Teacher Motivation: Factors and their Consequences in Culture and Commitment Building in Teachers.

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Abstract

This study "Teacher Motivation" is an effort to recognize the factors which cause to diminish motivation in teachers, within and outside the system as well. During the study, I found two categories one is "General Issues but significant, need to resolve them with focus" which lays largely on the overall resources and second is Specific "The deep state in the bureaucratic system, the government approach towards teachers" lays on the practices and culture amongst the peer members and authorities.

Key Words: Teacher Motivation, Culture in School, Factors of Motivation.

Introduction

School is an organization, which has a kind of structure, it influence relationships in an organization formally and informally, the distribution of the work, responsibility and the control lies under the structure. But the structure creates the kind of leadership which can be examined at the three levels; *System level, School Level and structuring of school work at the system level* (Meyer, 1975). On the level of system it has create a bureaucratic control among the hierarchy, which affects the motivation and commitment of the teachers, because Large bureaucracies without any strict control over the system will lack the collegial forms of the collaboration and control in the system and the school (Rowen, 1990) . We have complex education system which results in downfall of motivation among teachers, which affects students learning. Every government and nongovernmental organization treats them like a machine that can work all the time. There are different tasks that have been done by them apart from teaching activity. They are going to school every day and doing daily routine task and back to home , during the opening and closing of the school they did only that much task which they can do easily, every time they are equipped with documentation related work, etc. and not able to teach students. In this kind of situation the mechanistic culture approach works, which affects the school level hierarchy and classroom activity, in this whole net of the mechanistic structure shows the horizontal and vertical isolation in hierarchical structure of authority and control, high formalization in roles, accountability and instructions are stable, centralization in the decision which takes from the top of the organization without knowing the ground reality, standardization of written rules (Same rule for every regional and context of schools), close supervision by the authority on the process rather than outcome, communication in the form of instructions by superior to subordinate (Stalker, 1995). This kind of approach loose coupling in the system and the groundwork affect automatically, because if the top authority will take action then the classroom activity will not change because of the mechanistic culture. So that researchers say that bureaucratic controls over the schools are incompatible with the professional autonomy of teachers and potentially damaging the morale of them, thus, school reform occurred that decrement in bureaucratic control and the creation of working conditions in schools will enhance the commitment and expertise of teachers. For enhancing the commitment the organic culture will help to make it more feasible and sustaining towards the tightened coupling from the system to classroom, in the organic form of management, the integration by network of authority and control based on knowledge of the task, low formalization task and responsibilities will depend on the situation and context based, decision made by those who have a certain kind of knowledge from the ground reality, mutual adjustment of the tasks and in the problem solving and interaction, apply self-creativity and expertise without any supervision, frequent lateral communication. If these will be together then the commitment and motivation will be increased in an individual.

So there are several issues exist in current education systems, which demotivate to the teacher, but within the context some teachers are performing well and some are not, so what are there are some factors which affects the individuals, but those who are performing well they also don't have any space to share their daily experience about the educational practices and new learning and not working together. For that teacher who really wants to work in this education system and they want to do some

positive result, Azim Premji foundation provides a space which called as "Volunteer Teacher Forum", *VTFs are a voluntary group of teacher who gather after school hours and/or on holidays at certain interval of time to discuss issues of educational concern. "Voluntary" here emphasizes that these forums are not a part of any government or official. There is not even acknowledgment or appreciation for this participation. There is no allowance, compensation or even though time given off from the course from their duties. The gathering take place entirely outside teachers' official work time. These forums happen periodically at preset locations and have a preset agenda. The agenda, once a VTF has a core teacher group that sustains it, is set jointly by the teachers and the facilitator(s). It could vary from general issues related to education to very specific subject related discussions. It is usually attended by 15 – 20 teachers, however, the numbers may vary from 6 – 30. The VTFs provide a space to teachers to gather and discuss their problems amongst themselves and devise solutions, share and learn from each other's experiences and thereby take accountability for their own learning* (Azim Premji Foundation).

My goal is, thus, to understand the major factors and there in habitants which affect the teachers to perform in the classroom and school level even there so much time and money is being expensed over the education and teachers development, through **Volunteer Teacher Forum** and how this platform help to teachers and what kind of motivations they have to join this forum which is without any incentives, what kind of approaches uses by the foundation to create the environment for them, how much they can able to implement their activities on the ground level (School level).

Literature Review:

Motivation, a word which is simple in pronounces, telling somebody and acts with someone, but it has a very complexity at its own word, which is drive to an individual by their own thoughts and the values, but in a way the motivation is an internal and external factor which leads to engaging an individual towards their goal. It has their own intensity that how much a person tried for a particular thing or vice-versa, sometimes it becomes high and sometimes low, it affects an individual to maintain the rhythm of work towards a goal. *Douglas McGregor* has been proposed the two distinct views of the human being. One is *Theory X,* which suggests that those employees dislike the work, they will try to avoid it, and they must be coerced, control and threatened for achieving the goal. Second is *Theory Y*, Which suggested that those employees like their work, they are creative, always seeking responsibilities and will apply the self-direction and self-control for their work. Motivational theorist's talks about two type of motivation, one is *extrinsic* motivation comes from the outside things which include the recognition, incentives bonuses or tangible rewards, workplace, environment, peer support and behavior and the resources what they have and the theory X is closely connected with the extrinsic motivation, because an individual is being threatened and controlled by someone who belongs from the extrinsic part of the workplace. Second is *Intrinsic* motivation comes from the person's individual desire, own goal, interest with the work, is shown when the person genuinely cares about the work, finding the better and many ways to do something rather than making excuses and self-energized to do the particular task. With the intrinsic motivation, the Theory Y is closely connected because if the person will have these kinds of intrinsic motivation then they will perform with self-directive mode and self-controlled mode, which always increase the performance of the individual towards the task.

Theory of Motivation

As the motivation is the complex thing, which is the basic need for any small to large kind of task. There are two categories of the motivation, **Need base theory** and **process base theory**, both the theory works simultaneously to drive a person to their task, but the degree of the forces may vary on the type of tasks and the environment of the tasks.

