

**ANTECEDENTS OF TEACHER MOTIVATION:
A STUDY IN RURAL PRIMARY SCHOOLS IN
TAMPARULI, SABAH.**

CONNIE SHIN @ CONNIE CASSY OMPOK

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH**

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**Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of Master
of Human Capital Management (MHCM)**

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH**

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BORANG PENGESAHAN STATUS TESIS ①

JUDUL : Faktor-faktor yang mempengaruhi motivasi guru. Kajian di sekolah rendah yang terletak di luar Bandar daerahTamparuli, Sabah.

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SESI PENGAJIAN : 2005 - 2007

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DECLARATION

The materials in this thesis are original except for quotations, experts, summaries and references, which have been duly acknowledged.

CONNIE SHIN @ CONNIE CASSY OMPOK
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ABSTRACT

Rural schools that lack of basic facilities and infrastructure is the focus of the study. With this ruralism conditions, teachers in rural primary school face many obstacles and challenges that could hinder their motivation. These might affect their teaching effectiveness. This study intend to determine the importance of two motivation sources which are perceived organisational support and rewards besides the moderating effects of the particular teacher's background (gender, age and marital status). Out of 34 primary schools in Tamparuli District, only 21 schools had been selected for this study due to the factor that the teachers in this selected school received additional hardship or 'balik kampung' allowance based on criteria in MOE, Ministry of education in 1996. This included 161 teachers that directly become the respondents of the study. Data was obtained via questionnaire method. The questionnaire was consisted of four sections (demographic: 5 items; perceived organisational support: 17 items; intrinsic rewards: 4 items; extrinsic rewards: 7 items and teacher motivation: 5 items). With success rate of 73.29% (118) returned questionnaire and 102 fit to be evaluated. The data revealed that there was a strong correlation between perceived organisational support on teacher motivation as well as rewards (intrinsic and extrinsic) on teacher motivation. Teachers' background (gender, age and marital status) are found not strongly influence the level of the correlation of these two independent variables (perceived organisational support and rewards) on teacher motivation (dependent variable). The antecedents of teacher motivation in rural primary school in Tamparuli are due to many inter-related factors mostly perceived organizational support and rewards. This was true in rural condition, teachers should be given support and rewards in order to enhance or maintain their motivation.



ABSTRAK

Faktor-faktor yang mempengaruhi motivasi guru. Kajian di sekolah rendah yang terletak di luar Bandar daerah Tamparuli, Sabah.

Sekolah di kawasan luar bandar yang mempunyai kekurangan kemudahan asas dan infrastruktur menjadi tumpuan dalam kajian ini. Dalam keadaan sedemikian, guru-guru di sekolah rendah di kawasan pendalaman menghadapi banyak rintangan dan cabaran yang boleh menurunkan motivasi mereka yang seterusnya akan mempengaruhi kecekapan pengajaran mereka. Kajian ini bertujuan untuk mengenalpasti kepentingan dua faktor motivasi iaitu sokongan organisasi dan ganjaran-ganjaran terhadap motivasi guru disamping pengaruh latar belakang individu guru berkenaan (jantina, umur dan status perkahwinan). Dari 34 sekolah rendah di Daerah Tamparuli, cuma 21 sekolah telah dipilih berdasarkan faktor bahawa guru di sekolah berkenaan menerima elaun hidup susah atau elaun 'balik kampung' berdasarkan criteria MOE dari Kementerian pelajaran Malaysia, 1996. Ini melibatkan 161 orang guru yang bertindak sebagai responden dalam kajian ini. Data diperolehi dengan kaedah borang soal selidik. Borang soal selidik ini merangkumi empat bahagian (demografi: 5 soalan, sokongan organisasi: 17 soalan; ganjaran dalaman: 4 soalan; ganjaran luaran: 7 soalan dan motivasi guru: 5 soalan). Dengan kejayaan 73.29% (118) borang soal selidik diperolehi semula dan hanya 102 yang sesuai untuk dianalisis. Data menunjukkan terdapat perhubungan yang kukuh di antara sokongan organisasi dengan motivasi guru begitu juga ganjaran (luaran dan dalaman) terhadap motivasi guru. Latar belakang guru (jantina, umur dan taraf perkahwinan) didapati tidak mempengaruhi tahap korelasi antara dua pembolehubah bebas (sokongan organisasi dan ganjaran) terhadap motivasi guru (pembolehubah bergantung). Kedua-dua sokongan organisasi dan ganjaran menyumbang kepada motivasi guru. Faktor-faktor yang mempengaruhi motivasi guru di sekolah rendah yang terletak di luar bandar, Tamparuli adalah berdasarkan banyak faktor-faktor yang berkaitan terutamanya sokongan organisasi dan ganjaran-ganjaran. Ini adalah sesuai dengan situasi di luar bandar, guru-guru perlu diberi sokongan dan ganjaran-ganjaran untuk meningkatkan atau mempertahankan motivasi mereka.

