

An Empirical Study of the Influence of School Students on the Motivation of Teachers

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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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motivation of teachers is influenced by the different factors which affect them. The ultimate goal of these series of studies is to attempt to create a behavioural systems model which will seek to explain and optimize teacher motivation at work. Studies on human motivation broadly cover three approaches namely the behavioural approach, the cognitive approach and the humanistic approach. The behavioural approach was influenced by the works of psychologists like B.F. Skinner (Skinner; 1938, 1948) and it lay importance on reinforced desired behaviour, the cognitive approach is based on Jean Piaget's theory of equilibration, assimilation and accommodation (Piaget, 1964) and lays importance on individual perception and the humanistic approach wherein experts like Abraham Maslow (1943, 1970) and Friedrich Herzberg (1959, 1968) have postulated that people are motivated to meet deficiency needs when those needs are unmet.

Brumback (1986) and Maehr (1984) postulated thorough their studies that teachers with higher levels of workplace motivation resulted in better student performance so it is imperative to study where the converse is true as well. Thus this study seeks to explore whether better performing students can in turn motivate teachers to give their best at work.

LITERATURE REVIEW

The word motivation has varied definitions in the history of research in psychology. Sergiovanni and Starrat (1979) as well as Ames and Ames (1984) likened the word motivation to wants, wishes, needs and such similar constructs. In their seminal study Tin, Hean & Leng (1996) defined motivation as the urge to do more than the minimum requirement at work. For the purpose of this study we defined motivation as the effort to give one's best at work every day. This is similar to the definition put forward by Tin, Hean & Leng (1996) but also factors in one's ability and the maximum usage of that ability at work. A study of related literature shows that a number of studies have been conducted to explore the relationship between the students and the workplace motivation of school teachers. Sergiovanni (1967) postulated that interpersonal relations between students and teachers could be described as hygiene factors so the absence of healthy teacher student relationship led to negativity or reduced motivation to work. Lortie (1975) postulated that teachers are motivated the most when students excel. Thus student achievement was a major factor for teacher motivation according to the study. Sergiovanni

and Starrat (1979) suggested that the teachers were strongly motivated when their esteem needs were fulfilled . When students did well, it was directly attributed to the superior teaching abilities of a teacher . Thus better student performance led to the fulfillment of the esteem needs of the teachers. Ellen A. Skinner, Michael J. Belmont (1993) studied the reciprocal effects of student motivation on the behaviour of teachers. The researchers in their study noted the importance of teacher student relationship in optimizing student motivation and performance. Tin Hean and Leng (1996) in their study postulated that teachers were motivated by students, administrators, the nature of the job itself and in some cases by religion. They also postulated 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. Brunetti (2001) in his study found that the students were the prime motivator for teachers to continue in their profession of teaching . Teachers who continued in teaching for a long time enjoyed working with young people , they loved to see them grow and change . The most rewarding experience that the teachers had cited was seeing their students succeed as also the unexpected success of some students who previously had problems in school. Conversely disappointment was cited when students failed to do well.

While the studies helped shed light on the complex relationship between students and teachers, none of the studies explored the specific dimensions, attributes and traits of student behaviour to map out a model to illustrate how each trait , attribute or dimension affects the motivation of teachers. These attributes, traits and dimensions were not categorized as per their role in influencing teacher motivation. This study seeks to bridge that gap in literature by vertically analyzing the various traits, attributes and dimensions of student behaviour , categorizing them and developing a model to explain their influence on the motivation of school teachers.

The researchers in this study conducted an extensive survey of existing related literature. Following which five interview sessions with senior school teachers were held . The various dimensions of student behaviour that emerged from the study of literature and subsequent interviews are:

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 .