Need-Based Theory: Need base theory describe the basic requirement of an individual to perform the tasks and the life in the workplace and person as well, if the individual's requirement will be fulfilled then it motivates to them, there are several varieties of the Need base theories by the theorists. In continuity of the theorist the Maslow's theory is the first which suggests that until every need will not fully satisfied to a person, or it will be substantially satisfied to a person then the motivation level will not exist no longer. As an individual we have to understand the level of the need of a person and what kind of interest they have and how much effort we have to put to satisfy with that individual which motivates them. It is basic need which an individual should have for making motivation in some categories which is people first need that **Physiological:** Food, Health, Sex etc. and **Social:** Relationship, Friendship and Belongingness etc. **Safety:** Protection from physical and emotional harm with the social respect. **Esteem:** is the self-respect among the society and the peer at a workstation, and **self-actualization:** Growth, skills and the quality which an individual should have. In Indian context the maximum number of people juggle at the level of the Physiological, Social, Safety and Esteem but not reached till the self-actualization, the majority of the people thinks that the teaching of is very safe and esteem kind of job, where you don't have too much effort just go for some time and return back to the home, in this case they are not focusing on the skills which have to require as an individual to teach in the school, there is

slightly difference among the newly recruited teacher and the in-service teacher, newly recruited teacher have some extra motivation compare to the In-service teacher. The Maslow's theory is widely accepted in the society and easy to understand but there implication with this, Maslow self-declared that there is no empirical evidence about his theory. But it gives motivation to an individual. Now through reworking on the Maslow's theory the Clayton Alderfer, has been suggest that **ERG theory** which have three group of the theory that is, *Existence*, this group focused on the basic requirement for an individual which Maslow says that safety and Physiological need. *Relatedness*, this group says about the desires which an individual have to maintaining important interpersonal relationships. *Growth*, this group concerned about the individual's intrinsic desires and the personal development which include the esteem, Characteristics and self-actualization. The theory is also suggested that there are three kind of needs that Achievement, Power and Affiliation; it refers to the individual's achievement of personal desire and focuses to do something better or more efficiently than before. Power talks about the Power and autonomy to do the task according to their own, and individual should have some kind of in charge and status oriented for controlling others in different aspects. *Affiliation;* this need falls towards the friendship culture among the team, individual prefer cooperative situations rather than competitive and desired relationship for a high degree of mutual understanding. Motivation-Hygiene focuses on the desire of an individual from their job, after research the finding was the intrinsic factor is also affected by the extrinsic, Intrinsic; achievement, work itself, responsible, advancement and the growth is all related to the job satisfaction, and these factors lies because of the extrinsic; Organizational policies, Administration, Supervision, Interpersonal relationship and working condition. These factors also comes under the Hygiene, if they will be adequate then people will not be dissatisfied, but it is not meant the they will satisfied, it depends on the individual's desire and the opportunity they have if both are not fall on the same pitch then people will negotiate themselves or they will negotiate with the organization on basis of the work and financial or their ability and work or environment and equality or later they can left the job. So each of the needs theory are well connected with each-others.

Process-Based Theory: An individual's motivation is not affected only by the needs, it includes the process also, some time the people know the goal and they want to achieve it but they are not happy and willing to work with the process which has been already prescribed by someone, they want to use their own process, because each individual has an own wellness to work within a certain domain.

Expectancy Theory, this theory has some believes that the effort will lead to good performance-Good Performance will lead to organizational rewards which can be the bonus, salary increment-Rewards will satisfy to the personal goal of an individual, it's all about comes from the work and the result from it. The Effort, Performance, Rewards and personal goals are very closely connected to each other as below:

Effort-Performance Relationship: The result according to the effort as an individual has been put which leads to the good performance and this effort-performance relationship is influenced by the self-esteem, previous success, Supervisions and subordinates, information about the tasks and proper material and equipment. It commonly called the Expectancy. Importance of expectancy link in motivating individuals According to the author "Is really the function of the person that you hire- you will need to be able to provide proper atmosphere, support, and resources for the team or the players. For example: In sports, if the system will not provide the proper atmosphere where they can practice along with the resources then they will not get the good result because of the performance of them, but the players put their lots of effort but due to a not good result they will demotivate to continue further more.

Performance-reward relationship: It says that the individual's effort should be acknowledged & Recognize by those who have the power and rewarding them according to their work even it could be the team member who can give the rewards. But it also suggesting about the high performance and the rewards, both are connected to the beliefs, which an employee has with them. In a study by the Angus Reid Group, only 44 percent of employees said that the working place recognizes employees who excel at their job. Like: In schools if the teachers are doing something good for the student learning and if the department or the community will not recognize them, then their motivation will go down.

Rewards-personal goal relationship: It refers to the degree of the organization, that how much they can satisfy individual's personal goals or needs, and create the attractiveness towards the potential rewards for the individuals. It is little complex to identify that every individual need different kind of rewards, like some managers assumes that all employees want same kind of rewards, but it is not like that, because each person have different level of work, different kind of work and instead of the level and kind of the work every one's thought has been different to take the rewards some needs the appraisal in sense of the new projects, some needs monetary, some needs respect in the team etc. In that case according to the study the employers are making the environment for the employees very friendly, and relax full where they can rest for a moment between the whole days of

work. Even in the study it also says that the young employees prefer to current facilities should be better so that they can do their work smoothly without much stress, they doesn't think about the pension kind of plan.

Although this expectancy theory has critics most of the research and evidence support the thoughts of this theory even the study in cross-cultural settings also gave the positive notions about the support. Thus it says that managers can motivate their employees through improving the expectancy, instrumentality, and valence and it could be applicable in the cultural setting as well.

