

# Optimizing the development of teachers' motivation to teach in disadvantaged areas in Indonesia

H. B. Utomo

*Universitas Nusantara PGRI, Indonesia*

**ABSTRACT:** The concept of teaching motivation is very important for individual development and refers to the teacher's thoughts and feelings about himself to engage in teaching activities. Previous studies have reported a significant role of teachers' motivation to teach who can improve a variety of positive outcomes. Teacher's motivation to teach depends on the fulfillment or non-fulfillment of basic psychological needs, namely basic psychological needs satisfaction for autonomy, competence, and relatedness. Furthermore, basic psychological needs satisfaction can be met if there is support from the social environment, such as a positive school climate. Positive school climate as one source of motivation can motivate teachers to improve teaching competence in schools. This paper is a literature review of several school climate research findings and basic psychological needs satisfaction on teaching motivation. It aims to explore the role of the school climate and basic psychological needs satisfaction, which can serve as the basis for further research in optimizing the development of teacher motivation to teach in disadvantaged areas. The empirical information can be used as a basis in determining the form of guidance for teachers in disadvantaged areas especially in East Java in order to have a high work motivation.

## 1 INTRODUCTION

Teacher who is assigned in disadvantage areas and in developing areas will illustrate difference obstacles. Teacher in the remote area have to face natural challenge, society characteristic, social culture and different religion that become resistance in this noble duty. Besides, accessing service information is completely limited compared to existence of urban teacher, and problem faced by urban teachers do not as complex as and as complicated as with teacher in disadvantage area (Kadir 2012).

Berg identifies some reasons teacher reluctant to teach in remote area. These include difficulties to access the school, adequate facility inexistence, facilities and basic facilities which is minimum to support the process learning, availability of teacher residence which do not fulfill by government, and demand to teach teacher in remote area is heavier than to teach teacher in urban area (Paramitha 2012). As a result, many previous teachers in disadvantage countryside or remote area feel uncomfortable, and propose to move school in town.

The limited facility, difficult location to be accessed, education facilities and basic facilities which is less adequate, very minimum education operating expenses, and also less attention of teacher condition in disadvantage area become a challenge to the

teacher which is teaching in the area, it is of course do not be felt by teacher who is teaching in town. Based on to that problems phenomenon, running the task and responsibility as a teacher, especially teacher who is teaching in disadvantage area needed strong motivation from individual itself. Without existence of motivation from strong individual, teaching can become heavy matter and even can create negative things to the teacher itself.

Teacher's motivation reflects to his/ her teaching practice in the classroom, so that it can create conducive learning atmosphere. Perlman (2013) said that effective teacher has to show positive dispositional behavior, is that the existence of motivational behavior to teach.

According to Ryan & Deci (2000b) teacher motivation to teach can create positive matters. This matter is also supported by statement of Gagne & Deci (2005) they said that motivation of individual itself can give the biggest motivation to voluntarily without existence of pressure of other party and perform to, and also without existence of compulsion to conduct action. Furthermore, teacher which is motivated intrinsically in teaching can improve various positive result, where the teacher likelier to increase the effort, involvement in school activity and school learning (Black & Deci 2000, Shen et al. 2009)

Research conducted by Wilkesman's & Schmid (2013) studied about teaching motivation using self-determination theory which is facilitated by social relation, competence, and some of by autonomy, showing a result that educator has intrinsic motivation to teach because they are wishing to share knowledge and science to educative participant. Then, according to Van de Berghe et al. (2014), teacher autonomous motivation to teach is higher than controlled motivation. Quality of this high motivation is not only beneficial for teachers themselves, but also it is useful to insurance the quality of teacher-student interaction.

In addition, research conducted by Wang & Liu (2008) about teaching motivation teacher in Singapore showed that teacher has intrinsic motivation and high regulation self-identification toward national education. High regulation of self-identification toward national education made teachers to have high self- confident in teaching and having more satisfaction toward national education program (Wang & Liu 2008).

Along with the effort to increase teacher motivation to teach, hence it requires to investigate the contribution factors. According to Ryan & Deci (2000a), the appearance motivation is happened due to internal support and external support. Therefore, motivation with theory of self determination, especially motivation to teach is important conducted by entangling basic psychological need satisfaction as internal factor and school climate as external factor.

