A Working Framework from Literature Review, Interviews, and Save the Children Country Office Survey

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Presentation Outline

- Purpose & Structure of Research

- Teacher Motivation in Empirical Literature

- Draft Framework of Analysis

- Themes and Conclusions from Interviews and Survey

- Preliminary Tool: *Teacher Motivation Situation Analysis Country Scorecard*

- Recommendations & Next Steps

- Questions and Discussion

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- Establish framework of analysis for teacher motivation in developing countries
- Provide actionable recommendations for NGOs to improve teacher motivation where it is negatively impacting processes and outcomes

Structure of Research

- Literature review
- Interviews with 11 international education practitioners/experts familiar with teacher motivation
- Survey of 16 country offices

Research on the Importance of Teacher Motivation for Student Learning Outcomes

- Baeza, Chesterfield, Moreno: teacher attitude was the overriding factor explaining teacher and school performance in USAID BE project in Guatemala

- Mogollon (1977), Kraft (1998), Colbert (1991), & Schiefelbein (1991): key role of motivation in teacher performance throughout the Escuela Nueva experience

- Similar findings by Aga Khan Foundation studies of teacher training programs in East Africa (Stephen Anderson, 2001)

- Bennell and Akyeampong (2007): the commitment of teachers is one of the most important determinants of learning outcomes

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- Maslow's Hierarchy of Needs (1943)

- Beeby's Hierarchy of
  Teacher Development (1966)
  - Unskilled
  - Mechanical
  - Routine,
  - Professional

- Herzberg Motivation-Hygiene Theory (1966)
  - Long-term impact of motivators: achievement, recognition, the work itself, responsibility and advancement

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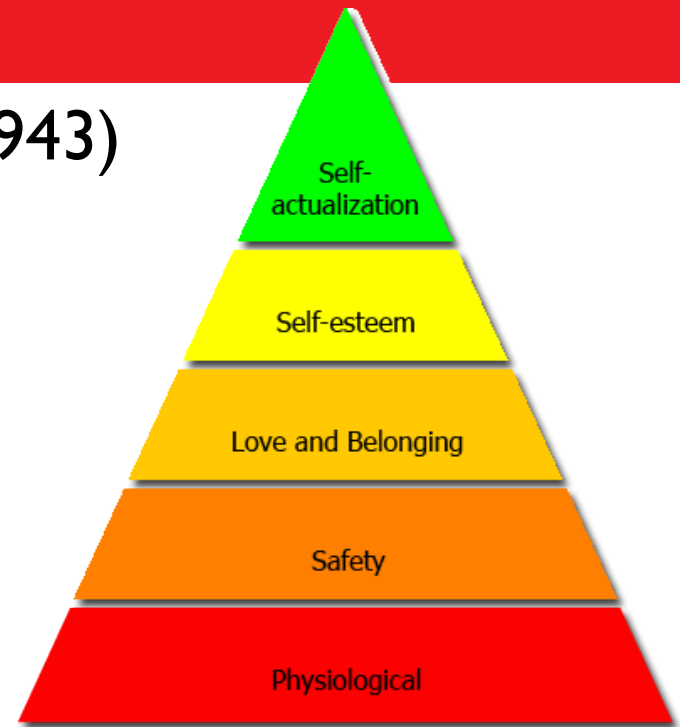
Survey Results: Maslow

Country	Physiological	Safety	Belongingness	Self-Esteem	Self-Actualization
Bolivia	No	Yes	No	No	Confident
Haiti	No	Yes	Yes	No	Confident
Sahel/Mali	No	Yes	Yes	Yes	Confident
Uganda	No	Yes	Yes	Yes	Confident
Malawi	No	Yes	No	No	Unconfident
Mozambique	No	Yes	Yes	No	Unconfident
Ethiopia	No	Yes	Yes	No	Unconfident
Egypt	Yes	Yes	Yes	Yes	Confident
Afghanistan	Yes	Varies	Varies	Yes	Confident
Kyrgyzstan	No	Yes	Yes	No	Unconfident
Tajikistan	No	Yes	Yes	Yes	Confident
Philippines	No	Yes	Yes	Yes	Confident

- <u>Extrinsic</u>
  - *Guidebook for Planning Education in Emergencies and Reconstruction.* (UNESCO, 2006): "One cannot talk about intrinsic motivation and higher level needs without the basic physical needs related to having enough money for food, shelter and security being met first."