Goal-Setting Theory: This theory says that the intentions of an individual's toward there is the major source of the motivation comes from the goal; a goal is what an individual is trying to accomplish that particular goal and where they want to reach. It works in some ways that are *Goal-Direct attentions* that need more effort in the task to reach the goal if the interesting this will happen to the people and they say no to that interesting work. the third is that, *Goal increase persistence*, is suggest that when the people have clear about their goal they will perform well and retain for a long time, if it will not clear they will leave out in some point of view, for example when people went for the volunteer ship and if they will not be cleared about the goal of the tasks then they will reduce the participation in the tasks. The next one is that *Goal Encourage the development of strategies and action plans,* as the previous head describe the clear idea about the goal then it will help to make the good and effective strategies for implementation. Also, it suggests that the goal should be **SMART***(Specific, Measurable, Attainable, Result-Oriented, Time-Bound).* It helps to be clear towards the goal and the tasks.

The theory questions that the goal setting has contingencies or it is a truth that difficult and specific goals will always lead to higher performance? The study says that when individual's get negative feedback their goal has gone lower and if they get the positive feedback they raise their goal. There is some self-efficacy which can explain that how feedback will affect the goal behavior. It refers to people believes if they have higher they will be more confident and will lead to success, generally we saw that in the difficult situation people had low self-efficacy and here people give up on their tasks and goal, the self-efficacy is connected closely with the environment and the people's reaction, if in the organization the culture and the environment will not be positive and other team members will popping up to others then those individual's will lose on the tasks and their motivation will be loose. So it is important that do managers or the employers should create the environment well and give and receiving feedback should be inappropriate ways which helps them to make their motivation level high and performance will be increased.

Equity Theory: This theory says that employees compare their salary and the rewards according to their work amount and type with others in their peer members, it is general notions that people haven't got the reward according to their work, some people in the organizations got over rewarded and some got the under rewarded even some may not rewarded, it creates the gap among the team and conflicts start from here, the reward could be any sense of the recognition, monetary etc., in this situation the team sprit has been demolishes and people get disturb and they left their job, this affect the person mental which clearly shows in their tasks. The theory suggest that if the people feel treated inequitably they predict the six choices in their job; *Change their Inputs,* After feeling inequitably they start putting less effort in the work, but they still remain in the job due to the pressure of the society and fulfilling the daily requirement. *Change their Outcomes,* in this case people start negotiating towards the work and their remuneration or other kinds of rewards. *Adjusting perception of self,* if people will fail in both of the choices then they make their mindset to compare with their skills and others they think about only self. *Adjust perception of others,* where people started to think about others capacity and skills that they have more from self. *Choose a different referent,* nowhere people start to watching the others profile and their work and comparing with themselves. *Leave the field,* if all the five choices will not work then people start quitting their job.

Research found that this theory is supportive in two ways that, inequity created by the overpayment is not having a significant impact on behavior in most of the work situations, and people have a great tolerance related to the equity because of the mindset of the people. Everyone is not sensitive towards the inequity because some people are not much worry about their rewards and comparing with others. Also the theory suggest that at the working station the equity in among the people should be there, although it is not applicable to everyone due to the work and their hierarchy, but the environment should be like friendly so that people will not feeling inequity among them. The equity theory also focused towards the; *Distributive justice*, which refer to the fairness amount and allocation of the rewards among individuals. *Procedural justice*, here it refers to the process of the distribution of the rewards it should be appropriate so that people will not feeling loose. *Interactional Justice,* the communication among the manager and the employee should be sensitively by providing explanations for decisions.

An individual's perform best and their motivation level has been good when the outcome of their work will be equal with their efforts, experience, education, competence and creativity and it increases their salary levels, raises recognition and then they will be ready to get the challenging work to do. If the people will see the inequality then they will start to reducing the inputs,

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negotiating with the salary if one person Is taking more salary than one and working on the same field, if it will not possible then some time people start to making the self-perception like I am like this, I have this etc., also people start to making the perceptions for others that they have this skills and they have greater knowledge than me, and now the possibilities that people start to comparing with oneself with the others profile, after they found something bad they move to the resignation and left out from the work.

Cognitive Evaluation Theory: The study says that rewards are also a kind of punishment which makes a person extrinsic motivation, it increases the quantities performance not qualitative, whenever the employees lose their motivation or activeness then employer suggest some monetary or other bonus kind of rewards if they chive a short term goal, the Insurance sector is the best example for this sense, even though if we talk about the education, the promotion is the one part of the extrinsic motivation, for the promotion, teachers will do work in quantities like the enrollment, in school enrollment will be higher but the quality of education and learning will not be appropriate, this is not applicable everywhere but mostly it happens in Indian context.

Extrinsic vs. Intrinsic Motivation, History says that both the motivation (Extrinsic and Intrinsic) are fully independent, if the one will affect then other will not. But the study of Cognitive Evaluation Theory suggest that, both are interconnected, if extrinsic will be high then intrinsic will decrease because extrinsic motivation is dominating the thought of the intrinsically and the situation refer in both aspects to developing them, the example has been given by the author is that if you ask to your friend who is a taxi driver to drop at the station and if you will give them monetary for it then from the next time they will expect to you to pay, but if you support him in respective of the driving along with him, he will not able expect the extrinsic support or soul from you. So in this sense the thoughts of the persons will be individual. But the in the extrinsically we are providing money which motivates them but in the intrinsically we help them and enjoying with him, their motivation comes from the soul. The study also says that there are four key rewards that increase an individual's intrinsic motivation, *Sense of choice, Sense of Competence, Meaningfulness, sense of progress*. (Kreitner, R., & Kinicki, A. Organizational behavior New York 2013)

Culture:

Culture is a kind of glue which binds to our different groups of society in frame, and works together. From the perspective of the sociology it defines in term of symbolic and learned, non-biological aspects of human society including customs where traditions and shared values of society and belies indulge with each other's; Language, the source of transmission of those shared values and the belief connected with the ideological perspective; and the Convention, the rules and norms and social protocols of the society which are acceptable or unacceptable by the people. Culture is a normative concept which support to the assumption of the people that for coming on the one consensus we should have a common or dominant culture within the society like; who will go to lead and who will be follower, in this sense the suppose in school if the post of head master will be there and all the teachers are doing the same work, but one teacher have to take responsibility to making the contact with the community, with peer members, department and other people who are part of the educational activity, in this case in the diverse culture where the teacher belong from different community and language might be they will feel different from that teacher, but at this point if we are making the post of Head teacher the other staff members mental representation will change through the symbolic term, because the name of the post is little different and it works as a force for all the individual who are associated with the school.