This paper is a literature review of several school climate research findings and basic psychological needs satisfaction on teaching motivation. It aims to explore the role of the school climate and basic psychological needs satisfaction, which can serve as the basis for further research in optimizing the development of teacher motivation to teach in disadvantaged areas.

## 2 LITERATURE REVIEW

### 2.1 *School climate and teacher motivation to teach*

Findings of previous researches explain that school environment and teacher interpersonal relationship have appeared to become important factor which is have potency to influence teacher's motivation (Wei 2012). Based on self determination theory, it said that support from school that is felt by teacher can fulfill competence need and related need which is have potency to improve teacher motivation in learning something (Deci & Ryan 1985). Furthermore, Deci & Ryan (1985) proposed that motivated teacher can create condition and manage the class better if there are also good support in the school environment.

Related to school environment, school climate as external factor gives strong influence to the teacher

motivation (Wei 2012). School climate viewed as part of school environment related to attitude dimension and of affective and system trust of school that is influencing children cognate, social, and psychological growth (Tubbs & Garner 2000). School climate relate to the quality and character of school life (Cohen et al. 2009). School climate represent the quality of school environment which relatives remain to be done by students, influencing behavior of participant, and relied on collective perception about behavior in school (Hoy & Miskel 2014). According to Kocabas (2009), positive school climate can be source of teacher motivation to increase teaching competence of school. This is supported by Pretorius & De Villiers (2009) is that teacher which comprehend importantly of school climate will give implication in education process, as does satisfaction, productivity, teacher motivation, and play a part to promote student learning activity

Davidson (2007) motivation assist teacher to teach effectively according to requirement of student in the school. This matter has intention that teacher plays very important role in learning process and teaching motivation in teacher directly influence student learning. If teachers are not motivated to teach, teacher will not be able to motivate student to study. Hoy (1990) stated that school climate for teacher's perspective does not only working environment, but also product of professional link of teacher, and indication health of organization (Hoy & Miskel 2014). Besides professional relation, school climate and motivation are tight combination with teacher task of pedagogies (Soini et al. 2010)

Based on those explanation, it can be concluded that school climate has an important role for teacher and it can give an effect toward teacher motivation to teach in school.

### 2.2 *Basic psychological need satisfaction and teacher motivation to teach*

Need satisfaction is satisfaction because having fulfilled of basic psychological need to human being; it represents nutriment for motivation developing (Gagne & Deci 2005), gives energy, and leads to individual behavior (Deci & Ryan 2000). Studies about need satisfaction are related with basic competence of psychological need or achievement, control and autonomy and control or power, and relatedness or affiliation (Woolfolk 2009).

Basic needsatisfaction of individual is important context and have to be gratified to experience of behavior motivate self determination (Deci & Ryan 2000). According to Meyer & Maltin (2010), need satisfaction for autonomy happened when at inmost storey level of reflection, individual believe that what they do are selected freely and consistent with their core values. Need satisfaction for competence happened when individual believe that they have re-

source and ability required to finish its duty has and reach target. Finally, need satisfaction for relatedness with others happened when individual feel a respect and respected by others.

Previous research finding said that basic psychological need satisfaction becomes pleasant and interesting factor when a teacher teaches. Reeve & Su supports this matter is that desire and interest and teacher motivation to teach will appear if there are any experiences of need satisfaction psychologically in the case of autonomy, competence, and relation during involving at teaching activity and interact with student (Gagne 2014). Furthermore, Reeve and Su said that personal motivation a teacher itself centre around level of satisfaction psychologically need during teach process, and manifested in the form of enthusiasm and work satisfaction (Gagne 2014).

When teacher has basic psychological need satisfaction to autonomy, teacher feels to be permitted to express opinions and ideas, emerge self capacity, and teacher can do many things by using teacher's method freely (Ryan & Deci 2002, Vansteenkiste et al. 2010). Study conducted by Baard et al. (2004), explained that need satisfaction is felt by teacher when teacher prefer to fully to accept instruction strategy that is proposed (satisfaction of autonomy). In addition, teachers feel self-confidence to finish their duty, giving instruction indirectly, and give opportunity to converse during training of professional teacher (need satisfaction for competence), and teachers feel related with others during training of professional teacher (need satisfaction for relatedness).

