

## Assessing intrinsic and extrinsic motivational orientations between the public and the private high school teachers toward teaching as profession in Jordan

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### ABSTRACT

The aim of this research paper is to assess intrinsic and extrinsic motivational orientations between the public and the private sector for high school teachers toward teaching as a profession. A sample of teachers were chosen from the public and the private school in Jordan (N=204). Four hypotheses were tested using independent-samples T-test, the result shows that private school teachers were more motivated by extrinsic compensation motives and extrinsic outward motives, while public school teachers were more motivated by intrinsic challenge motives and intrinsic enjoyment motives. The authors found out that private school teachers perceived themselves motivated by money and rewards, to be better than their colleagues in doing their job and need to have a recognition for their performance at their work. Public school teachers perceived themselves as enjoying tackling new problems and solving complex and difficult problems and considered their job as very important to them.

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## 1. Introduction

Teaching as occupation is considered a very important job, teachers build the nation of tomorrow. World wide public sector schools were the only source for providing learning and knowledge to students. Nowadays, there are many sources of teaching not only public schools, but also private schools, home learning, online learning, etc. In recent years teachers in the public sector and the private sector start to face many challenges. Some of these challenges affect the teaching system globally, such as technology development, Covid-19crisis, political challenges, economic challenges, and many other challenges. In Jordan in specific, teachers have been exposed to three major challenges. The first is technology challenges, due to the Coronavirus pandemic all schools in Jordan require to adapt to new technology. But some schools do not have the resources required for this adaption, especially for the public school. The second challenge is a political one, this challenge is represented by the abolition of the teacher's union, and not granting their rights and demands which were approved by the government. This issue affects both teachers in the public and the private sector. Another challenge is the preferences of working for the public sector, teachers in Jordan still prefer working for the public sector rather than the private sector, the same as the case with other Arab countries (Edamame & Nowakowski, 2019). The importance of this study goes threefold. First, assessing intrinsic and extrinsic motivational orientations between the public and the private sector for high school teachers toward teaching as a profession. Secondly, it will explain and predict the motivational behavior indifferent social contexts. Thirdly, this research will have a psychological importance by understanding motivational orientation from different cultures. As most of the studies

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focused on western culture (Dan, 2015; Dur & Zoutenbier, 2015; Frank & Lewis, 2004), no studies to the extent of the author's knowledge have been conducted on the Arab culture.

## 2. Literature review

Human element is considered a vital resource for every educational institution, and preserving this element is the main goal for those organizations. There are many factors that affect the satisfaction and dissatisfaction of employees working in both sectors (Public and Private). Factors such as motivations, job characteristics, career development and many more (Joanne Chan & Mai, 2015). Dissatisfaction has negative impact on organizations, such as high turnover rate, higher absentees' rates, and increasing cost of productivity (Ratna Pudyarningsiha et al., 2020). Extrinsic and intrinsic motivations play a key role on employee satisfaction, many studies indicate the important of extrinsic and intrinsic motivations on employee's performance, these studies show the positive relationship between employees' performance, productivity, and achieving organization goals (Campbell & Im, 2019; Dubagus, 2020; Manolopoulos, 2008; Park & Word, 2012)

### 2.1. Extrinsic and Intrinsic motivation

When people do something to get something back in return, they are called extrinsically motivated, Ryan and Deci (2000, p. 55) define extrinsic motivation as "doing something because it leads to a separable outcome". Extrinsic motivated employees are looking for achieving goals that are apart from the job itself, such as rewards, recognition, money, or any external threats" (Amabile et al., 1994; Park & Word, 2012; Stuhlfaut, 2010). According to Amabile (as cited by Stuhlfaut, 2010) extrinsic motivations are represented by two subscales: compensation and outwardness, those two subscales were built upon the major elements of extrinsic motivations (evaluation, recognition, competition, rewards, and control). In contrast, when people do something because it is attractive or fun, they are called intrinsically motivated. Antonioli et al. (2016, p. 3) stated that "Intrinsic motivations regard the personal sphere and comprehend those intangible incentives which endogenously foster an individual to undertake some task". Some examples of intrinsic motives activities are doing something because it is enjoyable or satisfying. Based upon the five elements of intrinsic motivations (self-determination, competence, task involvement, curiosity, and interest), Amabile (as cited by Stuhlfaut, 2010) indicated two subscales of intrinsic motivations; challenge and enjoyment. In study conducted by Yasmeeen et al. (2019) to explore extrinsic and intrinsic motivations of teachers in special education in the public schools, the authors found out that teachers in special education extrinsic motivations are low, such as limited salaries, allowances, and slow development process, in the contrary teachers in special education were intrinsically motivated in the form of pleasure, success, and honor. In another study comparing motivation between the public and the private teachers' schools, both teachers are motivated by loving their job, however private school teachers were more extrinsically motivated than their counterparts in the public schools (Alipour, 2018). Low salaries and work overload were amongst the most prominent motive factors that affect teachers in the public schools and in the private schools, lack of resources, development programs, and the high capacity of the classrooms were also considered amongst the motives factors the affect teacher's performance in both school sectors (public and private) (Aslam, 2013). In a study conducted by Nawaz and Yasin (2015), the authors found out that private school teachers were motivated by income, a fair evaluation system, and friendly environment. The authors also highlighted the importance of student behavior and the teaching resources as a motive for private school teachers. Similarly, Koran (2015) found out that the motives for teaching from teachers' perspective is when teachers have a good relationship with their students and when their work is valued and recognized by the administrations and the parents.