Now, school is an organization where all students, teachers, and other school staffs work, as this is a community so we need to think every one's tradition, beliefs, shared vision about the education, language, Ideology; and each individual has own ideology, vision etc. for taking each one on a same platform we need to a concept which called culture to build the space for everyone to perform with their own autonomy, common consensus, collective beliefs, Visions by falling under the organizational culture which constitute the; shared learning, manifestation of the shared learning that are stable and a capacity for integrating disparate elements into a whole. (Dimock Educational Leadership 63-65)

From the whole discussion I am on a page that, Motivation and the culture both are interdependent to making the commitment in a an individual, but the culture plays their role a lot more than motivation, because the culture of school has always a diversity of the language, belief of the teacher and students, working pattern, the values of the individual etc. having these type of the diversity we need to make a common shared culture which will help to an individual to work out there, they will reflect on their own work if everyone will help instead of criticizing them, the cross learning culture will help to them to learn their regular practices from others. The gap between students and teacher will be reduces and the practices will be open to each other including respect of each individual will make them motivate to do the assigned tasks. For these type of desires the control and commitment based approach will work together, but both the approaches will fall in the different kinds of context, commitment based approach well work when the supervision by the authority in school will be suggestion based like instead of scolding to

teacher, i.e. the authority have to give the suggestion to the teachers that you shouldlike this and then you canachieve the goal rather than checking their attendance and scolding then, it will make the fear in the teachers so every time they will manage their own work along with the teaching and then they will fulfilling the attendance in schools only. But in the second point of view if we acknowledge the school's environment connected with the community, then there are several kinds of cultural dimensions exists in school only among the staff and the children; i.e. Power index Distance, Individuality, Masculinity, Uncertainty Avoidance Index, long-term Orientation. These are the dimension which affect the cultural environment because each one are very closely connected with the people's belief, values and practices at present.

Broad Questions:

1- What are the major factors which affect the teacher's classroom practices and professional performance at school levels?
2- Why are teachers not performing well in their profession, where is the central part of the issue?
3- What practices could take place to make teachers committed and perform well towards their profession?

Process and Tool of Study:

1- Observation of schools.
2- Participate in VTFs.
3- Open discussion with the teachers, HT and BEO.
4- Participate in the classroom with teachers.
5- By involving in the workshop of teachers.
6- Interviews& Questionnaire

From the Field

This six weeks internship has been completed with the Azim Premji Foundation, Tonk. That mainly focuses on the Teacher's Motivation through observation and the discussion with school teachers. This is not a research it was just studied to get a sense of motivation in teachers, what are the consequences and activities which have played a role in motivation and demotivation in the teachers. Also, it includes the broader areas where we need to do a more deep study and it clearly makes two parts one is external causes which refer to the resources and services. The second is Internal which refers the self.
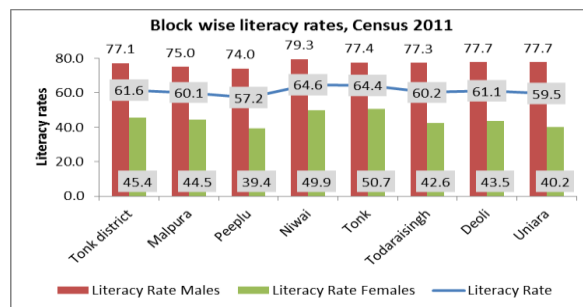

Figure 1: Block wise literacy rate

The study has been planned to understanding through the *Volunteer teacher forum and how this platform help to teachers and what kind of motivations they have to join this forum which is without any incentives, what kind of approaches uses by the foundation to create the environment for them, how much they can able to implement their activities on the ground level (School level).* But due to some unexpected circumstances I wasn't able to attend all the VTFs as mainly 2 VTFs has happened and the time was too short, sometimes the VTFs has been held on the same day at a different location so it wasn't able to attend and explore all the VTFs. In this case, my study has been done with observation and interactions/interviews with the teachers at schools and in training/workshops and attended the workshops as a participant and facilitator as well. So my base location was the Tonk, Rajasthan but I have to move in different blocks of districts along with the 1-week large scale camp in Sirohi Rajasthan.
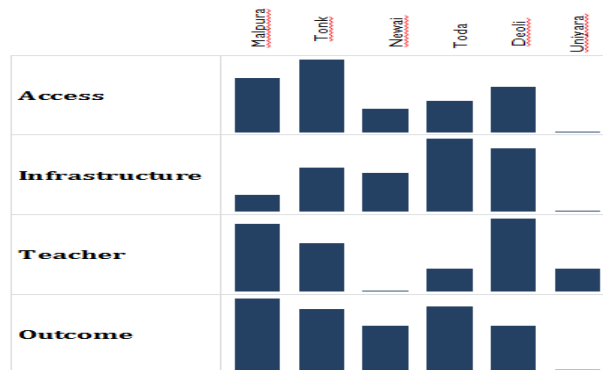

Figure: 2

Overall value, the Tonk block of the district top the list among all the blocks followed by Deoli, Todaraisingh, then Malpura, Newai and the last is Uniyara. In Figure 2, Uniyara block is very low which shows that it is lowest in the overall EDI value. In the Tonk block, the columns in all the four value are above average and thus it stands first in the overall ranking. In **'Access'** Tonk, Malpura and Deoli have high rank but in **'Infrastructure'** Toda and Deoli have a high rank. In the **'Teacher'** Deoli and Malpura have high value while Newai is at the last in the value table; in the **'Outcome'** all the block except Uniyara block have above average value.