Niemiec & Ryan (2009) explained in their research which applicants self determination theory in education, it said that internal factor which influences intrinsic motivation of basic psychological need satisfaction that is need satisfaction of autonomy which relates at experience of behavior and desire and self reflective, and need satisfaction of competence which relate to behavior experience effectively. Besides, need satisfaction for autonomy and need satisfaction for competence are important to sustain intrinsic motivation.

Skinner & Belmont (1993) explained that behavior of teacher which have and support the accomplishment of satisfaction of need, like giving student freedom to chosen, to providing structured information, and have the quality of good interpersonal with student, proven have positive relation toward student learning process in school. That also told by Ryan & Deci (2000a) that involvement of personnel school will be ever greater when environment can fulfill psychological elementary need. Hereinafter & Reeve (2002) told that in school context, basic psychological needs satisfaction can increase the involvement of academic student and teacher by supporting learning condition optimally.

Hanfstingl et al. (2010) explained that basic psychological need satisfaction have positive correlation with study motivation intrinsic in school. This matter according to Ryan & Deci (2000b) that support and basic psychological need satisfaction is important to develop intrinsic motivation.

Base on those above, so it can be describe that basic psychological need satisfaction has real contribution in teacher teaching motivation. Basic psychological need satisfaction is predicted to have an effect on to quality of teacher positive behavior in school, which is visible from their teaching motivation.

### *2.3 The role of school climate's in developing teacher motivation for teach is mediated by basic psychological needs satisfaction*

Motivation to teach independently is important psychological construct for teacher's characteristic and students' learning (Roth et al. 2007). Furthermore, Roth et al. (2007) indicated that the influence of teacher motivation toward students' motivation could be directly affected by teacher teaching style. Therefore, in this research the writer wants to study teaching motivation related to important process and outcomes at teacher based on theory framework of self determination. Autonomous motivation for teaching which is relied on theory of self-determination depend on whether fulfilled or does not fulfilled of basic psychological need satisfaction, that is need satisfaction to be autonomy, need satisfaction for competence, and need satisfaction to relatedness with others (Deci & Ryan 2000). If the three requirements of basic psychological are unsatisfied, it can make teacher-teaching motivation in low condition (Ryan & Deci 2000a). Gagne & Deci (2005) stated that basic psychological need satisfaction is nutriment for development of motivation and internalization. Satisfaction of needs can be fulfilled if there are any supports from social environment. Various research using theory of self determination as theoretical framework to check social environmental factors which can be able to improve or pursue satisfaction need (Ryan & Deci 2000), like work characteristic (Van Den Broeck et al. 2008), leadership style (Eyal & Roth 2010), school climate (Hoy & Miskell 2014, Cohen et al. 2009), performance (Baard et al. 2004, Gagne & Deci 2005).

Taylor and Tashakkori found out that positive school climate takes part to increase satisfactory for school member (Marshall 2004). School climate also have potency to improve satisfaction of teacher in working and improving teacher retention, is that the main education (Boet et al. 2008, Kaesir 2011). Ghavifekr & Pillai (2015) said that a positive organizational school climate and healthy can improve teacher-teaching satisfaction in school. Other side, a healthy school climate does not only improve teach-

er-teaching satisfaction, but also improve learning environment and improve productivity school at the same time.

Lapointe (2006) in his research investigate the relation between school environment and class environment which mediates by teacher need satisfaction, that is showing a result that school environment have positive correlation with teacher need satisfaction, that thing also have positive correlation with class environment. Furthermore, Lapointe (2006) also using interview as its research instrument which showed that teacher owning need satisfaction of low or high in the reality have many equality and relative a few difference in perception about school environment and class environment

Need Satisfaction that teachers feel in school is when teacher prefer to do proposed instruction strategy (satisfaction of autonomy), teacher feels self confidence to finish school duty, and teacher give instruction indirectly, and also have opportunity to converse during professional teacher training (satisfaction of competence). Teacher feel related with others during the following teacher training (satisfaction of relatedness) (Baard et al. 2004). Base on description above, role of school climate which mediated by basic psychological need satisfaction estimate have relevance and can be used to explain teacher motivation for teach.