METHODOLOGY

The present study was a non-interventional descriptive research study. The study was conducted among a random sample of school teachers from the Darjeeling and Jalpaiguri districts of West Bengal (N=111) , who were administered a self-designed questionnaire by the researchers themselves. The teachers constituted a varied random mix and included primary , secondary and higher secondary teachers from government schools as well as privately managed schools in urban as well as rural and semi-rural areas. The questionnaire was administered after an undertaking that the responses would remain confidential. This was done to elicit honest and truthful responses. Some teachers who were approached refused to take part in the study but the majority were willing after the assurance on confidentiality. The questionnaire and its structure along with the likert type scale and the various questions were objectively explained to respondents without any bias in the explanations.

The questionnaire used for this study had twelve items wherein the respondents were asked to rate the items on a five point Likert- type scale. The first two questions related to the teachers' efforts to give their best at work in school as well as their overall experiences with their students . The scale used here was; 1= *Terrible* 2= *Not satisfactory* 3= *Satisfactory* 4= *Good* 5= *Excellent*. These two questions were later treated as dependent variables for the purpose of quantitative data analysis. The subsequent ten questions dwelled on the teachers' experiences with the various dimensions of student behaviour that they experience . These questions were also rated on the same five point Likert-type scale. During the subsequent data analysis these ten questions represented the independent variables. In this study , since the researchers were handling a large sample size and the responses were given on a five point scale the data was treated as continuous and subjected to parametric analysis. Carifio and Perla (2007, pp 115) had posited “ 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.” In the same vein (Norman, 2010) had postulated “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). At the first step the data was checked for reliability and validity. Following the reliability and validity tests a principal component analysis was conducted which extracted three principal components. The results of the various statistical analysis are presented as charts and then subsequently analyzed and elaborated upon.

DATA ANALYSIS AND DISCUSSION

Table 1: Descriptive Statistics: SPSS OUTPUT

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				

TABLE II: Reliability Statistics for the Entire Questionnaire: SPSS OUTPUT

Case Processing Summary			
		N	%
Cases	Valid	111	100.0
	Excluded ^a	0	.0
	Total	111	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.844		12	

Table III : Reliability Statistics for Section A of the questionnaire: SPSS OUTPUT

Case Processing Summary			
		N	%
Cases	Valid	111	100.0
	Excluded ^a	0	.0
	Total	111	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.819		2	

Table IV: Reliability Statistics for Section B of the questionnaire: SPSS OUTPUT

Case Processing Summary			
		N	%
Cases	Valid	111	100.0
	Excluded ^a	0	.0
	Total	111	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.786		10	

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. The reliability of the questionnaire was established. The questionnaire is presented as appendix 1.

At the next step it was prudent to test the hypothesis that teachers' experiences with students affect their motivation to give their best in school. In order to test this hypothesis the correlation between the workplace motivation of teachers and the experiences with their students was tested. The responses given to the two dependent variables represented the required variables.

H_1 = There is a relation between the experiences of teachers with their students and their motivation to give their best at work in school.

Table V: Correlation Between the Experiences of Teachers with Their School's Infrastructure and Their Motivation to Give Their Best in School: SPSS OUPUT

Correlations			
		VAR00001	VAR00002
Motivation at Work	Pearson Correlation	1	.697**
	Sig. (2-tailed)		.000
	N	111	111
Experience with Students	Pearson Correlation	.697**	1
	Sig. (2-tailed)	.000	
	N	111	111

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

Table V illustrates the correlation between the experiences of teachers with students and their efforts to give their best at work in school. The Pearson correlation was .697 and the test were significant at .01 level (2 tailed). It was concluded that there is a correlation between the experiences of teachers with the school's infrastructure and their motivation to give their best in school. Thus hypothesis H_1 was accepted.

At the next step a principal component analysis was conducted with all the ten independent variables.

Table VI : KMO AND BARTLETT'S TEST

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 VII 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 VIII: 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 X: 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 IX: 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 XI: 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

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Quantitative 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 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.

Table XII: 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.