### 2.1. Hypothesis

To answer the research question: how intrinsic and extrinsic motivational orientations differ between the public and the private schools' teachers toward teaching as a profession in Jordan? The following hypothesis have been developed:

H<sub>1</sub>: Public school teachers are less motivated by extrinsic compensation motives toward teaching as a profession than private school teachers.

H<sub>2</sub>: Public school teachers are less motivated by extrinsic outwardness motives toward teaching as a profession than private school teachers.

H<sub>3</sub>: Public school teachers are more motivated by intrinsic challenge motives toward teaching as profession than private school teachers.

H<sub>4</sub>: Public school teachers are more motivated by intrinsic enjoyment motives toward teaching as a profession than private school teachers.

### 3. Methodology

#### 3.1. Research design

In this quantitative research approach the researcher used the survey design. This design is the best because it helps in answering the research question and in accepting or rejecting the research hypothesis. According to (Creswell & Creswell, 2018, p. 147) survey design “provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population”.

#### 3.2. Population, Samples and Sampling Techniques

The population of this research was teachers from the public and the private school in the city of Madaba in Jordan. A simple random sampling technique was used to select the participant, total participants in this study were (N=204) from both public and private schools.

#### 3.3. Data collection and analysis method

The researcher used the work preferences inventory questionnaire (WPI) developed by Amabile et al. (1994) as a tool for collecting the data. Work preferences inventory consist of four sections (enjoyment, challenge, outward, and compensation) for measuring extrinsic and intrinsic motivation. The questionnaire Cronbach's Alpha was as follows; .71 & .67 for enjoyment, .74 & .73 for challenge, .71 & .63 for outward, and .78 & .62 for compensation. The questionnaire was distributed online after translating it from English to Arabic using the method of forward translation and back translation (Khalaila, 2013). T-test for independent samples was performed, the established significant level 0.05 using statistical package for the social science (SPSS) version 27.

#### 4.4. Operational Definition of Variables

##### a. Intrinsic Motives

The fun and enjoyment teachers get when they do their job.

##### b. Extrinsic motivations

The tangible result teachers expect in return for doing their job.

##### c. Intrinsic enjoyment motives

The fun, satisfaction, development, and autonomy teachers have when pursuing their job.

##### d. Intrinsic challenge motives

The trust and capability when teachers get when they perform their job.

##### e. Extrinsic compensation motives

The salary and promotion teachers get when performing their job.

##### f. Extrinsic outward motives

The support or independent teachers get when they perform their job.

### 4. Results

#### *Hypothesis one:*

H<sub>1</sub>: Public school teachers are less motivated by extrinsic compensation motives toward teaching as a profession than private school teachers. As shown in table 1 and table 2 an independent-samples T-test was calculated comparing the mean scores of the public sector teachers and the private sector teachers. No significant difference was found ( $t(202) = .252, p > .05$ ). The mean of the public-school teachers ( $m = 2.5405, sd = .99019$ ) was not significantly different from the mean of the private school teachers ( $m = 2.5611, sd = 1.03656$ ). Therefore, we accept the null hypothesis “public school teachers are less motivated by extrinsic compensation motives toward teaching as a profession than private school teachers”. We conclude that the private-school teachers are more motivated by extrinsic compensation motives toward teaching as a profession.

**Table 1**  
Group Statistics for Compensation Motives

	Work sector	N	Mean	Std. Deviation	Std. Error Mean
Extrinsic compensation motives	Public	168	2.5405	0.99019	0.03416
	Private	36	2.5611	1.03656	0.07726

**Table 2**  
Independent Sample Test for Compensation Motives

	T	DF	Sig. (2-tailed)
Extrinsic compensation motives	-.252	202	.801

*Hypothesis two*

H<sub>2</sub>: Public school teachers are less motivated by extrinsic outward motives toward teaching as a profession than private school teachers.

As shown in Table 3 and Table 4, an independent-samples T-test was calculated comparing the mean scores of the public sector teachers and the private sector teachers. No significant difference was found ( $t(202) = .683, p > .05$ ). The mean of the public-school teachers ( $m = 2.5690, sd = 1.03425$ ) was not significantly different from the mean of the private school teachers ( $m = 2.5444, sd = 1.05989$ ). Therefore, we accept the null hypothesis “public school teachers are less motivated by extrinsic outward motives toward teaching as a profession than private school teachers”. We conclude that the private-school teachers are more motivated by extrinsic outward motives toward teaching as a profession.

