

Teachers Motivation towards Teaching in Rural Indigenous Schools

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Abstract— Teacher's motivation plays a vital role in the success of teaching and learning process. Teachers who is teaching in the rural indigenous schools face several challenges as compared to the schools in urban area especially on the school conditions and the socio-economic conditions. Therefore, this study investigates on the teacher's motivation towards teaching in indigenous school in rural region of Hulu Perak district, Perak. This quantitative research design employed 100 teachers who work in the 4 indigenous schools located in the rural areas of Hulu Perak. The data was collected through survey questionnaire, a Google Form that consist of 3 sections; demographic details, motivation and teaching. Overall, the finding indicated that the respondents were motivated to teach regardless of the challenges they face in the rural indigenous school. In spite of the demand of extra time and energy, teacher's motivation have encourage teacher to be determine in teaching the rural indigenous school as they have high interest, attitude and motivation in the teaching profession.

Keywords— Motivation, Rural Area, Indigenous School, Teacher Motivation, Teaching.

I. INTRODUCTION

Malaysia is known as a country with multi-ethnic population and unique geographical environment which consist of peninsular (West Malaysia) and the island of Borneo (East Malaysia). The indigenous community in Malaysia is mainly divided by the native tribe who lives in Peninsular Malaysia, and the other tribes in Sabah and Sarawak. According to International Work Group of indigenous Affairs (2018), there are about 11.8% of indigenous people in Malaysia. A large of chunk of the indigenous people live in or close to forest, with about 60% of them living in the forest-fringe or rural areas in the country, while 30% live in the forest interiors. It is also mentioned that only about 1% of the indigenous community lives in settlements or areas close to urban regions. This is challenging as it needed efforts to reform schools especially the indigenous school which located in the rural region. Osman Rani Hassan & Rajah Rasiyah (2011) mentioned that schools in rural region provide education to pupils who are vulnerable because of family background, poverty, and lack of guardians, lack of nutrition and lack of high educational attainment within families. Norwaliza Abdul Wahab & Ramlee Mustapha (2015) stated that in the effort of ensuring nobody left behind, Orang Asli Education Transformation Program under the Education development Plan from 2013 to 2015 was introduced to boost the quality of education of Orang Asli pupils with an effort to provide a complete education landscape in their settlements. This continuous

effort in developing the indigenous people have been taken by the Malaysian government since independence 1957. Teachers from the Teacher Training Colleges (IPG) are usually placed at the rural region in the indigenous settlement as their first posting. Teacher who are posted at the indigenous school plays a vital role in educating the indigenous community and quality of the education. However, indigenous schools in rural regions often have problem with teacher shortages Hudson, P.B. and Hudson, S.M. (2008). Sharifah Md Nor, Samsilah Roslan, Kamaruddin Hj.Abu Hassan, Mohammad Azhar Mat Ali & Jaimah Abdul Manaf (2011), reported on the positive attitudes of teacher in village school despite the dire state of the school in terms of physical structure and facilities, and the poor working conditions of the teachers. Additionally, the Malaysian Ministry of Education (MOE) and Teacher Training Colleges (IPG) saw the real need to enhance the professionalism of teachers in the indigenous schools which located in rural region (Sharifah Md Nor, et al., 2011). Zahratulhayat Mat Arif (2018) reported in the New Straits Times that due to the socio-economic factors and lack of awareness on the important of education are the main factors that contribute to high dropout cases in rural school. It is clear that teachers who is teaching in rural indigenous school face several challenges as compared to the urban schools especially on the school conditions and the socio-economic conditions. Teachers are demand to be aware of the socioeconomic environments of the pupils that they are going to teach and work. Therefore, motivation is essential in teachers to perform in the rural indigenous school in long run. There were motivated teachers in rural schools where life is was generally more challenging and where many teachers did not want to be posted (Tanaka, C. 2010). In this fast paced world, Malaysia Education System do emphasis on the quality of education which in line with the UNESCO's Education for All (EFA) goals and that teachers have been the center of attention (UNESCO, 2014). The goal of achieving quality of education for all, the education for rural children is one of the main focuses of the Malaysian National Education Master Plan 2006-2010 (Sharifah Md Nor, et al., 2011). However, there is not enough study on teacher's motivation towards teaching in rural especially in indigenous schools in Malaysia. Hence, the following section discusses the motivation of teacher towards teaching in rural indigenous schools.

The present study aims to understand the motivation of teachers who teach in indigenous school at rural area. A teacher who is motivated either in teaching or extrinsically can

perform their work effectively and efficiently. Teacher who is demotivated would work under pressure and that could create a negative impact towards their job. Therefore, it is essential to understand factors affecting teachers' motivation who is teaching in the indigenous schools which located in rural region.