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CHAPTER 1

INTRODUCTION

1.1 Overview

Human capital development is the main key factor to achieve Malaysia's Vision 2020 and it needs the attention from both government and private sectors. Human capital is the most important asset that any organisations can possess. Rapid development in the country that contributed to the needs of more competent human resources has brought the changes to the education sector. In realizing this, the government of Malaysia through the Ministry of Education has made tremendous efforts to uplift the standard of education in rural areas through Ninth Malaysia Plan (9MP).

Ministry of Education has proactively committed to develop rural human resources by assigning more qualified and experienced teachers to rural area. Apart from that, the government also has upgraded the school facilities for the convenience of both teachers and students. As a teacher, they should always be ready to educate the pupils without considering the limitation factors persist at the schools. This is because human capital development should begin during earlier education stages in the primary schools either in urban or rural areas.

The government has always put an effort to uplift the quality or the standard of the education in rural area. In order to curb the shortage of teachers, the Ministry has imposed a compulsory rural posting. This has created dilemma among teachers. They are facing problems such as no permanent supply of electricity which are contributing to lack of entertainment and security, no clean water supply such as piped treated water, no or far away from public facilities such as hospital, telephone and facing transportation problems. Those problems could contribute to the teacher self development or affection hindrance and downgrading of the teacher's status.

Commonly, they affect the teacher motivation on delivering quality teaching and serving longer in the rural schools.

The challenges faced by the teachers are on how to motivate themselves to be more efficient, productive, transparent and accountable in rural area. Currently, there are 320,000 teachers in the country but only 15,449 are serving in rural areas (New Sabah Times, 2007). Many teachers are reluctant or refused to serve in rural schools due to the harsh living conditions in the rural schools except for those that are originated from rural areas.

In relation to an education boost in rural area announced by the Prime Minister of Malaysia in 2007, the government through the Education Ministry has made concerted efforts to provide better education for the rural schools. These include providing rural school with more graduate teachers, giving higher food allowance for students, building more hostels for the students, upgrading the school's infrastructure and allocating more teaching supporting resources. The housing facilities for teachers in rural primary school will also be upgraded to more comfortable housing condition. For the betterment of the teachers, additional allowances were allocated for the teachers. The government had approved to pay a special allowance based on location and hardship (EKMLTK) and the 'balik kampung' allowance (EBK) for them. Prior to this, the Education Ministry's Deputy Secretary General (Finance and Development) Datuk Fatimah Md. Deni had announced that the government had agreed in principle to increase the incentive allowance for teachers in rural area up to RM1,500.00 from the current rate 10% of their basic salary. The Education Minister, Datuk Seri Hishammuddin Tun Hussein announced that 15,449 teachers would benefit from the new EKMLTK allowance between RM500.00 and RM1500.00. This amount incurring an additional expenditure of more than RM187 million a year to the government in order to ensure the better quality of education for the rural community (New Sabah Times, 2007). The allowances were only for



teachers under the ministry comprising permanent, contract, temporary and attachment personnel. For a husband and wife working in the rural area, only one is eligible for the hardship allowance while their spouses will automatically get the 'balik kampung' allowance. This allowance was a new incentive to be given once a year to teachers and their families. Teachers have to serve at least six months in rural schools to receive this extra allowances.

Consequently, the purpose of this study is to examine the relationship between the education management and teachers represented by perceived organisational support and rewards.