  - Deci et al (1999): Offering additional extrinsic rewards has even been found to undermine the intrinsic motivation of teachers

  - Benabou and Tirole (2000)
    - Incentives are weak reinforcers in the short run, and negative reinforcers in the long run

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Existing Theoretical Frameworks: Balancing the Extrinsic and Intrinsic Sources of Motivation

- <u>Intrinsic</u>
  - Chapman (1993): level of incentives teachers received was meaningfully related to teachers' career satisfaction but not related to teachers' classroom teaching practices.

  - Bandura's Social-Cognitive Theory and Self-Efficacy (1962)
    - Vicarious learning, mastery experience, physical/emotional well-being, and verbal persuasion

  - Locke (1976)
    - Goals: specific, challenging, formed through employee participation and reinforced by feedback

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- <u>Overall:</u>
  - Making Schools Work (2011): "The 'intrinsic' rewards of teaching—even if they are explicitly maximized by a well-managed school system— cannot substitute indefinitely for financial remuneration.
  - Guarino, Santibañez, Daley (2006): 'complete compensation' – intrinsic and extrinsic together – is what's important.
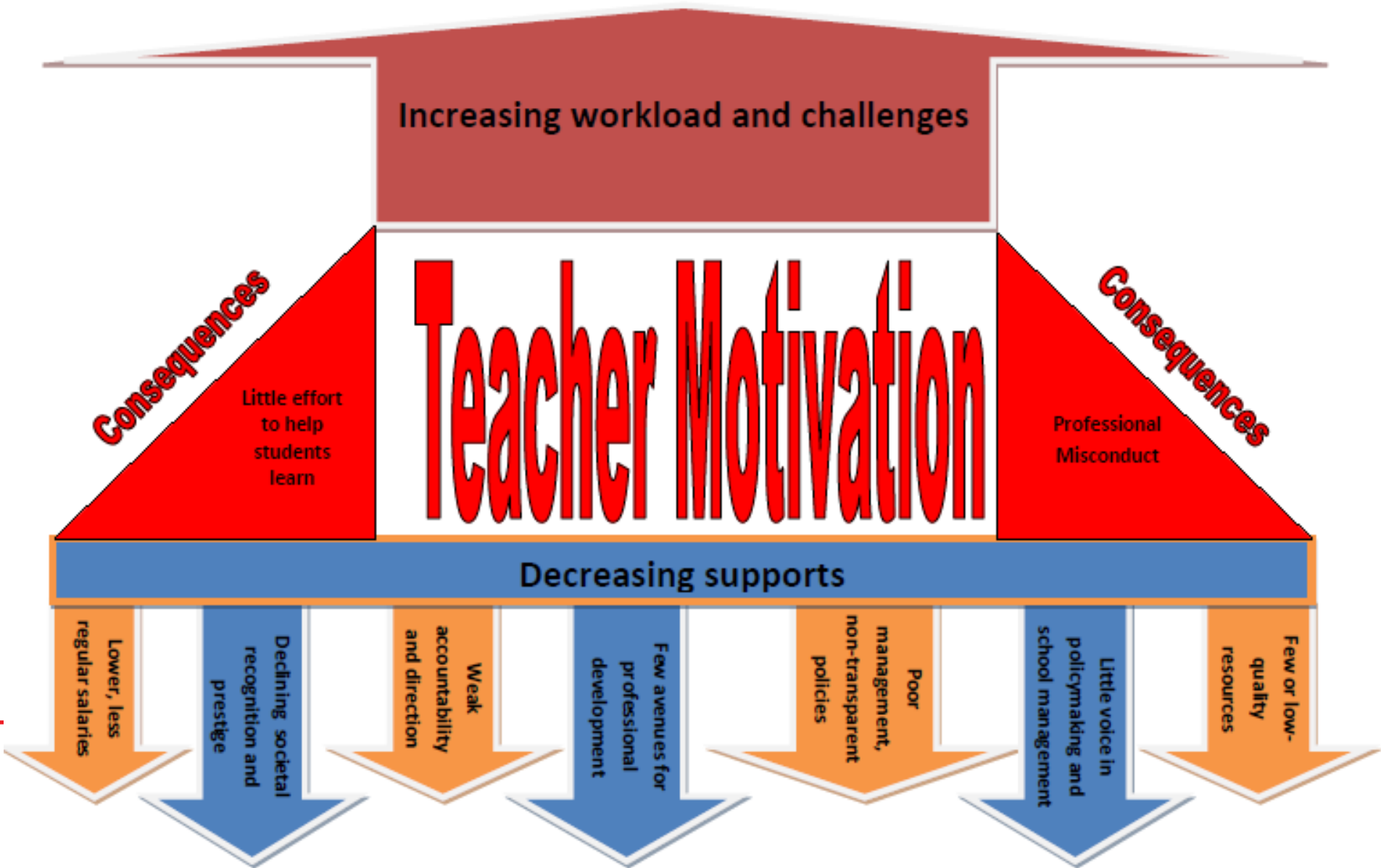
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Draft Framework of Analysis: Stretching Teacher Motivation Thin