### 3 IMPLICATIONS

Writer develop a hypothesis that to be able to improve teacher teaching motivation, hence school climate as an external factor have to beforehand have effect toward basic psychological need satisfaction as internal factor. The basic consideration of this point is that behavior of motivation happened continuously according to selfdetermination theory started from amotivation, then extrinsic motivation, and then intrinsic motivation (Ryan & Deci 2000a). The hypothetical visual framework of this study is as presented in Figure 1.

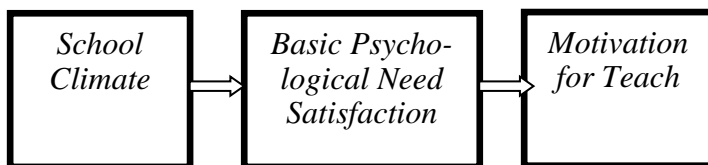


Figure 1. Research Framework

Base on explanation above, it can be comprehend that school climate have potency to improve satisfaction of basic psychological need satisfaction, where that play an important role able to improve teaching motivation. As its consequence, design development to optimize development of teaching motivation is necessary to be more sensitive, not only

for teacher who teaches in disadvantage region, but also for teacher who teaches in remote area. Next implication is needed research instrument matching with teachers' condition and culture who are teaching in remote area. Therefore, further research require to prepare the design and appropriate research instrument.

### 4 CONCLUSIONS

This research is relevant to be basic conceptual and additional reading list about developing teaching motivation base on selfdetermination theory, specially develop teaching motivation in disdvantaged area. Study concerning about developing teaching motivation form along with factors influencing it will manifested constructive form for teachers to recognize self potency, so the teachers can improve themselves by making it optimally and considering about school climate and basic psychological need satisfaction as effected factors. Empirical information about factor that influenced it can be used as basic to determine construction form for teachers in disadvantaged area especially in East Java in order to have high work motivation.

### 5 REFERENCES

- Baard, P.P. et al. 2004. Intrinsic need satisfaction: A motivational basis of performance and well being in two work setting. *Journal of Applied Social Psychology* 34(10): 2045-2068.
- Black, A.E. & Deci, E.L. 2000. The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A Self Determination Theory Perspective. *Science Education* 84(6):740-756.
- Boe, E.E., et al. 2008. Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children* 75(1): 7-31.
- Cohen J. et al. 2009. School climate: Research, policy, practice, and teacher education. *The Teachers College Record* 111(1): 180-213.
- Davidson, E. 2007. The pivotal role of teacher motivation in Tanzanian Education. *The educational forum* 71(2): 157-166.
- Deci, E.L. & Ryan, R.M. 1985. *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Deci, E.L. & Ryan, R.M. 2000. The "what" and "why" of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry* 11(4): 227-268.
- Eyal, O & Roth, G. 2011. Principals' leadership and teachers' motivation. *Journal of Educational Administration* 49(3): 256-275.
- Gagne, M. & Deci, E.L. 2005. Self-determination theory and work motivation. *Journal of Organizational Behavior* 26(4): 331-362.
- Gagne, M & Deci, E.L. (ed.). 2014. *The Oxford handbook of workengagement, motivation, and self-determinationtheory*. New York, NY: Oxford University Press.