Table XIII: Extracted Components from Principal Component Analysis

BONDING FACTORS	PROCESS FACTORS	HINDRANCE FACTORS
Discipline	Academic Quality	Rude
Respect	Willingness to learn	Manipulative
Trust for teachers	Focussed and Motivated to do well in life	
Interaction outside the classroom		
Teachers as role models		

Hereafter a principal component regression was conducted using the principal components as inputs. 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 three components extracted by the principal component

analysis as the independent or predictor variables. The results of the analysis are as follows :-

Table XIV : 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 XV: 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 XVI: 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 XVII: Coefficients^a

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 XVIII: Coefficients^a

Coefficients ^a					
Model t				95.0% Confidence Interval for B	
		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 XIX Coefficients^a

Model Tolerance		Collinearity Statistics	
		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 XX Coefficient Correlations^a

Model			REGR factor score 3 for analysis 1	REGR factor score 2 for analysis 1	REGR factor score 1 for analysis 1
1	Correlations	REGR factor score 3 for analysis 1	1.000	.000	.000
		REGR factor score 2 for analysis 1	.000	1.000	.000
		REGR factor score 1 for analysis 1	.000	.000	1.000
	Covariances	REGR factor score 3 for analysis 1	.005	.000	.000
		REGR factor score 2 for analysis 1	.000	.005	.000
		REGR factor score 1 for analysis 1	.000	.000	.005

a. Dependent Variable: VAR00001

Table XXI Collinearity Diagnostics^a

Mod- el			Variance Proportions		
		Dimension Eigenvalue	Condition Index	(Con- stant)	REGR factor score 1 for analysis 1
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

a. Dependent Variable: VAR00001

Table XXII Collinearity Diagnostics^a

Collinearity Diagnostics ^a			
Model	Dimension	Variance Proportions	
		REGR factor score 2 for analysis 1	REGR factor score 3 for analy- sis 1
1	1	.39	.00
	2	.00	.00
	3	.00	1.00
	4	.61	.00

a. Dependent Variable: VAR00001

Table XXIII Residual Statistics

Residuals Statistics ^a					
	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 I

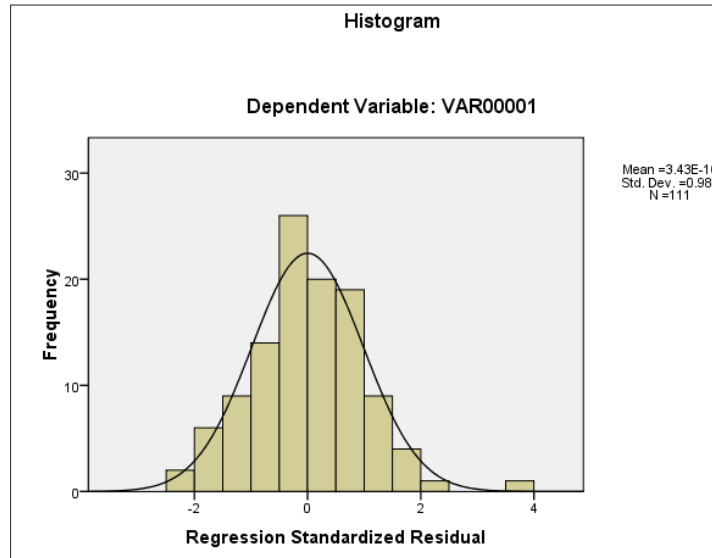
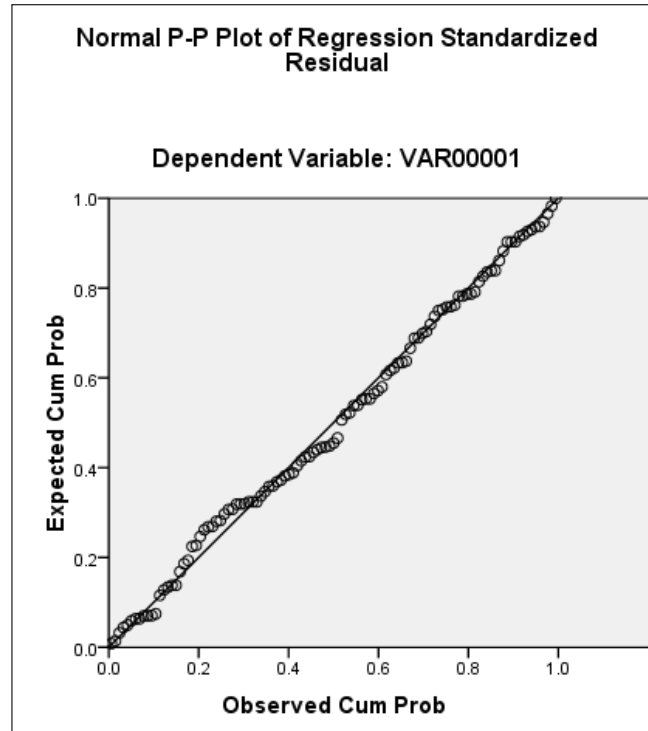


