

Problems and Solutions of Motivation of Teachers in Hangzhou No.4 High School International Department

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ABSTRACT

In order to increase the motivation of the teachers in international school. This paper take Hangzhou No.4 high school as example to investigate the motivation level of the existing teachers and problems that they have. The purpose of the study is to give the solutions to the problems and to make teachers better motivated in schools. This study mainly uses quantitative research in the form of a questionnaire to carry out the data. The result shows that most teachers are well motivated in this school but there are some problems, like not achieving the work-life balance and not having clear guideline from supervisors. So the school should pay some attentions on managing teachers' holidays and rest time. What is more, teachers should be able to know their overall target and the tasks in each department. Both of them can help 1teachers stay more motivated.

Keywords: *International school, teacher motivation, quantitative research, questionnaire*

1. INTRODUCTION

Nowadays, studying abroad is becoming a hot trend among teenagers and their parents in China. As a medium, international high schools provide more opportunities for them to go abroad by teaching international subjects, which helps them adapt to the study environment outside. However, recent report from Zhiyian Consulting Institute illustrated that there are some growing problems in international education, one of the most important problems is that students do not get good grades through school study. They need to take many after-school classes to get the ideal scores. In other words, the quality of education in international schools are declining. To explore the reason behind the decline of the education quality of international schools, the researchers of the report held some interviews.

During various interviews, students and parents complained that the labour turnover of international high school, is very high [1]. According to the research result from Top School Organization[2], it showed that the overall labour achieve 33.7%, in another words, more than a third of teachers leave their job less than a year, and over 27% of these dimission are voluntary. This the main reason of the decreasing education quality, since high labour turnover means that the school should recruit new teachers that may not very familiar with the teaching techniques, the syllabus of the international courses and

the students as the previous teachers. Therefore, it is crucial to find a better way to address this problems in order to develop the international education. There are many researches in this field, and most of them take old first-tier cities as examples, such as Beijing, the capital of China, and shanghai, the central of global finance and business. However, they ignore some new first-tier cities like Hangzhou, where the numbers of international school is growing rapidly. Therefore, here the author investigates the problems and solutions in the motivation of teachers in Hangzhou No.4 high school international department. If the problems and solutions can be found, then the enrolment rate and level of satisfaction of students will rise, hence boosting the development of this industry. This paper will investigate the teachers of the school, find out the existing problems and put forward the corresponding solutions. This thesis makes extensive use of relevant theories of motivation theories and takes Hangzhou No.4 high school as a typical example as the research object and makes full use of literature search method. The research also uses questionnaire and interview as the research method, since it is easy to control the variable and the interviewees. Most importantly, it is cost-effective, which means that the cost can be the lowest and it is effective as well.

2. LITERATURE REVIEW

Motivation is the condition of being eager to act or work. Teachers, as a profession in the world, need motivation to stimulate them to work in high efficiency and passion. More importantly, teacher motivation plays a vital role to improve the quality of education[3], which means the motivation level of teachers are closely connected with the quality of education that students receive. In reviewing the development of teacher motivation, foreign scholars' interest in teacher motivation can be traced back to the problem of classroom loss in the United States, Australia, Britain and other western countries in 1990s. The early research focuses more on the motivation of pre-employed teachers. Relevant studies show that internal motivation and altruistic motivation are the main driving forces for teachers to choose to work as teachers. With the deepening of the research, researchers gradually realize the importance of teacher motivation in teacher teaching practice, and suggest to further explore the relationship between teacher motivation and student motivation. Therefore, since the 21st century, in-service teachers' teaching motivation and its impact on learning motivation teaching practice have become a new focus of research. Since then, more and more researchers have carried out empirical studies on in-service teachers' teaching motivation in combination with localized teaching scenarios. The research of domestic scholars on teacher motivation mainly involves the following areas: teacher motivation from duty or work, teaching motivation, achievement motivation, continuing education and learning motivation. Most of these studies focus on in-system education rather than international courses, but the results of previous researches give directions and key points to do the following research. Therefore, this paper focuses on the investigation of the motivation influencing factors of international high school teachers and their motivation stage. At the same time, it is predicted that the main factors affecting teacher motivation are salary and rest time, and it is predicted that most teachers are in the intermediate motivation stage.