- Ghavifekr, S. & Pillai, N.S. 2016. The relationship between school's organizational climate and teacher's job satisfaction: Malaysian Experience. *Asia Pacific Educ* 17(1): 87-106.
- Hoy, W.K. 1990. Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation* 1(2): 149-168.
- Hoy, W.K & Miskel, C.G. 2014. *Educational administration: Theory, research and Practice*. (Daryatno & Rianayati K.P trans.) Yogyakarta: Pustaka Pelajar.
- Kadir, D. 2015. Nelangsa guru antara terpencil dan tidak terpencil (Teacher names between remote and unspunified). *Kompasiana* (on-line). Retrieved February 01, 2016 from [http://www.kompasiana.com/lawise/nelangsa-guru-antara-terpencil-dan-tidak-terpencil\\_550bbcfc813311e078b1e734](http://www.kompasiana.com/lawise/nelangsa-guru-antara-terpencil-dan-tidak-terpencil_550bbcfc813311e078b1e734)
- Kocabas, I. 2009. The effects of sources of motivation on teachers' motivation levels. *Education* 129(4): 724-733.
- Kaiser, A. 2011. Beginning teacher attrition and mobility: results from the first through third waves of the 2007–08 beginning teacher longitudinal study. *U.S. Department of Education*. Washington, DC: National Center for Education Statistics. Retrieved September 25, 2013 from [nces.ed.gov/pubsearch](http://nces.ed.gov/pubsearch).
- Lapointe, L. 2006. *The relationships between teacher need satisfaction and perceptions of school and classroom environments*. Unpublished Thesis. The University of South Dakota.
- Marshall, M.L. 2004. *Examining school climate: Defining factors and educational influences*. Retrieved from: <http://education.gsu.edu/schoolsafety/>.
- Meyer, J.P. & Maltin, E.R. 2010. Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of Vocational Behavior* 77(2): 323-377.
- Paramitha, P.P. 2012. Resiliensiguru di sekolahterpencil. (Teacher Resilience in Remote Schools). *Jurnal Psikologi Pendidikan dan Perkembangan* 1(02): 1-6
- Perlman, D.J. 2013. Effectiveteachingand motivation: Application of self-determination theory. *Journal of Research, Policy & Practice of Teachers & Teacher Education* 3(2): 31-37.
- Pretorius, S., & De Villiers, E. (2009). Educator's perception of school climate and health in selected primary school. *South African Journal of Education* 29(1): 33-52.
- Roth, G. et al. 2007. Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology* 99(4): 761-774.
- Ryan, R.M. & Deci, E.L. 2000a. Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology* 25(1): 54–67.
- Ryan, R.M. & Deci, E.L. 2000b. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist* 55(1): 68-78.
- Ryan, R.M. & Deci, E.L. 2002. An overview of self-determination theory: An organismic-dialectical perspective. In E. L. Deci & R. M. Ryan (Ed.). *Handbook of self-determination research*: 3-33. Rochester, NY: The University of Rochester Press.
- Shen, Bo et al. 2009. Effects of teacher autonomy support and students' autonomous motivation on learning in physical education. *The American Alliance for Health, Physical Education, Recreation and Dance* 80(1): 44–53.
- Soini, T. et al. 2010. Pedagogical well-being: Reflecting learning and well-being in teachers' work. *Teachers and teaching: Theory and practice* 16(6): 735-751.
- Tubbs, J.E. & Garner, M. 2008. The impact of school climate on school outcomes. *Journal of College Teaching & Learning* 5(9): 17-26.
- Van de Berghe, L. et al. 2014. Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. *Psychology of Sport and Exercise* 15(4): 407- 417.
- Van den Broeck, A. et al. 2010. Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the work-related basic need satisfaction scale. *Journal of Occupational and Organizational Psychology* 83(4): 981-1002.
- Vansteenkiste, M. et al. 2010. The development of the five mini-theories of self-determination theory: An historical overview, emerging trends, and future directions. *The Decade Ahead: Theoretical Perspectives on Motivation and Achievement Advances in Motivation and Achievement* 16(A): 105–165.
- Wei, Y. 2012. *A Hierarchical Approach to Examine Personal and School Effect on Teacher Motivation*. Electronic Thesis or Dissertation. Retrieved from <https://etd.ohiolink.edu/>.
- Wang, J.C.K. & Liu, W.C. 2008. Teachers' motivation to teach national education in Singapore: A self-determination theory approach. *Asia Pacific Journal of Education* 28(4): 395–410.
- Woolfolk, A. 2009. *Educational psychology active learning edition*. (P.S. Helly, Trans.). Yogyakarta: Pustaka Pelajar.
- Wilkesmann, U. & Schmid, C.J. 2013. Intrinsic and internalized modes of teaching motivation. *Evidence-based HRM: a Global Forum for Empirical Scholarship* 2(1): 6-27.