Figure II



The results of the principal component regression which was conducted using the component 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 so no significant auto-correlation was present , the conditionality Index was 1 , thus ruling out multicollinearity among variables. Figure I 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 XXIV

Predictor variables	Beta	P
BONDING FACTORS	.710	$P < .0005$
PROCESS FACTORS	.415	$P < .0005$
HINDRANCE FACTORS	-.284	$P < .0005$

Question 1 represented the dependent variable which asked the respondents to rate their efforts to give their best at work in school. This variable ascertained the workplace motivation level of the teachers. Question 2 represented the second dependent variable wherein the respondents were to rate their overall experience with their students. Correlation analysis between the responses of these two variables 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 is in conformity with the findings of previous related studies in teacher motivation. *Student performance is taken to be a measure of teaching efficacy and satisfies esteem needs in teachers. 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.*

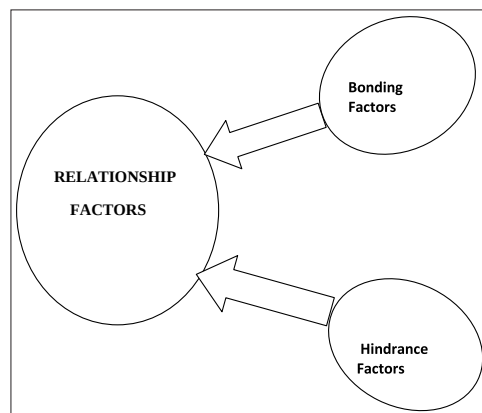
Ten independent variables were taken to represent the dimensions of student behaviour , a principal component analysis of the ten variables extracted 3 components :

- The first component was named *Bonding Factors*. This component comprised of 5 items, all of which were related to the personal bond-

ing of the student and the teacher. These factors create a psychological bonding between the student and the teacher which goes 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.

- The second component is termed as *Process Factors* as it consists of factors which are related to the teaching learning process. These factors are academic quality of students , willingness to learn , focused and motivated to do well in life. The presence of these factors increase the workplace motivation levels of teachers.
- The third component represents *Hindrance factors*. This component includes two variables which were that of rude students and manipulative students. While these factors also relate to the broad dimensions of relationship factors they are different from bonding factors in the sense that they create an hindrance to the bonding between student and teacher . Thus a higher presence of these factors leads to lower teacher motivation.