- 1) Increasing workloads and demands on teachers make their job more challenging, but the seven motivational supports they need are decreasing or stagnant:
  - 2) Teacher salaries are generally low and irregularly paid
  - 3) Social respect for teachers has fallen
  - 4) Teachers face weak accountability with little support
  - 5) Teaching is often a second-choice job with few opportunities for professional development
  - 6) Teachers face unclear and constantly changing policies as well as poor management
  - 7) Teachers rarely have an opportunity for input into school management and ministry policy
  - 8) Teachers have few or poor learning materials and poor physical facilities

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Rationalized workload and manageable challenges

Teacher Motivation

Effort to help students learn

Professional Conduct

Supporting Pillars

Living wage paid regularly

Societal recognition and professional prestige

Strong Accountability and guidance

Opportunities for professional growth and accomplishment

Effective management and transparent policies

Mechanisms for feedback and input into decision-making
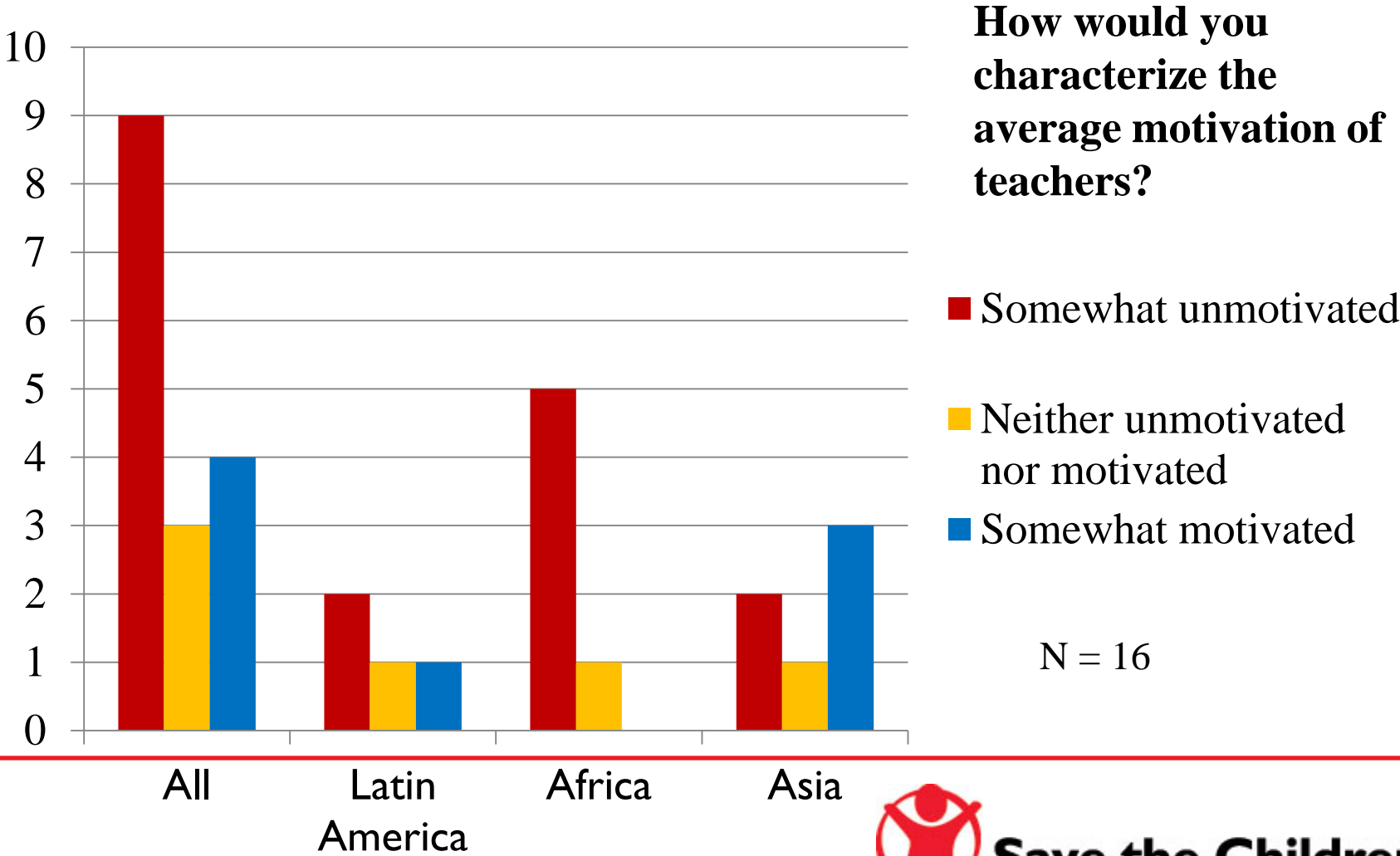
Sufficient materials and infrastructure