During the internship majorly I interacted with 12 teachers during school visits and 16 teachers by attending 2 teacher's workshop and 1 large scale camp organized by the Azim Premji Foundation. In this workshop and school visits, I observed the classrooms and interacting with the teachers to know the experience of them, along with this I contributed in the conducting the workshop's sessions in the Large-scale camp and other block-level workshops. As this internship was a study instead of research, initially I visited school with some specific short of questions but after bot getting the information related to my topic, I had been moved towards the open discussion and this was helped me to get familiar with the teachers, they become more friendly and shared teaching-learning experience from their life. Also, this open discussion helped me to know the aggressiveness in the teachers towards the policies and the execution of the educational activities at the grassroots levels, which I will explain in the next head of this report. The study covers 5 domains which affect the motivation in positive and in a negative sense; those are **Training, Resources in School, Behavior & Peer Support, Community Involvement, Teacher's wellbeing.**

1- Training:

Teaching is not a job as people stated, it is a practice which cannot be the same as 2 days before, might be the content will same but the change will surely happen in the practices. We have the diversified culture and society and every child has their own capacity and the skills and school is the common place where all the children sit together and learn together, but for making their learning better, teacher's performance should be better and they can facilitate to the children what they are learning and simultaneously teachers will be able to provide need-based support. It's all looks like a family where the older members have to monitor all the things and run the family too. For doing in a better way with good learning outcome the teacher should have basic competencies and skills so that this will help them to think, reflect, innovate, solving the problem in their work domain, and once they can able to handle all the situations, their motivation level will be well better than previous.

B.Ed. College Courses (Pre-Service), are the foundation of the teacher professional development, this course has been started for those people who want to join teaching field and on this platform they can get a better understanding about the children,

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perspective of education, aim of education, teaching activities, practices, and skills which makes them efficient in performing with the children and will be able to develop the creativeness, innovations, and need base assessment along with the content delivery. But in our country, there are so many B.Ed. colleges are mushrooming, even though Tonk has 14 colleges itself. I met 15 B.Ed. students in different schools, I asked them some question that, what do you know about the education? What are the main issues? What you joined this course? How are you looking this profession as future? What will you do after this course if you will not become a teacher? They have no specific answers, they don't know the aim of education, why and what should be in the education system., their response was is very un-explanatory they said we will get lots of holidays, there are working hours from 10 to 4 pm after this we will free, this is not a very hard job etc. also they don't have any plan when they come to school for teaching to 1 to 8th class children. So it gives the clear picture that there is lack of good pedagogy, assessment in the colleges, this makes the biggest question that what the B.Ed. Are colleges doing? And this causes to the low quality of teachers who will our future.

In-service Training (Government Vs NGOs) during the internship, I found that the process and activities of the training also affect the environment of the training room, this makes the environment energetic but it depends on the facilitator who should be self-motivated. During a discussion with teachers, the discussion was mostly focused on the comparison of the training which has been provided by the government department and the NGOs like APF. They said that you people have different kind of knowledge and your activities and the process are very engaging which makes us come again, yes there are several issues in the workload, but whenever I got time I attend the VTFs and the training. But in the department's training, before they just do training on papers but now they started to give training but not alone, even they are taking support till now from the NGOs. But in the process, the RPs of the government department is not very energetic. Some teachers said that *"After returning from the training or workshop arranged by the organizations we feel a positive energy and full of knowledge, which we use in the schools/classroom and share with the teachers, but there is little problem that the frequency of the training is not good, if we feel any problem then how I will get guidance and support apart from the telephonic discussion so this is little bit an issue which is not regular happen but sometimes."* Yes this is right that the issues of quality and expert in the training are very important, so considering to this problem, the governments are now getting involved to the external stakeholders in their training sessions like Azim Premji foundation is closely connected with the DIET and they support to the government in tannings.

According to me, the theory of goal setting and expectancy theory plays a major role here if the teachers will not get the proper training and they will not prepare with some kind of expertise to set the goal and make their plan according to then for their personal and professional development, and this could happen from the starting of teacher preparation (B.Ed. Courses) because in-service training is closely connected with the Pre-Service training, it is a foundation to develop the skills and competence in the teachers, which will help to teachers to become a good master trainers, because if a person start their practice from the beginning they will continue this in future and the competition will help to refine their own skills as per the time and they can survive in any conditions of the work place.

2- Resources in Schools:

During school visits and interaction with the teachers, I found three major areas which could be influenced to the motivation of teachers, one is *Infrastructure,* this is a basic requirement for doing such activities because till this will not be sufficient and people will not be well-being they will not do their work as per the requirement and efficiency. It closely connected with the Maslow's need base theory that, if the teacher will not have such main resources like appropriate rooms according to the number of children along with the seating arrangement in classroom for children then how teacher will sit together with children, but let's take other side that if we state to teacher *"you should sit with the children, and it's your liability because you are not the officer you have to work at the ground"* yes, the percentage of these kind of teachers who understand the aim of education and perspective they will do, but here the percentage is high those who understand themselves that they are the officer, and this will be the answer of them because they haven't get good pre-service training and their perspective has not changed they have very radical thinking towards the education and the society, social stratification. So per day teacher's mostly time spend in the arrangement all things from MDM to basic facilities. The other is *Staff/Human Resources*, from the teacher's points of view the number of staff in school teaching and non-teaching is the second main issue which affect their teaching activities, i.e. Like one of teacher describe their monthly days; They have 4 teachers including HM and class 1st to 8th in school and 20 working days in a month on an average, they spend their time in school 13 days (including solving the school matters) and 7 days they spend out of school for the data and training related tasks. So now the condition is that, one teacher will be outside from the school then 3 are in the school, one has to manage the MDM, now two are left, then how these two people will take care of the whole school, how the teaching-learning activities will be going. In this continuity, teacher's suggestion is, place a clerk in a cluster to see all the 10-15 schools to preparing the data and send the report to the officials, and one teacher for one class should be there in the

schools and the teacher will be free from the data related work and they can do their focus on the teaching in classroom. Below is the data of number of teachers in Tonk:

	Primary only	Primary with UP	Primary with UP & Sec/H sec	UP only	UP with & Sec/H sec
Government teachers	2160	3181	291	25	1135
Private teachers	362	3061	1737	-	79
Avg. no. of teachers per govt. school	2.1	5.5	6.6	5.0	5.1
Avg. no. of teachers per private school	4.6	7.8	10.0	-	7.2

Table: 1

The result of this section is, Everyone feels the equity of work and basic requirement for performing in any tasks, the resources in the school is one matter and it is important issues because due to the infrastructure the govt. schools are segregate by the society that these schools are only for poor or low class family, and this should be provided by govt. But if I take another side of this so here, teacher's skill play most important role that of the teacher has been got good training then they can do immediate possible things like: resource mobilization from the community, from the staff and can take help from the nearby funders to arrange of the supportive teachers and infrastructural things and this happens because of the low quality of pre-service training of teachers, because I met with one teacher who is very active and he has some competence of communicating their thoughts, accepting challenge, no fear to do anything, always ready to innovate and making their work with creativity so some short of it lies on the teachers behavior and skills.

3- Behavior and Peer Support:

Every individual wants respect and recognition of their values and their work, the goal is only one and there are so many actors in the whole process when we do work for any social cause, and education is one of the parts in it, where the aim of education and culture of society both exist and play back and forth. And if we want to make a good human society through education we need to develop the culture in our system first then we should move forward towards the children and society. During the workshops and interaction with the teachers, I found that there is ***in-collegial Relationship*** between the education officers and teachers, officials are only instructing those teachers have to do as per the instruction, and if anyone wants to put their own thoughts then they start asking the question rather than support and appreciate them, for example; there was a workshop "Theater in Education" conducted by the Azim Premji Foundation, with the different age groups of participants, one of the teacher who just joined her service 2 years back putted her point in front of Additional block resource person, that "Sir, in 3 days I learnt lot, and theater and education is one of the best approaches to engage with the children we can do in schools and this will help to teach" The reply of that officer was "How Many children in your school" She replied approx.. "34" He replied "That's why it is possible in your school not in other", yes this reply is also good but the way of reply was not good, he was talking aggressively, and then she hasn't replied anything. This aristocratic behavior by the officials stopped them to express their own views and suggestions. This is a major part of the relationship among the officials and teachers, if the officials respect their views; they will motivate themselves by hearing the recognition.

As the point of the culture in schools and the demotivation among the teachers, makes by one of the factor that *"Domination of the not interested teachers in school"* as one of the teacher shared their experience from the head teacher to teacher in primary section, he point out that this is the system and they have to run according to the system, when they were in HM post they work freely for the students in schools providing the good infrastructure and the managing classes. But the after becoming teacher he was lost the autonomy of taking decision in the monetary and resources of the schools. Also he says that in the system the number of not interested teachers are very high, so it could be helpful for them to perform better, if interested teacher will be in one school and not interested will be in one school. It will make the team powerful then each one will take their own responsibility and will do their work. Because they think that "if they are getting good salary then, they should work, it hurts them" but due to the domination of not interested people, they haven't taken any initiative, because of the job security. In my views, the thought of self-motivation is good in listening but in real life, it is so much terrible because of the conditioning of an individual and change takes a long time to re-structure of the mind and thoughts.

The other part of this behavioral thing is labeling by peers, if someone is not good in a particular thing, the other staff tagged them. Also, there are several teachers who want to do best in their teaching profession but by they are not able to do due to lack of support from peer members and department, thus they have been tagged of not working department take the actions. The castes is also a big factor which affects the behavioral structure in the teachers as their understanding towards the social aspect is good in their social aspect but not good according to profession aspect.

4- Community Involvement:

As we know that community and schools can't be separate. Both are responsible for children learning vise-versa. The school could be run better if the community will involve in the managing all the resources at a school level, support their children at home and provide the learning environment as well. Apart from it if the parents will visit schools to know their child's progress, any issue with the child at home related to the study and others, then it will help to teachers to make strategies for child's learning. In rural India still this problem has been existing, people are giving importance of government schools, but limited and those people are the parents of the child who enrolled in the school, they haven't understood the responsibility towards the school, they are completely dependent on the teachers.And then the community asked the accountability of teachers towards the children without their participation. Also some teachers asked that, sometimes few community members blame us and due to the SMCs we have no power to do any work alone, one HM share their experience that, he has to make room in the school and grant has been passed by the department and now the president of SMC bargaining with us for cost-cutting and some money he wants to take. Now in this situation how the teacher will manage and then if the teacher will not do as they said then they will put the allegation on the teacher or not respecting them.

During the discussion with teachers, they shared that those *"People who don't know anything, they are questioning on us" parents never visit the school regularly, instead, we call them so many time when they come to school for 10 to 15 minutes. There is lack of contribution from the community side, but they asking for accountability from us. Apart from the questing, they don't recognize us for the work or whenever we started to do any new practices they come and critics on that.*

5- Teacher's Wellbeing:

In the teacher's wellbeing there are several things which has affect the motivation of the teachers; Disruption in salary, sometimes the salary has not credited on time, it comes along with the next month salary, now if the teacher is a single person source of income for a family then how they will survive, their mind will be in stress to overcoming this financial issue. A teacher is closely connected with the community, so government often allocates the work which is out of teaching like BLO work, data collection, duties in exams, and the department asked the 100% performance, how a teacher can do their best if the task will be apart from the teaching, they can't even focus on their teaching practices.

After discussing with the teachers the second main issue is that the questioning on us at the village level and by the government, and mostly the questions are based on the administrative and documents level, so they prepared themselves according to the questions, they were more focused on those work where the people questioning about their work. the people always question with them and their work but the resources they have is very limited, The shortage of the staff in the schools is a one example "According to the new rule by the government, the fulfilling of the staff will be up to down means that, First secondary schools will have the full staff, then Middle and upper middle schools, and at the end the rest of the staff will be in the primary section, so in according to that rule and teacher's views now they have seen that 2 teachers are taking 1 to 5 classes. In this sense How will they ensure the quality and the classes, because people said that no quality in the schools and department asking the registers in school, in the mid of two stone the teacher's motivation is very less towards the work, so how can we expect the innovation and taking initiative by the teachers. Even the process and the level of recognition among the teachers are not equal, because I have seen that one school which is good infrastructural and good in look is more recognized and one school which is not in looking good but children are confident and doing their study well who came from the 4 to 5 KMs distance, not in recognition, then there will be two ways, one is the teacher will demotivate self, and second will be the teacher will find other causes of the motivation, but mostly cases are of the demotivation.