3. METHODOLOGY

Here, a primary research collection method is used, which is defined as a methodology used by researchers to collect data directly, rather than depending on data collected from previously conducted research [4]. Since teachers are changing all the time in the international school, so the previous data is not so reliable. By handing out sixty-six questionnaires with twenty subjective questions to all the teachers in the international department, it leads to the numerical data result across the groups of people to explain trends and phenomena, which is also known as quantitative research [5]. The main benefit of quantitative research is that all the data can be collected in a short time period without wasting too much

time. In addition, the response rate is higher than qualitative research since the answers are more obvious with objective questions. However, there are some limitations. For instance, it is difficult to investigate further questions about teachers motivation, like where it comes from and which factor will make them feel most motivated. In order to tackle this disadvantage, there is a new question added into the questionnaire, which is "choosing three factors from these ten statements of which will motivate you better", factors like "Rising the salary" " Helping with childcare" "Providing better working environment" are listed, by understanding what the current teachers exactly want, the solutions can be figured out easier.

All the teachers including foreign teachers and Chinese teachers are involved in the research, so all samples are used in this research, which can avoid some bias. For example, for random sampling, if the teachers they choose are in the certain group, like women or foreign teachers, they may lead to a result that is not so accuracy. Also, generally, the larger the sample, the greater the chance that this 95% confidence level will be met, which means that the results can be relied upon in 19 cases out of 20[6], which makes the research more reliable.

Respondents should score each of the twenty statements using the scale questions from one (fully disagree) to five (fully agree). Since they can hardly judge the statement simply with true or false, the scale judgement can lead to more detailed results, allowing the researchers to spot the differences in the degree of respondents' opinions. Below the guide, there is a scoring scheme, which means that the teachers can be based on the overall score they have calculated (one hundred total), to see which motivation level they are in. The research divided the motivation into four different levels. For people scored between 20-40, it means teachers are poorly motivated, they should evaluate their job carefully. For people scored between 40-60, it means they lack some motivation, but they are sufficient to work in this organization. For people who scored between 60-80, they are highly motivated and contribute their values in the school. For people who scored between 80-100, they have reached top level of need, self-actualization, in Maslow's hierarchy of human needs [7].

The researcher handed out the questionnaire one by one, and the researcher were watching the teacher to answer the question in the whole process. So that, if teachers had any question during finishing this questionnaire, they can ask the researcher at any time. One benefit of this is, this method greatly avoids some problems caused by misunderstanding of the questions and increases the response rate potentially.

In addition, after all the graphs have been plotted, there was also an after-survey interview which was done by the researchers, which is aimed at finding out some

problems existed and predicting some possible solutions to solve the problems.

