their motivation and job satisfaction. Recent studies in the education sector have uncovered significant findings. Firstly, schools that provide lower financial incentives to teachers tend to witness diminished levels of job satisfaction, consequently negatively affecting students' academic performance [10]. Secondly, a positive correlation has been identified between financial motivation and job satisfaction. Ensuring teachers' financial stability can elevate their job satisfaction, leading to an enhanced quality of teaching and, subsequently, improved academic performance among students [10].

E. Richardson's study, "Teacher Motivation in Low-Income Context: An Actionable Framework for Intervention," sheds light on key motivating factors for teachers in low-income areas, encompassing the work environment, organizational satisfaction, teaching system, and financial compensation. Enhancing teacher motivation necessitates a focus on fundamental aspects such as compensation, working conditions, and teaching requirements. Tackling issues related to insufficient motivation and teaching quality calls for the implementation of enduring solutions that ensure the quality of work systems and teaching procedures [11].

A legal research report by the charity organization VSO, titled "Which Factors Make Professors Stay?" delves into teacher motivation and education challenges in developing countries. The findings indicate that insufficient teaching resources, neglect of organizational responsibilities, excessive demands on teachers, and a decline in societal status contribute to heightened stress, decreased motivation, and a deterioration in teaching quality and performance. The report categorizes the various causes of motivation and demotivation into three sections. The first section explores professors' self-perception from a worker's standpoint, the second section examines objective aspects of professors' motivation, professionalism, and performance, and the third section investigates the correlation between professors' societal relationships and the subsequent decline in their motivation.

The study suggests a decline in educators' motivation in emerging countries, linked to their perception of diminished self-esteem and inadequate societal acknowledgment of their profession, ultimately impacting their performance. Improving faculty salaries emerges as an effective solution to enhance teaching quality, as proposed by [9]. Addressing teacher motivation through this measure is a viable solution.

The research titled "Factors Influencing Teachers' Motivation and Job Performance in Kibaha District, Tanzania" highlights that key objective variable, including job security, financial stability, social status, career aspirations, administrative support, positive colleague relationships, and opportunities for growth within the institution, significantly contribute to teacher job satisfaction and motivation. The study ensures impartial evaluations and clarifies technical term abbreviations upon their initial use. Factors leading to teacher demotivation and job dissatisfaction involve inadequate salaries that do not meet their needs and the absence of incentive payments. To bolster professor motivation, effective measures such as salary and privilege increases, provision of suitable living conditions, implementation of educational programs and seminars, enhancement of management practices, and involving professors in decision-making can be adopted [12]. William Wiest's study explores the psychological and social factors influencing teacher motivation, seeking to define its role and identify hindering factors. The research also investigates the impact of teacher motivation on students' learning. The study underscores the pivotal role of professor motivation in their performance, identifying factors such as remuneration, privileges, and rank promotion as contributors to increased professor motivation. Timely payment of salary and benefits, along with societal status, plays a significant role in motivating and enhancing professors' performance [13].

In the study "Importance of Teacher Motivation as a Tool for Effective Teaching," Adel Ghulamdar underscores the critical role of motivation in strengthening and enhancing achievement and productivity in any profession. Within the teaching sector, motivation is deemed imperative for effective teaching and learning, resulting in positive effects on student motivation and learning outcomes. According to Ghulamdar (2020), the efficiency of popular software for teachers increases during the teaching and learning process [14].

In an article exploring the correlation between job motivation, job attachment, organizational commitment, and managers' productivity among teachers in the Zanzibar education and training organization, Fomeni underscores the significance of job motivation for teachers. The key conclusion drawn is that motivation exerts a positive impact on organizational productivity. Various factors, including organizational policies, administrative procedures, supervision, interpersonal relationships, and income, contribute to job dissatisfaction, resulting in diminished motivation to teach and subsequently lowered productivity within the organization [15].

Gokce's research provides insightful demographics, revealing that 46.9% of the participants were female, while 53.1% were male, with 51% teaching in classrooms and 49% serving as branch teachers. In terms of age distribution, 67% were under 40, and 33% were over 40. The participants' teaching experience correlated with their age, with almost 12% having less than five years of experience and 62% having less than 15 years [16].