Challenges and Limitations:

1- Fewer VTF sessions and those have happened they had clashed with each other.
2- Data Authenticity as I have to only interact with teachers and had to agree their thoughts.
3- Teacher's availability in schools and those who available they had the time constraint.
4- Fewer school visits.
5- Cannot fix with some tools, I had t need open discussion after a point of interaction with teachers.

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Conclusion:

So at last from the study I found and made my thoughts with the experience which gives me some area of research which can be helpful to me but in whole the discussion was on the field base which reflects some major aspe4cts which can affect the motivation in positive and negative as well it depends on the feature and the aspect using in the routine life of the teachers in performing at classrooms or in the normal educational activities. The one is Self-commitment, this is a first closest reason for the motivation and both lay same importance and works together. The self-commitment in a human comes, if they have clear perspective on their tasks which will proceed to develop the attitude to grasping the things and performing in that situation, attitude could be the acceptance of self, if anyone gives you suggestions then you will listen to those points and reflect it which one is best or workable for you. The perspective develops when an individual gets the good quality of pre-tasks training or workshops by some good trainers who have the deep knowledge about the task and their consequences, so whenever the individual will face the issue they can easily get back to them. The second factor is the immediate environment how much it is supportive to all, what kind of openness have so that people will feel fearless, open to sharing their feedback, ready to take initiative, learning in training will be happen once the culture of the training and the system will be organic.

It's all related to our education system, like our B.Ed. colleges are not performing well, the curriculum is not good it clear shown during the discussion with the B.Ed. Students. And our master trainers are low quality skills who still using the traditional method of training when the people were less and now the numbers has been increased. Issue of responsibility, people are in fear to take responsibility and accountable for those tasks, but usually fear drives to people to take responsibility and they haven't any autonomy to do at their own, they have to do in some fix criteria. Unavailability of resources in the school, it affects the teachers to perform well in the classroom and they usually focused on the data management work instead of student learning because depart needs data without proper monitoring. The rewards and recognition is the key area when the teachers feel motivated and energetic, this could be news publish in Newspaper or any website, school name or particular teachers name publish in any organization's newsletters or rewarding by department's official, but during interaction with teachers some said that very few teachers are being rewarded and from those very less number of teachers are real, this happened through the political reference like some MLA or MP suggest their name because that teacher is closely associated with them. So the chances of assessing on the basis of progress of children and school are less comparatively to political influence. Lack of proper monitoring and gap between community and school is the reason to not performing well in the school, generally teacher asked that we are doing this work honestly because of god shake and god is watching to me. Now all these issues are very deeply associated with the policies of education system in India and curriculum and content of B.Ed. College's course, which needs to improve.In India, generally, it happens that partially the societies and the youth's mindset towards the teaching profession is the last option after competitive examination for other Indian reputed jobs, it is a question for us that, after doing the B.Ed. degrees and completing the other requirement for the job, they come with some kind of passion initially but as the time gone their motivational level gone down? In this case, we have to think that the teacher should develop as professional because he is the mainstream person for the educational reforms. As they should have the professional degree with them, we have to first understand that who is the teacher and their characteristics, as usual we say that a teacher as a person who do practices in the schools with the child, but if we talk about the professional teacher, who do several activities in a schools is that, A person who is responsible, accountable, understand the goal or aim of education and doing activities appropriate with this, have some emotions for children, Vision and wants to do social change with connected to the school and community. As the last passage mentioned that, A teacher doing lots of work, but they haven't recognized by the community and the government, Government understand as a manpower who will support them to do other work and community understand the servant of their children, even though, the policy of the SMCs in the schools also affect the teacher motivation when uneducated member pointing to a teacher and if any child will not succeed then they also pointing to whole school teacher's and ready to complain about them. From the side of government, regular visit of the CRCs and BRCs is good for the school but they come to school to monitor them, and they always raise their ineffective work rather than supporting them or suggesting them that you should do this you should take this action particular like that, it may help you to improve, so overall the department also pressurize them and always created a fear in the teachers.

Teachers motivation also affect, because of the financial incentives, the condition of the teachers like in Bihar, the salary of the newly recruited or contractual base teachers getting approx.. 10000 Per month salary and sometimes the government also do delay in the processing of their salary like in Jammu & Kashmir, I had experienced that the HM and teachers haven't got their salary from 5 months, how can an individual do their work with motivation, the survival is too tuff without money. In an organization, the employee always best performs when they get salary according to their work and another appraisal. We can easily see in the private school, why a teacher can survive in the private school because of the performance and work-based incentives. In Short:

- ❖ Fearful to take steps because they will be accountable for that particular tasks affect the Low confidence, No decision making, No any initiatives, Fearful of questioning.

- ❖ Individuality among the staff causes to No peer support, behavioral issues, and Labeling starts.
- ❖ Lack of coordination among the teachers, community and student's needs.
- ❖ Work as a formality.
- ❖ Low performance in teaching activities causes to Low Student learning outcome.

Recommendations:

- ❖ Decentralization from state to local Government- Funds/Resources without political benefits.
- ❖ Proper monitoring & Evaluation system by external agencies (Experts/Researchers) for B.Ed. Curriculum and pedagogy.
- ❖ Strengthen teacher recruitment processes, more focus on the young and newly recruited teachers.
- ❖ Resource Availability in school & one clerk staff should be appointed at the cluster level.
- ❖ Govt. should more focus on incentives and basic amenities for teachers.
- ❖ A team, who have expertise in the subject by creating safe spaces for sharing and peer learning.
- ❖ Regular workshops & exposure visits for competency and academic perspective building.