1.2 Rationale of the study

The Ninth Malaysia Plan (9MP) seems to promise a bright future for the children in rural areas. Government today leaves almost no stone unturned to ensure that rural students are given equal education standards with urban schools. The approach taken by the government was to reduce the education gap between rural and urban area. Before this, government has allocated lot of attentions and resources for schools in urban area. This has made Bumiputera community in rural area not equally benefited from the development of the education in the country. Rural education has always given a backseat as most financial allocation was often granted to urban schools. However, recently the government has opened a new era where RM9.7 billions had been injected as an effort to uplift the standard of education in rural area in 2007. A whopping of RM2.6 billion additional allocation is to improve the quality of education and infrastructure. This allocation was used to resolve the problems of shortage or miserable living quarter's condition, to develop better school environment and facilities for better learning environment. As the government emphasized on human capital development, it is hoped that teachers posted in rural area will always be motivated to deliver quality education for the children in such deprived areas.



Therefore, the rationale of this study is to get feedback from the teachers on what the governments has planned.

1.3 Problem statement

The Education Ministry is aware of the tasks and the responsibilities of teachers are very challenging especially for those who are serving in rural area. Developing the human capital through the dissemination of knowledge, introducing innovation and installing values are crucial. In order to optimally gaining the benefits of education, it is not only stressing on providing better school facilities and infrastructure but also emphasizing on the teacher's aspect. Without teachers of high quality, the country will not be able to achieve its target no matter how good the infrastructure and facilities the schools has, as well as how much assistance given to the students. Teachers are the main architects that will mould our human capital. Teachers of quality are teachers who have positive attributes such as a clear sense of mission, versatile, creative, receptive, motivation and passionate for teaching. Competencies in the subjects, knowledge and skills, empathetic and possess sound moral values are important for a quality teacher. With an education boost in rural area, Education Ministry is hoping that teachers posted in rural areas will be able to give their best in providing quality education.

However, problems faced by rural school have not changed over these past and in most places, it is still persist. These includes insufficient classrooms, poor canteen condition and meals served, no continuous electricity supply, insufficient housing facilities for teachers and also lack of assistance from the education management. Unfavourable conditions in such schools influenced the teacher's decision not to be transferred or posted to rural area. Most teachers from rural school will request for transfer to urban school once they completed their three years compulsory service in rural area. For new teachers, transfer to rural area is a burden



for them and this has reduced their motivation upon their transfer to the rural school. With unfavourable school and housing conditions, will the teachers feel motivated to teach and serve longer in rural primary schools? The author also wanted to explore what had motivated the existing teachers to perform and deliver quality education. Do the government approach to provide better school conditions (better facilities) and living condition (good housing and facilities) as well as with the additional allowances could be the benchmark to ensure that the teachers teaching in rural school will be fully motivated?

Question arose is do all the government supports and rewards could increase teacher motivation? Apart from that, the existing teachers in rural schools particularly in the study area be motivated with the perceived government support and rewards? In order to get feedback from the teachers on what the government's has planned, the author has selected those teachers teaching in the primary school in Tamparuli, Sabah. There are 34 primary schools in Tamparuli and all of these schools are categorized as rural schools. The research questions are why the government has implemented support and announced rewards to teachers in rural area and what are the relationships between perceived organisational support and rewards on teacher motivation?

1.4 Scope and objectives of the study

For the purpose of this study, 21 of 34 schools in Tamparuli had been selected based on the criteria that teachers in these selected schools are entitled to receive special allowance based on location and hardship (EKMLTK) or 'balik kampung' (EBK). All teachers of the sampled schools will be the respondents but will not include the headmasters of the particular schools.

The objectives of the study are:

The objectives of the study are:

- a. To examine the relationship between perceived organisational support and teacher motivation.
- b. To examine the relationship between rewards (intrinsic and extrinsic rewards) and teacher motivation.
- c. To study the gender, age and marital status as the moderating factors in the relationship on teacher motivation.
- d. To offer some suggestion antecedents of teacher motivation to the education management in developing a strategy to enhance teacher's motivation in rural schools.