The effectiveness of every job of teacher was largely is depends on the willingness of teachers to devote effort and energy them. In other words, the strength of individual motivation will contribute to the effort towards the formation of a collective workforce (Cheok et al.; 2017 and Shen et al.; 2018). Therefore, the ministry of Education Malaysia takes the issue seriously as this extra workload will cause teachers to be motivated low in performing their duties. Moreover Qin et al. (2017) In addition, Despite the effort in educating the indigenous in rural school, the rural indigenous schools in Malaysia faces the shortage of teachers as they want to move to urban schools which can offer them a much better work conditions. This problem may occur due to the remoteness of rural schools (Adi Marwan, Bambang Sumintono & Nora Mislana, 2012). This problem may occur due to the remoteness of rural schools (Adi Marwan, Bambang Sumintono & Nora Mislana, 2012). The status of rural teachers and their working conditions continue to decline (Elock, E.S., 2020). Therefore, motivation is a very important and necessary thing due attention is given to enhance excellence and quality services that include the behaviour of teachers. Thus, based on above issue this study proposed research question below:

1. What is the teachers' motivation towards teaching?
2. Is there a significant difference between males and females with respect to their teaching motivation?

II. LITERATURE REVIEW

It is based on the current educational situation changes and expectations of the school community, efforts are being made towards improving school quality. On that basis, Datuk Seri Mahathir, The Prime Minister of Malaysia has announced in the 2019 budget presentation, one a half month salary to all civil servants in Malaysia including the minority educators in return and motivation. However, offer it to a teacher working hard with low rewards is like insulting (Townsend, T. & Bates. R., 2007). The needs of teachers as implementers should be considered in line with burden of their duties and qualifications. The increasing workload will be making teachers unhappy and feeling less motivated to implement it. Especially if the job and job assignments are assigned by the teacher is in the bigger scale is unfair. According to Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007), based on the study run by the University of Manchester Institute Science & Technology found that the profession of the teachers had high levels of pressure i.e. on a scale of 6.2 from pressures 0 to 10. This high level of teacher stress contributed by the changing and competitive world of education in the face of the era globalization. Teachers have to carry out their duties to meet the needs of the various parties as per the requirements of the school organization, the headmaster, the District Education Office, State Education Department, Ministry of Education Malaysia (MOE), students,

mother, father, community and country. This high pressure will cause the teacher to grow less motivated and they won't be serious when teaching and learning in schools.

Robins, S.P. & Coulter, M. (2005) defines motivation as a psychological process stimulate and motivate the individual in pursuit of a goal. Inside in other words, it is the willingness to use that high level of ability successfully developed by managers to ensure subordinates work towards it achievement of organizational goals. Motivation is not something personal but it is the result of interactions between individuals, managers, organizations and situations. Dunnette, M. D. & Kirchner, W. K. (1965) mentioned that motivation involves needs, desires and expectations, changes and even conflicts. Motivation has been generally viewed as energy or drive that moves people to do something by nature (Taylor & Francis, 2016). According to Ceniza, C. & Thanasoulis, C. (2011), there are two types of motivation, short term and long term. The goal of the short-term motivation is to keep members informed do the closest tasks with passion and dedication. While, the goal of long-term motivation is to make sure members stay together the team he joined. They feel their presence with the troops it is so meaningful and drives it to be more successful. In addition, Reeve, J. (2001), stated that motivation comes in two sources which is the intrinsic and extrinsic. According to Sitwat Saeed & David Zyngier (2012), motivation is a need to motivate us toward the goals we want to achieve. As teachers, we need to be motivated to meet the standards of professionalism higher in education.

Huysman, J. (2007) said that rural researchers typically agree that there's no one definition that measures the theoretical construct of rural. However, Morgan (2016) defines rural regions as usually open areas, with low settled population densities, and a high share of the unsettled land vicinity used for number one production such as agriculture, livestock, forestry, and fisheries. About one fourth of Malaysian's population is rural. Global Strategy to improve Agricultural and Rural Statistics (GSARS) (2018) defines rural regions as being a low facilities place which includes potable water, electricity, appropriate and handy roads, school infrastructure, bathroom facilities and social services like internet, telecommunication, TV transmissions and others which limited the people to access to valuable information. Lack of housing, lack of health care and lack of colleges for children is quoted the world over as reasons why many experts fail to accept rural postings, even though rural settings have the ability of providing family-orientated settings, lower crime rates, recreational access, sparkling air, and an enhanced quality of life (OECD, 2012). According to Johnson, J. & Strange, M. (2005) rural school is "the school which is located in a place inside or outside the metropolitan area and has the population of less than 2,500 people".

