Chapter 13
Curriculum Implementation and Teacher Motivation:
A Theoretical Framework

Lazarus Ndiku Makewa
University of Eastern Africa, Baraton, Kenya

Baraka Manjale Ngussa
University of Arusha, Tanzania

ABSTRACT

While teachers can play role toward success or failure of curriculum implementation, this chapter discusses teacher motivation and curriculum implementation. It particularly attempts to indicate many areas which teachers can be motivated to get involved in effective curriculum implementation. Various theories of motivation are consulted to come up with authoritative document on how teachers can be motivated to play their role in a meaningful sense. These include two-factor theory, self-determination theory, person-object theory, expectancy theory, equity theory, and job enrichment theory. Extensive literature throws light on the theme in a deeper sense and reviewed studies guide us to come up with a discussion that is theoretical in nature. This chapter concludes that although not clearly stated, teacher motivation remains a major component in curriculum implementation.

1. INTRODUCTION

A major conclusion of the extensive literature on school effectiveness is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance. Thus, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes.

A considerable amount of research has been conducted on what makes the 'effective' teacher, yet, the focus to date of policy reform in most countries has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training. However, the limited

impact of many of these interventions has forced politicians and policymakers to focus increasingly on the needs of teachers themselves.

Motivation and incentives have many common or similar themes with the very much more limited literature on this subject in low-income developing countries. In particular, it is widely contended that the status of teachers in most developing countries has declined appreciably during the last 60 years, teacher autonomy and creativity has been curtailed by more control and regulation, and that teachers are being asked to do more with less. Teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation and teacher development (International Institute of Educational Planning, 2004).

This is further indicated in critical theory by a Brazilian Paulo Freire in his most influential highly quoted *Pedagogy of the Oppressed* work as appears in Henson and Savage (2009) and Ornstein and Hunkins (2009), defining educational systems as tools of the dominant class of society for keeping down the masses and for institutionalizing dominant values at the expense of the oppressed (the teachers). Freire described this scenario as *banking* approach to education where the group in power knows truth and attempts to deposit it in the minds of the oppressed.

Amid these negative realities and challenges that threaten teaching profession, research has consistently found that 'working with children' is the main determinant of teacher job satisfaction. Consequently, it is the rewarding nature of the job itself rather than pecuniary gain that is the primary motivation for becoming a teacher. A comprehensive literature review by Spear, Gould and Lee (2000) highlights the wide range of factors that influence teacher job satisfaction and motivation. The main factor found to contribute to job satisfaction of teachers is working with children, whereas job dissatisfaction was primarily attrib-

uted to work overload, poor pay, and perceptions of how teachers are viewed by society. Hertzberg's two-factor theory, as the overarching theoretical framework in synthesizing the main findings of the studies was reviewed. The main conclusions are that, in order to experience high job satisfaction, teachers need an intellectual challenge, a high level of professional autonomy, to feel that they are benefiting society, to enjoy good relations with their colleagues, and to spend a sufficient proportion of their time working with children. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities do not necessarily bring about higher levels of job satisfaction.

Another important finding of the review is that studies have consistently identified the same variations in the job satisfaction levels of teachers depending on certain individual and school characteristics. In particular, with regard to gender differences, female teachers tend to have higher levels of job satisfaction than their male colleagues, but male teachers are generally more satisfied over their level of influence over school policies and practices. Teachers in rural areas report higher levels of job satisfaction than those in urban areas.

Pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia & Hutchinson, 1985). Offering additional extrinsic rewards has even been found to undermine the intrinsic motivation of teachers (Deci, Spiegel, Ryan, Koestner, & Kauffmann, 1982).

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. Based on survey done by Michaelowa, large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/curriculum-implementation-and-teacher-motivation/133817

Related Content

The Benefits and Limitations of a Short-Term Study Abroad Program to Prepare Teachers in a Multicultural Society

Heejung An, Carrie E. Hongand David Fuentes (2017). *Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers (pp. 361-382).*

www.irma-international.org/chapter/the-benefits-and-limitations-of-a-short-term-study-abroad-program-to-prepare-teachers-in-a-multicultural-society/171793

Positive Psychology Competences of Pre-School Teachers as a Tool for Understanding and Nurturing Children's Play

Sanja Tatalovi Vorkapiand Petra Provi (2018). *Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs (pp. 134-152).*

www.irma-international.org/chapter/positive-psychology-competences-of-pre-school-teachers-as-a-tool-for-understanding-and-nurturing-childrens-play/193358

Utilizing Collaborative Teacher Inquiry to Enhance Daily Teaching Practices in K-12 Classrooms

Kristin A. Kurtzworth-Keenand Kelly A. Harper (2021). *International Journal of Teacher Education and Professional Development (pp. 17-29).*

www.irma-international.org/article/utilizing-collaborative-teacher-inquiry-to-enhance-daily-teaching-practices-in-k-12-classrooms/266301

Technology Instruction in Language Teacher Education Programs

Yining Zhangand Matthew Deroo (2017). *Preparing Foreign Language Teachers for Next-Generation Education (pp. 1-22).*

www.irma-international.org/chapter/technology-instruction-in-language-teacher-education-programs/160324

Designing Learning Environments That Support Diverse Students' Needs in a Teacher Education Program

Beverly Sandeand Camille S. Burnett (2023). *International Journal of Teacher Education and Professional Development (pp. 1-24).*

www.irma-international.org/article/designing-learning-environments-that-support-diverse-students-needs-in-a-teacher-education-program/318417