Appendices

Study Area:

1- To knowing the teacher's perception of the Culture in school, what is? What should be?
2- How teachers are motivated by the VTFs.
3- What kind of approaches did VTF apply to motivate them?
4- How many teachers can be able to apply their learning at the school level from the VTFs
5- To knowing their Motivation at Pre-service and In-service time.
6- What is the major activity make them motivated?
7- After coming in this profession what kind of challenges they are facing in regards to their own skills and needed for the time and today's scenario.
8- What kind of equity in the schools, in sense of distribution of the work and for their rewards?
9- What kind of rewards or what they understood about the rewards?
10- What is the process to be a distribution of the work and rewards in schools level by the community and department?
11- What do they do when feeling self as treated inequitably?
12- What are the processes they apply to set the goal, and what motivates them to achieve the goal?
13- How teachers align their personal goal with the performance goal in the professional work?
14- The relationship between the effort and their performance, is it any gap, if yes then what kind of practices they are doing and what skills they have?
15- What level of the effort are they doing?
16- What type of culture has in schools Toxic or Positive culture?
17- What are the practices they are doing in both the conditions?
18- To know what level of the system and work the culture is toxic and Positive.
19- How positive culture has been dominated by the toxic culture.
20- What are the areas of opportunity for making positive culture?
21- To understand the relationships between the teachers and the HT.
22- In which areas they have autonomy at the school level and the decision level.
23- What could be the consequences if the school will apply the organic culture in the present context of society?

Processes/Questionnaire:

Observation: In observation, there are some specific areas where I can observe the motivation level of the target teacher.

1- Teacher-child interaction
2- Teacher-Parent interaction
3- The language uses by the teacher.

4- Classroom Engagement
5- School Infrastructure
6- Teacher-staff relationship.
7- Pedagogy Uses by the teacher in the classroom.

Dialogue:

1- What do you know about VTF?
2- Why do you think VTF is Important?
3- What is the major thing which makes your interest to join every VTF?
4- Which type of Activity you do?
5- Have you ever facilitate any VTF? What activity you do to making the environment good?
6- How is it benefited to you for the school and as HM?
7- What was your experience before VTF and after VTF?
8- What is your experience with teacher motivation, why teacher loses their motivation and why some teachers get motivated?

Other Questions:
1- Pre-Service and in-service experience.
2- What are the major Activities which motivates you?
3- Challenges what you face, and how it affects in your profession?
4- What kind of rewards you got till now from whom and for what activity?
5- What kind of effort you are doing and how it gives you result?
6- What actions are you taking to motivate teachers?
7- What kind of autonomy and what level of autonomy you give to teachers.

Related to VTF:
1- How is VTF supporting to you?
2- What kind of activities motivates you?
3- What kind of participation is yours in VTF?

Tentative Plan:

Total No of days: 42	Total No of working days: 35	Total Official holiday of Govt.: 2 (For School Visit) Total Sundays: 5	
Major Activity	**Sub-Activity**	**Days Segmentation**	**Total Days**
Introduction and understanding about the organization	➢ To know everyone in foundation. ➢ To making understand the work of the foundation. ➢ To understand the field location: Tonk	1 day	**1**
School Visit in Tonk	➢ To observe the school culture. ➢ To interview with the teachers.	4 School, 2 Days per school **OR** 2 Schools 4 Days per School (Depend on the availability)	**8**
Attending VTFs in Tonk	➢ To understand the process of VTF. ➢ To observe teachers participation. ➢ To knowing teacher's perspective on culture and commitment.	4 VTFs in different Blocks	**4**
Data consolidation	Data consolidation of till date.	1 day	**1**
Introduction and understanding	➢ To know everyone in the foundation. ➢ To making understand the work of the	1 day	

about the organization	foundation. ➤ To understand the field location: Barmer		1

Attending Workshop in Barmer	➤ To participate in the workshop. ➤ To talk with the participants formal/informal. ➤ To understand the perspective of the teachers about school and as an organization.	4 helping to facilitators in preparation for the workshop. 6 days involvement in the running workshop.	10
School Visit in Barmer	➤ To observe the school culture. ➤ To interview of the teachers.	4 School, 2 Days per school **OR** 2 Schools 4 Days per School (Depend on the availability)	8
Data consolidation	Data consolidation of till date.	2 day	2
Total Number of Days			35

Executed Plan:

Total Working days: 26+9= 35	Days	Task I did (At Field)
School Visits	12	❖ **Teacher Interaction:** 1. To know the relationship between officials and them, 2. To know the kind of support they get from the department, 3. To know the autonomy in the job, 4. To know their views and goal of the school and their children, 5. To know the peer support in the tasks, 6. To know community participation, to know the recognition they got (if any). ❖ **Observations:** School management, Classroom performance, Resources and Infrastructure, Teacher's Activities in school, Staff's relationship.
Perspective Building workshop	3	❖ **Performed role as an observer:** To know participation level, Views, and perspective of training. ❖ **Training facilitator:** Did Energizer activities, management, Photography. ❖ Helping in documentation by writing the Highlights of the day, ❖ Participated in De-brief sessions. ❖ **Teachers Interaction:** Same as above.
Drama in Education Workshop	4	❖ **Participated in the workshop as participant and observer:** 1. To build a relationship with the teachers. 2. To knowing teacher's views and emotions during the workshop. 3. To know, this workshop is productive for them or not. 4. To know how this workshop is supporting to them is there any M, L, J, P ❖ **Teacher Interaction:** Same as the Previous Slide
Large-scale Camp	7	❖ **As a Participant:** All Above, but additionally, 1. To get a sense of diversity in teachers. 2. To know the perspective of the education in the diversified environment. ❖ **Teacher Interaction:** Same as the previous slide. ❖ **Documentation:** Prepared Highlights of the day. ❖ **Facilitation:** Did Energizer and facilitated subgroups during the workshop. ❖ Participated in the De-brief sessions.

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Acknowledgment

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