# EFFECT OF SCHOOL ENVIRONMENT ON TEACHER'S MOTIVATION AND SELF-ESTEEM AT SECONDARY LEVEL IN DISTRICT MULTAN-PAKISTAN

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***ABSTRACT***- The objective of study was to compare the motivation and self-esteem level among teachers working in Government secondary schools. The population of the study is 105 male and 55 female schools. All heads and teachers of secondary schools were taken population of this study. 40 Heads and 200 secondary school teachers were selected as a sample of this study. Different measurement scales such as School Climate Scale (SCS), Teacher Motivation Scale (TMS) and Teachers Self-esteem Scale (TSS) were used to measure the level of motivation and self-esteemed. We used the statistical software Minitab 16.0 for analysis of data. The result shows that 75% Heads and teachers support open environment and 25 % support close environment. When we compare both (open and close) environments, we observe significant difference between two environments. A major difference exits in the comparison of male and female staff. Female staff was found more motivated as compared to male staff.

**Key words**: Teachers motivation, Teachers self-esteem, comparison between school environments and Employee performance.

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## 1. INTRODUCTION

Teachers perform important role for country support in the field of education and economy. Country fulfills their needs and also provide suitable platform for their motivation and self-esteem (Kothen, 2011). Teacher explored the positive achievement in an open environment with students, Head and other staff. Effective results can gain the organization when it provides highly motivation and job satisfaction, favorable, supportive and flexible environment (khan, 2004). When we study the previous researches, we observe that the behavior of administrators in close environment was tasked-oriented, individual-oriented and authority-oriented. So the teacher performance was poor due to unsatisfactory results. The important responsibility of the Heads is to create the flexible and favorable working environment. And also create in the self-evaluation, self-knowledge and self-dependent environment in the system (Calphin, 2009). In close working environment heads focus on his\her powers, instructions and organizational structure. On the other hand, in an open environment the authority of Heads distributed among teaching and non-teaching staff. The work will be divided into parts and outcomes will be positives. In open environment the results will be good and satisfactory outcomes (Dantin, 2009). Open environment is more preferable as compared to close environment in the whole world. The reason is that this type of environment is soft and build the character and behavior in positive direction. In close environment teachers were passive, did not do any activity as they like. If organization\institution provide suitable and fruitful environment then teacher motivation and self-esteem level was almost high, output results also be better, performance would be good (Mettin, 2009). There is different type of institutions working in Multan district All institutions and the staff of these institutions tries to improve behaviors, motivation and self-esteem levels among the students.

## 1.1. Statement of the Problem:

Learning environment will be affected by institutional environment. Learning environment does not effect by the curriculum of any institution, so which factors involve in environment, factors are method of teaching, motivation, self-esteem, self-involvement and interest in the field. Environment brings direct effect on the behavior of teachers and students. Heads of institution can make possible for secure and friendly environment that create good performance and better results. Government sector schools have low interest, less enrollment and literacy rate. Therefore, this research will be conducted to compare the motivation and self-esteem level of teachers that were working in Government schools' environment.

## 1.2. Objectives of the study:

The objectives of study are stated below: -

1. To study the working of environment of Government sector schools in Multan

2. To measure the effects of school learning environment, level of motivation and self-esteemed among heads and teachers working at Government secondary schools in Multan.

3. To suggest the ways how to improve motivation and self-esteemed level among heads and teachers working in public sector.

## 1.3 Scope of the study:

This study shows the relationship between self-esteem and motivation and performance of heads and teachers working in Secondary schools in Multan. In this study, we compared closed (controlled) and open (free) working environment in public sector secondary schools. In this way, this study is unique in nature and very useful for researchers, policy-makers, teachers and heads of educational institutions. In the results of this study, the policy makers can formulate policies, heads of educational institutions create an open working environment to obtain better results.

Our study has also highlighted the importance of motivation and self-esteemed as two important factors for enhancing performance of teachers and educational institutions.

## 1.4 Problems of working environment

The hidden problems being faced by teacher and student in working environment are outlined in the followings: -

1. Parents attitude and interest

2. Teacher and administrative staff behavior

3. Difference in facilities in rural and urban areas

4. Long distance from schools

5. cumbersome curriculum

6. Insecurity of jobs

7. High dropout ratio of students.

Now we discuss these problems in detail.

There are two working areas, rural and urban areas. In urban areas the parents are educated and knowledgeable. They focus on their children and continuously monitor their performance by keeping close contact with respective schools and teachers. But in rural areas parent does not take interest in their children. Maximum parents do not want that their child (like girls) take education. They seek held from their children in their own work. So the dropout ratio in rural areas is very high. Sometime school administration has strict rules that are not obeyed by the students. These rules also an impediment for teachers to fulfill administrative requirement. So a gap between teachers and administrators are produced in system that create problems and affect the working environment.