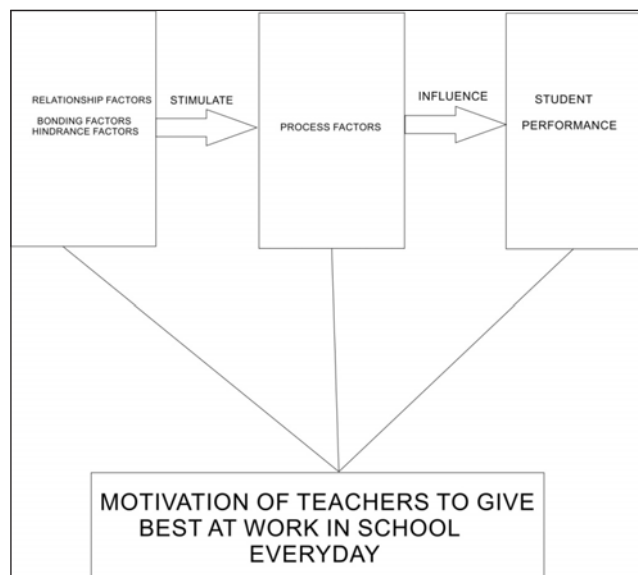
FIGURE III : Relationship Factor Constituents (Developed by Researchers)



The results of the principal component regression illustrated that the dependent variable : ‘The motivation of the teachers to give their best at work in school ’ was predicted at a satisfactory level by the component

scores from the *three* components that were extracted by the principal component analysis . All the assumptions of valid multiple regression analysis on model fit, autocorrelation , multicollinearity and normality of residuals were adhered to in the study .

Figure IV : Student-Teacher Motivational Process Chart



(Conceptual Framework Developed by researchers)

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 ascribed to a number of reasons. In India teachers play a wide role for the students beyond the classroom curriculum, they act as confidants, counselors, guides and motivators. In a society that is still not significantly literate, 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 elevation of the teacher from a mere disseminator of information to that of a role model . This process acts as a motivator for people who chose teaching as a profession. The logical consequence of a positive mix of relationship factors is a positive mix of process factors which represent the variables which directly affect the performance of students. Studies have previously shown that teachers are motivated by student's performance.

This is because student performance has a direct relationship with teaching efficacy . In turn it also fulfils the esteem needs of the teachers (Lortie, 1975; Sergiovanni and Starrat , 1979 ; Maehr, 1984; Brumback, 1986 ; Menlo and Low, 1988; Tin, Hean & Leng, 1996).

Figure V : The Student-Teacher Motivation Cycle (Developed by researchers)

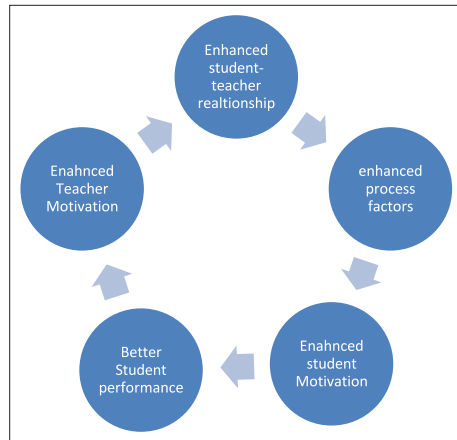
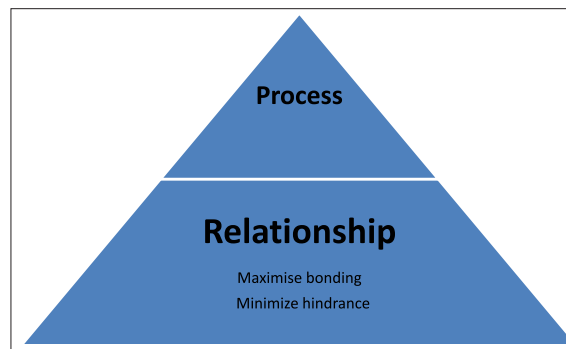