Survey Results: Motivation by Region

How would you characterize the average motivation of teachers?

- ■ Somewhat unmotivated
- ■ Neither unmotivated nor motivated
- ■ Somewhat motivated
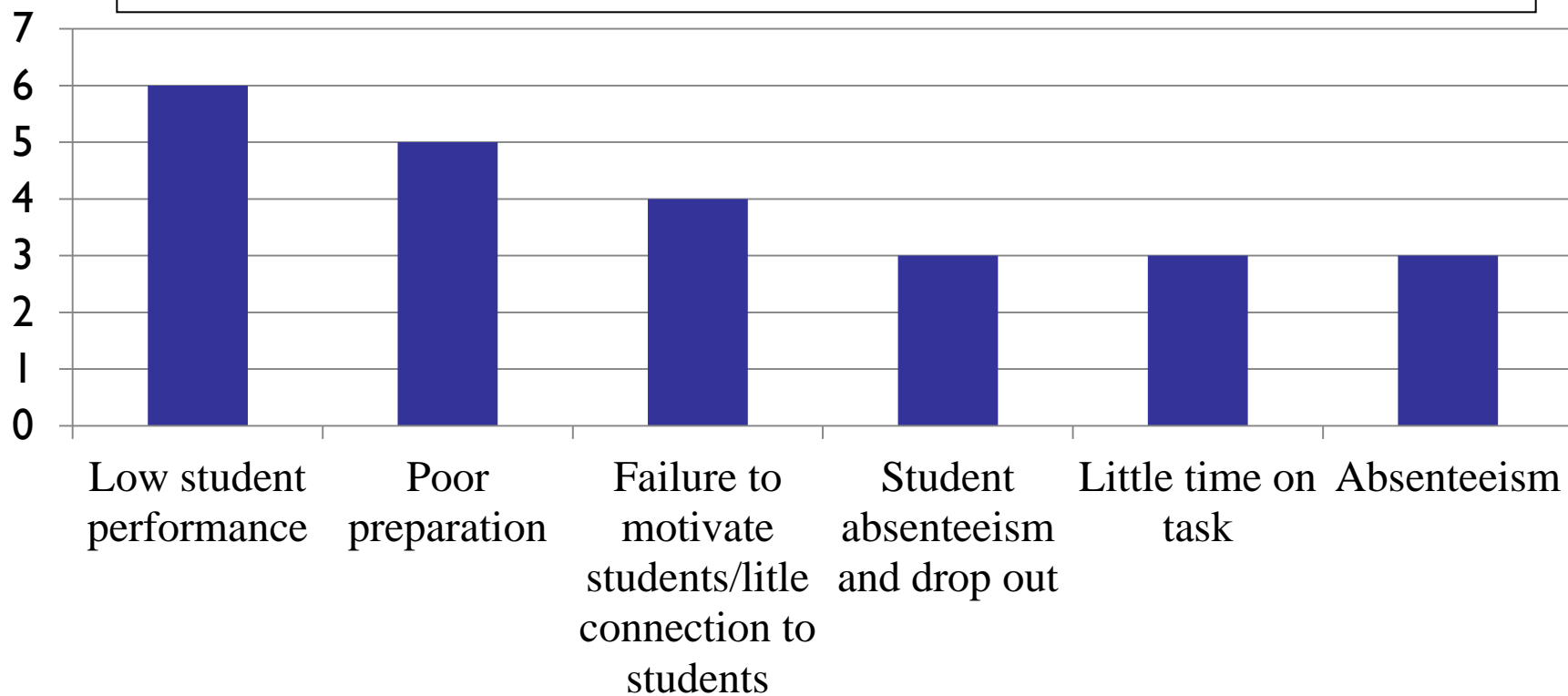
N = 16

Survey Results: Consequences of Low Teacher Motivation

In what ways have low levels of motivation among teachers had a significantly negative impact on student learning?