In urban schools all type of facilities are mostly available like electricity, furniture, well-equipped classrooms, water, toilets and teaching staff. But in rural areas these facilities are not available; electricity and furniture are not available.

Students sit under trees for study purpose, as well as shortage of teachers. This bring negative effect on learning environment.

In urban areas government and private high schools are available at a shortest distance but in rural areas only one high school in one union council is available and a large area is covered by high school. Some student could not get education due to long distance. Heavy curriculum and burden of books and study materials are also a hurdle in the way of students. It is difficult for teachers to teach as per curriculum because the students face difficulties in following it and consequently they left the study (Awan & Asma, 2014). According to UNESCO Report, 2017, 38 percent students left schools at secondary level due to different reasons. (Awan, 1987) suggested that the curriculum at secondary level must be simplified and financial assistance be provided to the students belonging to poor areas. It will reduce dropout ratio.

## 2. LITERATURE REVIEW:

The working environment of the school is the main factor. Every school has its own environment. Different schools have different environment. In the literature review we have intended to study common factors such as working environments, attitude, behaviors and administrative structure.

Awan and Khaliq (2016) contend that high dropout ratio and low achievements of students are due to English language courses, which are very difficult to understand particularly by the students from rural areas. Asma and Awan (2015) argue that the teaching and learning environment is conducive and motivation level is high in privately managed school and this is the reason that the performance of private schools is far better than public schools. Awan and Kausar (2015) mention that low performance of students in the exams and learning is due to lack of attention of parents. They further point out that mother's education plays significant role in the academic achievements of her children.

Bulach, Boothe and Pickett (1999) in their study took 28 students from the University of west Georgia to check the positive and negative impact of attitude and behavior. Study showed the positive output results, the institution head, staff members and student fully involves. The results indicated that if the Head and teachers took proper interest the results would be positive. School environment also play important role in learning process.

Pardhan (1991) studied organizational environment and collected data through a questionnaire. He tried to compute organizational climate with academic achievement. The result showed that school climate had positive impact on academic achievement. Better environment provide good results.

Bulach and Ronnie (2002) explored relationship between size, shape and climate of school. For this purpose, they took 25 schools and 1163 teachers as a sample. Results showed that there was no similarity exists between size, shape and climate. Size and shape of classrooms had no effect on school environment. Size & shape were independent factors. Results also described that elementary schools has more powerful and effective climate as compare to high schools.

Holt, Smith and Roland (2002) examined the correlation between school environment and facilities in the schools. They took 20 top ranking schools and 20 high schools at lower category for Stanford Achievement Test. The results indicated that there was no relation between school climate and facilities for student success. The high school Heads took pain for student success and bitterness of administration of school, but lower rank schools Heads not showed any interest in student progress. The school curriculum was also a major factor in success of the student.

## 3. RESEARCH METHODOLOGY

### 3.1. Types of Data

In this study we used primary data, because we compare the motivation and self-esteem level between teachers and students. We can collect data through survey method.

### 3.2. Sample of study

We took 40 heads (male & female) and 200 SST teachers (male & female) as a sample of study. The sample was taken randomly.

### 3.3. Hypothesis of study

$H_{01}$: No significant difference exists between Close and Open Environments.

$H_{02}$: No difference exists between male and female schools' environment regarding the level of motivation of teachers.

$H_{03}$: No difference exists between male and female schools' environment regarding the level of self-esteem of teachers.

### 3.4 Analytical techniques

We used 16.0 Minitab statistical software for analysis and evaluation of data. ANOVA and t-test also used for hypotheses testing. We collected data through survey method. This study was based on the working environment in Government secondary schools. Also we evaluated the motivation and self-esteem of teachers at this level. The measurement scales such as Rosenbrg, (1965) scale for Teacher's Self-esteem (TSS), Halpin and Croft (1966) scale for School Climate (SCS) and Sinclair (2006) scale for Teachers Motivation (TMS) were used as analytical technique

## 4. DATA ANALYSIS

For statistical analysis of data, we used statistical tools for analysis and interpretation of results. T-test was used for interpretation of data. The ratio of the response of schools heads about open and close working environment is shown in Table 1.