1.5 Significance of the study

In order to achieve Ninth Malaysia Plan (9MP) which is focusing on human capital development, the tasks and the responsibilities of teachers are very challenging. Teachers must always feel motivated in order to provide quality education for the students either in urban as well as in rural area. Motivation is known and proven as an important factor on influencing the learning quality delivered by the teachers (Walsh & Middleton, 1984). Hence, understanding the antecedents of teacher motivation will help curbing the issues of demotivated teachers particularly in the rural school. Through this study, it would enable the education management to adapt a strategy to increase teacher motivation especially in rural area. Therefore, it is crucial that the author could determine what increase teacher motivation.

1.6 Key variables

In this paper, perceived organisational support and rewards are independent variables, which can influence teacher motivation (the dependent variable). In

1.6 Organisation of thesis

This study consists of five chapters totally. The first chapter is the entire paper that describes the overview, rationale of the study, problem statement, scope and objectives of the study, significance of the study, key variables and the organisation of paper. General description covers the main points of the paper.

Chapter 2 is the literature review that mainly introduces the literatures quoted as the grounds of argument by the author. The definitions of key concepts are discussed. Some important theories offered by the previous authors are interpreted.

Research methodology and framework is the core of this paper, which was dealt in Chapter 3. The author has established the research framework including the independent variables, dependent variables, moderating variables and the relationship among the variables. Based on the variables and hypotheses, the author has designed the research sample and instrument's analysis. Methods of data collection are presented to explain the analysis and statistical procedures.

Chapter 4 is the detailed analysis depended on the data collected from the questionnaire and finally the result is derived. In this paper, the author has applied the statistical method such as the frequency, descriptive analysis, reliability test analysis, simple linear regression, multiple regression and hierarchical regression.

Finally, the discussion and conclusion at the final parts consist of recapitulation, discussion and implication, limitations of study, suggestion for future research and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, the author reviewed some articles in brief related to antecedents of teacher motivation. There are many concepts related to antecedents on teacher motivation. All concepts are quoted from representative books and journals.

2.2 Definition of concept

Concept is defined as to show the relationship of antecedent variables of (perceived organisational support and rewards) on teacher motivation.

2.2.1 Definition of rural school

There is no specific term of definition for rural area. Hence, there is also no exact definition for rural school due to diverse condition or locality of the rural area. Rural schools varies due to their geographical factors, socio-economics, political issues and the community (Horn, 1985). Definition of rural education is not confined to education in rural areas but necessarily encompasses education for rural students, irrespective of the regions in which their schools or institutions are located. According to Ministry of Education (MOE/EPRD, 1996), 'rural' schools are identified as five categories, which is based on basic facilities, communication and parental socio-economic status. The categories are:

- i. Remote schools - schools in isolated areas, having no infrastructure and basic facilities.
- ii. Traditional village schools - schools in traditional Malay villages, having moderate infrastructure but the socio-economic status of the population is

still low.

- iii. Planned settlement schools - schools in estates and other areas of planned agricultural activities, run by agencies such as FELDA.
- iv. Sub-urban schools - schools neighbouring town areas, endowed with facilities and good infrastructure but the socio-economic status of the population is low.
- v. High-risk schools - schools in urban or sub-urban areas, with low academic achievement, disciplinary problems and a majority of students from low socio-economics background

2.2.2 Definition on antecedents of teacher motivation

Antecedents of teacher motivation are referring to the factors that influenced on teachers' motivation. Many studies had focused on student motivation towards learning and the teacher's role on how they motivated their student (Hardre & Reeve, 2003). Somehow, there are still not many studies have been conducted on the teacher motivation particularly related to rural schools. In most situations, it is still unsure about what does make the teacher to be motivated. According to Phenix (1975), he described that personal, subjective and intrinsic force that motivates the teacher. What factors do influence teacher motivation to deliver quality teaching and serve longer in rural schools are still not yet clearly defined. Stembridge (1983) encountered that achievement and recognition were the two factors that contribute to the teachers satisfying incidents among the teachers in college.

How teachers should remain motivated had not been clearly identified typically for the rural primary school as well as the influences of gender, age and marital status on the teacher motivation. The roles of organisation on supporting their teachers are known to be effective on influencing employee's motivation as well as the teachers (Armeli *et al.*, 1998; Eisenberger *et al.*, 1997). Somehow, if the

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