(number of times mentioned among CO responses on y – axis)

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Survey Results: Background Info

	All	Latin America	Africa	Asia	N
Average Age	33	37	29	39	14
Average Years of Experience	11	12	7	15	14
Percent Female	50	67	35	55	15

Workload and Challenges

	All	Latin America	Africa	Asia	N
Average Hours Worked/Week	35	28	35	39	16
Average Class Size	52	36	69	42	15

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Survey Results: Workload and Challenges

What types of hardship(s), if any, do teachers face?	All	Latin America	Africa	Asia
Large class sizes	94%	75%	100%	100%
Lack of quality materials	81%	50%	83%	100%
Remote deployment	69%	50%	83%	67%
Poorly performing students	69%	75%	50%	83%
Multiple shifts	56%	25%	100%	33%
Mixed-grade classes	56%	75%	50%	50%
Other	56%	50%	67%	50%
Non-native language of instruction	50%	25%	50%	67%
Unsupportive communities	50%	25%	67%	50%
Mixed-ethnicity/language classes	38%	0%	33%	67%
Poorly behaved students	31%	25%	17%	50%
HIV/AIDS or other health issues (teacher or students)	25%	0%	50%	17%

(N = 16)

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Teacher Motivation Situation Analysis Country Scorecard

Country	Workload	Remuneration	Recognition	Accountability	Career Development	Institutional Environment	Voice	Resources
Sahel/ Mali	44%	33%	86%	50%	58%	33%	50%	0%
Uganda	13%	33%	71%	50%	58%	56%	13%	0%
Malawi	50%	42%	57%	100%	33%	44%	38%	0%
Mozambique	44%	50%	57%	100%	50%	67%	25%	0%
Ethiopia	25%	33%	29%	25%	33%	56%	38%	0%
Egypt	63%	58%	57%	75%	92%	67%	50%	100%

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Survey Results: Recommendations

- <u>Workload</u>
  - Ensure teachers are not overburdened
  - Remote deployment support such as bicycles, mobilizing the community to provide housing and other support, ensuring access to resource centers and training, etc. (very successful)
  - Training on large class size management, active learning, and measurement (very and somewhat successful)

- <u>Remuneration</u>
  - Mobilizing communities to build/provide housing (very successful)
  - Non-monetary community contributions (childcare, labor, security, cleaning, cooking classroom assistance)

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- <u>Recognition</u>
    - Achievement fair/community recognition (very successful)
    - Recognition days (unsuccessful)
    - Training on gender/rights (very successful)
    - Train in professional ethics and school legislation (somewhat successful)
    - Recognizing and rewarding specific behaviors such as leadership/teamwork
    - 'Best teacher' competition
    - Aptitude test before Save hires teachers
    - Spending time/talking with teachers

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Survey Results: Recommendations

- <u>Accountability</u>
  - Community monitoring (kids taking pictures, report cards, SMCs, etc.) (somewhat successful)
- <u>Professional Development</u>
  - Coaching/on-site training (somewhat successful)
  - Peer exchange/mentoring (very successful)
  - Reflective teaching/action research (in process but promising)
  - Life skills training/extracurricular activities (somewhat successful)
  - Training in leadership to promote career development (somewhat successful)
  - Training in performance evaluation techniques to grow on the job
  - Providing career development courses and help with career development plans
  - Training in active learning, etc. that does not require additional resources but demonstrates improved student achievement to teachers

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Survey Results: Recommendations

- <u>Institutional environment</u>
  - If training and environment allow, greater classroom autonomy
  - Training headmasters in school management/leadership
- <u>Voice</u>
  - Training in strategic management (somewhat successful)
  - Quality circles
- <u>Resources</u>
  - Involve community in contributing to/providing materials

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Conclusion: Non-Pecuniary Recommendations for NGOs to Support Teacher *Intrinsic* Motivation

- **Voice, Career Development:** Advocate for improved teacher conditions and career development opportunities with the MoE and host country government
- **Career Development:** Support and facilitate networking and mentoring opportunities between teachers (Communities of Practitioners), variation of responsibilities (monitoring or counselling function), and career development courses
- **Recognition and Career Development:** Treat teachers as equal partners and professionals, promote school professional environment
- **Recognition:** Working with communities to support teachers, campaign on behalf of them for World Teachers' Day
- From Bennell & Ntagaramba (2008)
  - Conditional scholarships and tied contracts to reduce teacher attrition.
  - Provision of credit to teachers for income generating activities.

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Thank you!

- Questions?