Table 1 Ratio of school Head to support open and close environment

| Environment type | No | Percentage |
|---|---|---|
| Open environment | 30 | 75% |
| Close environment | 10 | 25% |
| total | 40 | 100% |

Figure 1 Comparison of school environment
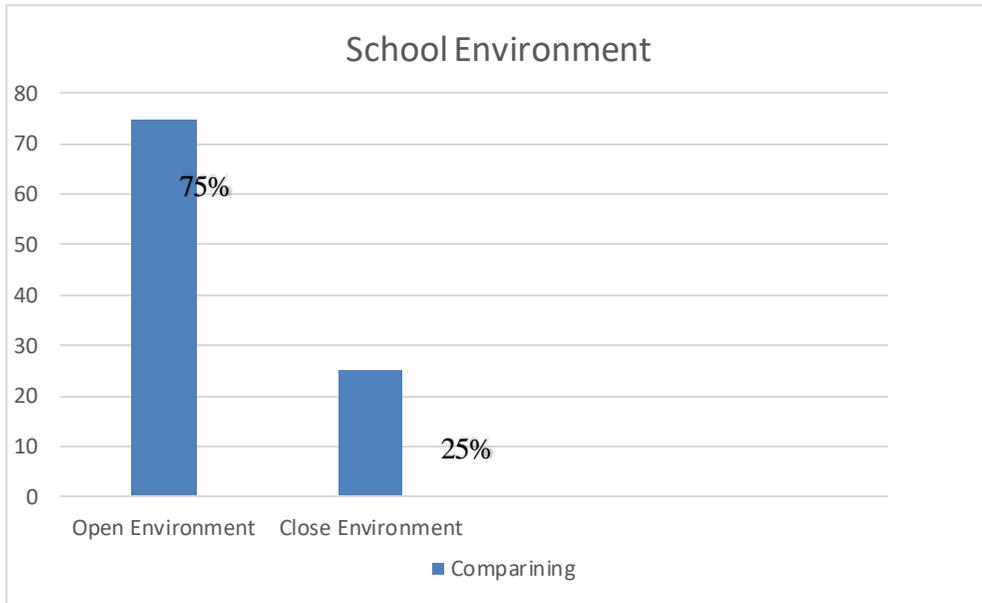


The data shows that open school environment have significant impact on the performance of students.

Table 2 Comparison between Open & Close environments

| Type of School | No | Mean | SD | t-value |
|---|---|---|---|---|
| Open | 30 | 138.5 | 11.85 | 0.768 |
| Close | 10 | 139.1 | 11.92 | |

$H_{01}$ Null hypotheses was that "No significant difference exists between Close and Open Environments". The same results show in Table 2, so the null hypothesis is accepted. Heads said no difference exist in the working environment.

$H_{02}$: No difference was found in the motivation level of teachers between male and female schools. The empirical results are shown in Table 3

Table 3 Motivation level of teachers

| Environment | Teacher | Mean | SD | t-value |
|---|---|---|---|---|
| Open environment | 150 | 204.1 | 10.5 | 0.702 |
| Close environment | 50 | 200.2 | 10.8 | |

The data shows that there is no difference in motivation level of teachers between male and female teachers in school working environment and as such null hypothesis is accepted.

$H_{03}$: No difference exists between male and female school environment at the level of self-esteem of teachers. The results in Table 4 show that there is no difference between male and female school environment regarding self-esteemed. So the null hypothesis is accepted

Table 4    Self-esteemed of teachers

| Environment | Teacher | Mean | SD | t-value |
|---|---|---|---|---|
| Open environment | 150 | 209.7 | 10.3 | 0.75 |
| Close environment | 50 | 210.3 | 11.4 | |

## 5. FINDINGS

When we compare both (male & female) schools, we find the t-value (0.768), indicated that there is no difference in the working environment of rural and urban schools. There is negligible effect of open and close environment. When we compare both (male & female) schools in both areas, we find the t-value (0.702) that was acceptable and results show that there is no any difference in motivation level in male and female teachers. When we compare both (male & female) schools in both areas, we find the t-value (0.75) that was acceptable range and the results reveal that there is no big difference in self-esteem level among male and female teachers.

## 6. CONCLUSIONS

The objective of study was to compare the motivation and self-esteem level of teachers that were working in Government sector school at secondary level. For this purpose, we consider all high schools in district Multan as population. We took a sample of 40 Heads and 200 SST teachers for this study. Three measurement scales such as TSS, SCS, TMS were used for analysis of data. The result shows that 75% respondents support open environment and 25% support close environment. As the view of schools Heads, no difference exists in environment (Open or Close). It means open and close environment slightly affects working performance but motivation and

self-esteemed contributed significantly. Thus, focus may be given on motivation and self-esteemed for enhancing learning and teaching environment.

## 7. RECOMMENDATIONS

On the basis of our results, we would like to make the following recommendations: -

1.  The Government must provide required facilities and financial support to prevent dropout of students.

2.  The Government must make remuneration of teaching and non-teaching staff particularly working in the rural areas to enhance to their interest in their job and to improve their performance.

3.  The heads of educational institutions must opt the techniques of motivation and self-esteemed among teachers so that they enthusiastically may perform their job and can create value for their institutions.

4.  The powers must be decentralized so that everyone exercise them and be accountable for his/her actions and performance.

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