**Table 3**  
Group Statistics for Outward Motives

	Work sector	N	Mean	Std. Deviation	Std. Error Mean
Extrinsic outward motives	Public	168	2.5690	1.03425	.02523
	Private	36	2.5444	1.05989	.05586

**Table 4**  
Independent sample test for outward Motives

	T	DF	Sig. (2-tailed)
Extrinsic outward motives	0.408	202	.683

*Hypothesis three*

H<sub>3</sub>: Public school teachers are more motivated by intrinsic challenge motives toward teaching as a profession than private school teachers. As shown in Table 5 and Table 6, an independent-samples T-test was calculated comparing the mean scores of the public sector teachers and the private sector teachers. No significant difference was found ( $t(202) = -1.443, p > .05$ ). The mean of the public-school teachers ( $m = 2.3738, sd = .91252$ ) was not significantly different from the mean of the private school teachers ( $m = 2.4833, sd = .97726$ ). Therefore, we accept the null hypothesis “public school teachers are more motivated by intrinsic challenge motives toward teaching as a profession than private school teachers”. We conclude that the private-school teachers are less motivated by intrinsic challenge motives toward teaching as a profession.

**Table 5**  
Group statistics for challenge motives

	Work sector	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic challenge motives	Public	168	2.3738	.91252	.03148
	Private	36	2.4833	.97726	.07284

**Table 6**  
Independent sample test for challenge motives

	T	DF	Sig. (2-tailed)
Intrinsic challenge motives	-1.443	202	.149

*Hypothesis four*

H<sub>4</sub>: Public school teachers are more motivated by intrinsic enjoyment motives toward teaching as a profession than private school teachers.

As shown in Table 7 and Table 8, an independent-samples T-test was calculated comparing the mean scores of the public sector teachers and the private sector teachers. No significant difference was found ( $t(202) = -.924, p > .05$ ). The mean of the

public-school teachers ( $m = 2.1286$ ,  $sd = .91060$ ) was not significantly different from the mean of the private school teachers ( $m = 2.1778$ ,  $sd = .94504$ ). Therefore, we accept the null hypothesis “public school teachers are more motivated by intrinsic enjoyment motives toward teaching as a profession than private school teachers”. We conclude that the private-school teachers are less motivated by intrinsic enjoyment motives toward teaching as a profession.

**Table 7**

Group statistics for enjoyment motives

	Work sector	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic enjoyment motives	Public	168	2.1286	.91060	.02222
	Private	36	2.1778	.94504	.04981

**Table 8**

Independent sample test for challenge motives

	T	DF	Sig. (2-tailed)
Intrinsic enjoyment motives	-0.924	202	.356

## 5. Conclusion

The first hypothesis indicated that private school teachers were more motivated by extrinsic compensation motives such as money, rewards, and promotions toward teaching as a profession. Teachers in the private schools do not consider their job secure and safe, because of this they perceive themselves motivated by money and rewards as their main motives in their job. This finding confirmed with the study of Mustapha (2020), the author found out that promotion has a significant effect on employees' performance in the private sector. In contrast, public school teachers are less concerned about compensation motives, this behavior is due to the security and stability public jobs provide for employees in Jordan. Jordanian employees in the public sector in general, and in the education sector in specific rarely think of changing their occupation, they consider it as a lifetime job. According to Geert Hofstede taxonomy for countries' culture, Arab people are more collectivistic and avoid uncertainty (Hofstede, 2003), this gives indication about the social context and culture of Jordan and why teachers perceived themselves in such a way.

The second hypothesis assured that private school teachers perceived themselves as more motivated by extrinsic outward motives toward their profession. Private school teachers perceived themselves to be better than their colleagues in doing their job and need to have a recognition for their performance at their work, these findings were confirmed in a previous study (Frank & Lewis, 2004).

Hypothesis three showed that public school teachers are more motivated by intrinsic challenge motives toward teaching as a profession. Public school teachers perceive themselves as enjoying tackling new problems and solving complex and difficult problems. In contrast, private schools' teachers are less concerned in intrinsic challenge motives. The final hypothesis claims that public school teachers are more motivated by intrinsic enjoyment motives toward teaching as a profession than private school teachers. The result shows that public school teachers perceived themselves to enjoy what they are doing; they see their job as something that matters for them. Added to that, public school teachers considered their job as very important to them, the importance of the job creates enjoyment for them. These results were confirmed with previous research (Rashid & Rashid, 2012).

Overall, we conclude that private school teachers are extrinsically motivated while public school teachers are intrinsically motivated.

## 6. Recommendation

In this research paper the authors answer the research question about motivation orientation between public and private school teachers in Jordan. Based upon the results of this research the authors recommended that the ministry of education needs to focus on teacher's motivation and satisfaction. The government needs to create laws that protect teachers in the private sector as the result shows that private school teachers need to feel secure in their work. The government needs to retrieve from the abolition of the teacher's union and granting teachers rights and demands. Finally, based upon the research results further research is needed in the areas of teacher's performance, motivation, and student performance. Added to that an exploratory research to review and evaluate human resources practices in the public schools and private schools.

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