In Gokce's study, only 9% of educators had a teaching career spanning 25 years or more, while the majority (64.7%) held a university degree. The remaining teachers completed two- or three-year programs at teacher-training

institutions. Nearly 80% indicated undergoing additional professional training on multiple occasions. Around 57% reported inadequate school facilities. A significant finding revealed that 19% of education professionals reported low-income levels, 60% described their income levels as moderate, and 20% reported good income levels. The study examined differences in teacher views based on their educational background, experience, school facilities, and income level. Notably, there was a significant difference with a p-value of <0.0001 between the opinions of classroom teachers and branch teachers. No other significant variations were discovered regarding additional characteristics and opinions held by the teachers. The research demonstrated that positions had an influence on the extent to which teachers believed their needs were met, with no noteworthy disparities based on gender, professional titles, educational level, participation in professional training courses, age, school facilities, or earnings [16].

Suleyman's research on motivating teachers in elementary and secondary schools revealed that teachers' attitudes towards motivational factors did not exhibit a significant variation based on gender ($p > 0.05$), suggesting a lack of a strong correlation between teachers' attitudes and gender. However, age emerged as a noteworthy variable affecting the factors motivating teachers. A significant difference was observed in the attitudes of teachers aged 21-30 compared to those aged 41-50 and 51 and above, favoring the younger group. This suggests that factors motivating teachers have a more pronounced impact on younger teachers. Marital status did not significantly affect teachers' attitude scores ($p > 0.05$), indicating no strong correlation between motivating factors and marital status. Notably, married teachers held more negative attitudes towards motivational factors ($X = 123.90$) than their single counterparts ($X = 125.59$). Additionally, educational level significantly impacted teachers' attitudes towards motivational factors, with a notable difference between teachers who completed a two-year degree program and those with graduate education, favoring the latter. It can be posited that teachers with graduate education are influenced to a greater extent by factors that motivate them. Interestingly, wage did not serve as a determining variable for teachers' attitudes towards motivational factors [17].

3. METHODS

In this research, a survey methodology was employed to comprehensively evaluate the current situation, utilizing questionnaires as the primary data collection tool through extensive sampling. The study focused on 500 school teachers in the Aqchah district, with a selected sample of 220 teachers chosen based on Morgan's sampling table. Subsequently, the 220 teachers received questionnaires for completion, and ultimately, 151 educators completed the questionnaire. The collected data were meticulously analyzed using SPSS25.

The study gathered crucial information through a blend of comprehensive library studies, including books and articles, and field studies utilizing a questionnaire tool. The questionnaire used in this research is structured into two main sections. The initial segment captures the demographic characteristics of the study participants, encompassing gender, education, and age. The subsequent portion addresses the hypothesis test, comprising 38 questions exploring professional preferences, socio-economic status, self-assurance, classroom anxiety, interactions with colleagues, and performance-related stress and incentives. Participants recorded their responses using a 5-point Likert scale. To evaluate the questionnaire's reliability, Cronbach's alpha was employed, and the coefficient of Cronbach's alpha is presented in Table 1.

Table 1: Cronbach's alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
0.749	38

Source: research data

The reliability of the questionnaire is considered higher as the alpha coefficient approaches one, and lower values suggest decreased reliability. Utilizing SPSS 25 software, the alpha coefficient was calculated, and the results indicate an acceptable level of reliability. To assess the normal distribution of the data, both the Kolmogorov-Smirnov and Shapiro-Wilk statistical tests were employed. The analysis reveals that the data is not normally distributed, as indicated by a p-value less than 0.05. Table 3 presents the outcomes of the normality tests.

Table 2: Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Choice of profession	0.242	150	0.000	0.885	150	0.000
Socio-economics status	0.094	150	0.002	0.963	150	0.001
Self-confidence	0.105	150	0.000	0.957	150	0.000
Anxious in classroom	0.156	150	0.000	0.962	150	0.000
Relation with colleague	0.243	150	0.000	0.905	150	0.000
Examination stress and reward	0.167	150	0.000	0.953	150	0.000
Teaching motivation	0.495	150	0.000	0.209	150	0.000