Figure VI : Priority Model: Priority Decreases as one Goes up The Pyramid



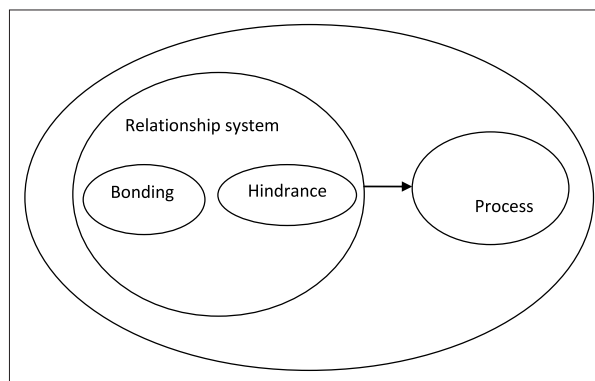
(Developed by Researchers)

Schools which have motivation maximization as their goal should have all school systems and processes designed to maximize teacher motivation. In this regard the design of a process which maximizes teacher motivation as a consequence of student performance and behavior thus is of great importance. It generally seen that 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 too. However if schools gave a priority to maximize the relationship factors between students and teachers 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. Thus for an increase in 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.

The resultant student- teacher motivational system can be illustrated as shown in the figure VII .

Figure VII: Student- Teacher Motivational System (Developed by Researchers)



The findings show that a school system which ensures an environment that nurtures a healthy relationship between students and teachers by building on respect and trust goes a long way to maximize teacher motivation at the workplace. Schools which inculcate discipline among students and encourage interaction between the teachers and students beyond the classroom and help students create role models of their teachers maximize teacher motivation from students. Relationship factors which help teacher-student relationship are called bonding factors where as relationship factors which negatively influence teacher-student relationship are called hindrance factors. Thus these parameters are

important in planning, and designing systems which maximize bonding factors and minimize hindrance factors.

This study also noted that process factors like a academic quality, willingness of the students to learn and focused and motivated students who want to do well in life also serve to motivate teachers. It is inferred that process factors are most often resultants of the relationship factors.

These findings can be used by the school management to design student management systems based upon relationships between students and teachers with intervention models to minimize hindrance factors and maximize bonding factors with an objective to maximize all round motivation.

CONCLUSION

The present study sought to explore the relationship between school students and the motivation of teachers. It was a descriptive research survey which was conducted among a random sample of 111 teachers from the Darjeeling and Jalpaiguri districts of North Bengal. Primarily it was found that the motivation of teachers to give their best at work in school had a positive correlation with the experience they had with their students. Principal component analysis led to the extraction of three components which were termed as Bonding factors, Hindrance Factors and Process factors. For the sake of the study Bonding and Hindrance factors were clubbed together and termed Relationship factors. Principal component regression showed that all Bonding, Process and Hindrance factors were significant predictors of teacher motivation. However while Bonding and Process factors enhanced teacher motivation; hindrance factors had negative impact on teacher motivation. This is challenge for schools since the onus for changes lie with all the stakeholders namely the teachers, the parents, the school management as well as the students themselves. Primarily teachers should build a relationship of trust with students and reach a position where they can act as role models for their students. This will help in ushering in an atmosphere of discipline, and positive energy and will not only help to motivate teachers even more, it will also help to motivate students to do better. The school management and parents should create operational and emotional spaces for the teachers to build this relationship of trust and the students should positively help in the process too. A systemic model was drawn up using these components and their impact on the motivation of teacher. The present study is a

comprehensive vertical study which analyzed the influence of students on the motivation of school teachers. The motivation of teachers is very important for student performance (Brumback, 1986). In today's world where students face very tough competition, their motivation and success are an organizational priority for schools. Since motivated teachers are required to fulfill that goal it is essential to optimize the impact that school students have on the motivation of teachers. In order to develop systems which maximize teaching-learning efficacy it is important that schools develop systems to motivate teachers. This paper helps in that direction.

However in all fairness this study had its share of limitations. There was a limitation in terms of a sample size of only 111 respondents and too from only two districts in India. Inevitably there would be some unwarranted bias which might have resulted while translating the questionnaire from English to Hindi and Bengali languages. For further research in the subject a more comprehensive study with a larger sample size is thus proposed by the researchers.

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