4. DATA ANALYSIS

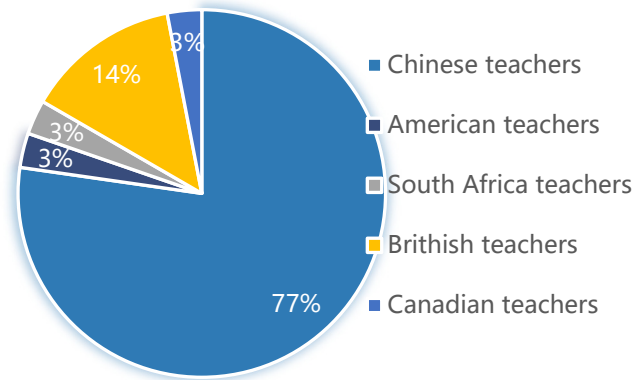


Figure 1. The Nationality of Teachers

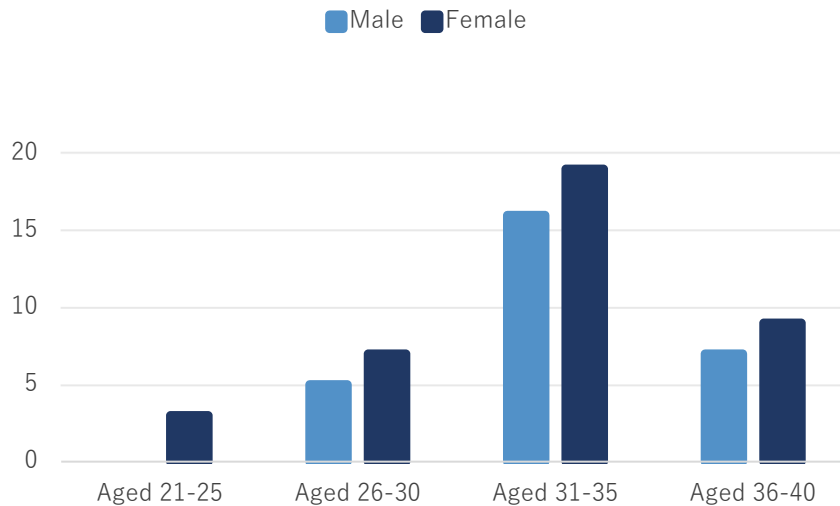


Figure 2. Age and Gender in HZ4Z

According to the data on teachers held by the school, there are 66 teachers in the International Department, and the administrative staff are not involved. It can be seen that most teachers in the international department are Chinese, which reaches to 77%, and only 23% of them are foreign teachers from different countries of the world.

As for the age groups, teachers aged 31-35 is the modal class. Alternatively, the average age is 33.45 years old. The range of all the teachers there is 17 years old with the inter-quartile range of 9 years old. However, it is said that the high school teachers under age 30 is superior than those 31-40 in knowledge sharing [8]. The department of school Human Resources Management (HRM) may not have realized this point.

By collecting all the data, classifying them into different categories and representing them in various

graphs, the correlation analysis is done. Firstly, the response rate is 100%, which is higher than the response rate in other schools. What is more, the reliability of the questionnaires is very high, which is both reliable and valid, there is no extreme value occurred as well. The Cronbach's coefficient alpha [9] estimates the reliability of this type of scale by determining the internal consistency of the test or average correlation of items within the test. By calculating the score, the Cronbach's alpha is equal to 0.902(correct to 3 significant figures), which means the internal consistency is very high. This may result from one-on-one interview. From the result of the surveys, it can be drawn out that, most teachers in Hangzhou No.4 high school International Department are in the second level of motivation which has been classified in this research. This means they are motivated at the basic level, they have the passion to work, but not

very much. By connecting the motivation scores with the age of teachers, the distribution is relatively even, the teacher aged between 31-35 has higher score in relative, but this may due to the fact that number of teachers in this group is high. Hence, the motivation level does not have direct relationship with the age in this research. The female teachers has the higher scores than male, it can be seen that the female teachers are more easily to be motivated. Nonetheless, the number of female teachers in the international department is larger than male teachers, the small number of data cannot easily draw this conclusion. Alternatively, the foreign teachers are highly motivated than Chinese teachers in average. According to the same rule, the conclusion is not so reliable because the number of respondents is very small, so the consequence only give a vague guide to the school HR department about hiring the teacher in the future. The school should do some further researches using larger number of teachers.

The scores of the questions about the suggestions and encouragements given by the superiors are very low. This is mainly because the direction that the superior gave is not specific, to be more precise, they may have no idea about how to do the plans because the superiors just gave them tasks without telling them how to do them, which was said by many teachers in different departments after they have completed the questionnaire. What is more, they think that they have not been given the right balance of the amount of time that are given in working and the personal life outside work, like family and other interests, which is also known as the work-life balance [10]. Therefore, the questions related to the personal life apart from the work also has lower scores relatively.

Therefore, the problems are, almost all the teachers have the intensive to do work, however, they do not achieve higher level of motivation, so this will lead some teacher leave the job voluntarily when they find they do not want to work in this organization anymore.

5. CONCLUSION

This paper starts from relevant theories of motivation, and learns from the development history of teacher motivation research in China and abroad. Based on this, the author found out that the parts ignored by most researchers, investigated the classroom dynamics of international high schools, and drew the following conclusions.

First of all, international high school teachers do have some problems about lack of motivation. Generally speaking, the motivation of foreign teachers is higher than that of local teachers. Teachers can feel not well balanced in work and life, and less clear to receive tasks which may be assigned, they lack some guidance. Therefore, I suggest that the school should once again manage teachers' holidays properly and give some

guidance to teachers, especially new ones, so that they have a better understanding of tasks and teaching objectives. However, due to the limited space and knowledge, many problems have not been studied in depth, such as the details about balancing teachers' teaching and life. At the same time, this is only a rough framework, the specific implementation needs to be precise planning. Now studying abroad is a new trend. It is believed that the higher motivation of teachers can improve the quality of teaching and greatly increase the admission rate of schools abroad.

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