a. Lilliefors Significance Correction

Source: research data

4. RESULTS

The roles of teaching and learning stand as pivotal components in shaping an ideal future for any country. The responsibility of imparting knowledge rests in the hands of educators who, despite facing fatigue and challenges, commit themselves to daily classes. By sharing their expertise, they prepare the next generation for societal roles, serving as crucial figures in their education and acting as role models emulated by their students. Executing this demanding task on a daily basis requires sustained motivation and interest, and maintaining such motivation can be challenging. It necessitates both mental and physical well-being, as well as a conducive environment. Therefore, teachers require a reasonable salary that enables them to focus solely on imparting knowledge without being burdened by additional concerns. This study presents survey findings on the factors influencing teacher motivation in schools located in the Aqchah district. Technical term abbreviations will be clarified upon their initial usage throughout the text. The results of Spearman's correlation coefficient reveal a significant and positive correlation between classroom anxiety and self-confidence. While maintaining the regular author and institution formatting for conventional structure, it is noteworthy that, except for the correlation between profession choice and socio-economic status, the variables do not exhibit a significant relationship with teacher motivation in the schools of the Aqchah district, as illustrated in Table 3.

Table 3: Spearman Correlation

		Choice of profession	Socio-economic status	Self-confidence	Anxiety in classroom	Relation with colleagues	Examination stress and reward	Teacher motivation	
Spearman's rho	Choice of profession	Correlation Coefficient	1.000	.121	-.045	-.049	.217**	.193*	.034
		Sig. (2-tailed)	.	.138	.584	.552	.007	.018	.041
		N	151	151	151	150	151	151	151
	Socio-economics status	Correlation Coefficient	.121	1.000	.017	-.047	.076	.011	.054
		Sig. (2-tailed)	.138	.	.840	.570	.352	.889	.047
		N	151	151	151	150	151	151	151
	Self-confidence	Correlation Coefficient	-.045	.017	1.000	-.380**	.073	-.021	-.094
		Sig. (2-tailed)	.584	.840	.	.000	.374	.794	.253
		N	151	151	151	150	151	151	151
	Anxiety in classroom	Correlation Coefficient	-.049	-.047	-.380**	1.000	.080	.039	-.150
		Sig. (2-tailed)	.552	.570	.000	.	.328	.637	.066
		N	150	150	150	150	150	150	150
	Relation with colleagues	Correlation Coefficient	.217**	.076	.073	.080	1.000	.128	-.107
		Sig. (2-tailed)	.007	.352	.374	.328	.	.117	.192
		N	151	151	151	150	151	151	151

Examination stress and reward	Correlation Coefficient	.193*	.011	-.021	.039	.128	1.000	-.028
	Sig. (2-tailed)	.018	.889	.794	.637	.117	.	.734
	N	151	151	151	150	151	151	151
Teaching motivation	Correlation Coefficient	.034	.054	-.094	-.150	-.107	-.028	1.000
	Sig. (2-tailed)	.041	.047	.253	.066	.192	.734	.
	N	151	151	151	150	151	151	151

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: research data

Friedman's test was used to rank the most influential factors affecting teacher motivation. The test revealed that the ranking and importance of the factors affecting teacher motivation differ. Based on the average ratings, the most important influential factors are collegial relationships, choice of profession, and anxiety in the classroom.

Table 4: Friedman test

Friedman test	
	Mean Rank
Choice of profession	4.61
Socio economic status	2.94
Self-confidence	2.06
Anxiety in classroom	4.40
Relation with colleague	5.99
Examination stress and reward	1.00
Teaching motivation	7.00

Source: research data

5. CONCLUSION

The study results underscore a significant correlation between the choice of profession and socioeconomic status, shedding light on a pivotal aspect in understanding teacher motivation. This correlation illuminates the intricate interplay between one's chosen profession and their economic status, influencing motivation levels within the teaching context. Interestingly, none of the other variables examined demonstrated a significant association with teacher motivation. The findings suggest a nuanced landscape where motivational dynamics are multifaceted and influenced by a range of factors. Furthermore, the rank order established through the Friedman test reveals that, among various influencing factors, teachers are primarily motivated by their relationships with colleagues. This underscores the profound impact of social interactions within the professional environment on teachers' overall motivation. Additionally, the order of importance includes factors such as profession choice, classroom anxiety, socioeconomic status, self-confidence, examination stress, and rewards, offering valuable insights into the intricate web of elements shaping teacher motivation in the educational landscape.

ACKNOWLEDGMENTS

This article presents one of the studies conducted in the UNISFERE research fellowship program. Gratitude is owed to the UNISFERE team for their contributions. I also extend my appreciation to the teachers and RUMI organization for their support.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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