As portrayed over, the physical condition at school level is frequently intellectually and truly testing. The expert and social parts of the school condition are engaged here. Teacher's proficient associations with partners assume a key job in moulding how they see the activity. At the point when instructors perceive that they are upheld, they appear to stay in educating. The technique by which schools offer help to

instructors gives off an impression of being connected to the characters of head educators. Takase, M., Niitani, M., Imai, T., & Okada, M (2019) expounds on this, proposing instructors are roused by the acknowledgment of their ability or endeavours and demotivated by lacking of acknowledgment. Headmaster's characters and thought for their educators are significant (Acker, S. 1996). Nonetheless, albeit great relational abilities in head educators are important, they are inadequate in themselves. Nias (1989) and Evans (1998) recommend that educators can get disappointed by head instructors who don't share their missions or give input. As indicated by Golemans (1996) definition, initiative includes mindfulness, self-guideline, inspiration, sympathy and social aptitudes; and a headmaster who doesn't have these characteristics could be a strong demotivator (Nias 1989; Evans 1998).

Teacher are bound to attempt to receive new academic practice with the help of their headmasters (Suzana, B. 2016). From their contextual analysis in four creating nations in Africa and Asia, Taylor and Mulhall further recommend that a collegial environment, where teacher can voice their suppositions unreservedly, paying little mind to various positions in the school, energizes them. Then again, a circumstance has as of late emerged in which head instructors are relied upon to manage their schools and assume on greater liability and force, in accordance with decentralization and network association. Therefore, there is a need to explore on this area as this place teacher firmly in the rural indigenous schools.

Tremblay, K., Lalancette, D. & Roseveare, D. (2012) believes three sorts of network to be applicable to class the executives: geographic networks, characterized by member's spot of habitation, for example, a town or locale; ethnic and strict networks; and networks dependent on shared concerns, for example, children's instruction or the points of the parent instructor affiliation (PTA). Farber, B.A. (1982) emphasize that relationship with their colleagues, families and friends also were important. Bennell, P & Mukyanuzi (2005) stated that teacher motivation is strongly influenced by the attitudes of the community around them towards the overall value of education and the relationship between schools and the community. The current examination is principally worried about geographic networks, being rustic, with clear topographical limits and little population. Tanaka, C. (2012) recommends that the high turnover of educators in rustic networks is halfway because of powerless associations with networks. All the more as of late, Farber, B.A. (1982) has contended that instructors will in general feel esteemed by the network when they are furnished with staple and settlement, as some do. In any case, he brings up a further issue in inquiring as to why a few networks are willing and capable to offer these types of assistance while others are most certainly not. To be sure, there is a need to research instructor network relations so as to arrive at some comprehension of why they are formed in changing ways.

Evans (1998) shows that motivators is probably school-specific, but that the way individual teachers sense and perceive them, even in the identical school, is not the same; in

this sense, motivation is highly individual. Individual characteristics are one of the three settings that Falout, J. (2010) advocate motivation is dependent on the interpreted in this take a look at as identity and personality.

Teachers identities can be influenced by school organisations and regarded, for example, in phrases of ethnicity, class and gender – and as a trainer. Ethnicity may play a function in trainer motivation. From studies into number one school teachers in the country of Texas from 1993 to 1996, Davidson, E. (2008) suggest that less experienced white teachers – in contrast to African-American or Hispanic teachers – are more probably to leave the profession altogether when they're published to schools with high concentrations of minority organization students. Young instructors' „disillusionment" in rural areas of Ghana would possibly as a consequence be related to their background, including social distance from rural areas.

Teaching is probably a gendered occupation. Towse et al. (2002) advocate that during Tanzania, women are more like to choose being concerned professions such as coaching and nursing. Kibera (1997 referred to in Towse et al. 2002) claims that in Kenya, ladies “prefer to enter low level service-oriented occupations like nursing, secretarial service, clerical and teaching jobs that are perceived as low fame and have poor remuneration as well” (p647), despite the fact that he does not offer an reason for this. Fallon (1999) argues differently. Through her look at of an Akan rural community in Ghana, she indicates that one group of extra surprisingly respected ladies within the network is that of instructors.

Teacher's identities are advanced in distinctive ranges via their revel in of family, training and region of work (Knowles and Holt-Reynolds 1991). Similarly, motivation is no longer static but adjustments as time goes through and, as Nias (1989) suggests, what satisfies teachers in their second decade of teaching isn't like their first decade. From a comparative examine of English and French number one school teachers, Osborn et al. (1997) also suggest that the idea of professional responsibility is deeply rooted specifically traditions. Therefore, to understand teacher motivation, it seems essential to research teachers according to their precise contexts and the degrees in their careers.

III. METHODOLOGY

A. Research Design

The place where teachers live and work is already complex, as are the ways in which they live and work, how they perceive their jobs and how they interact with each other (Tanaka, C. 2010). In executing the purpose of this study, a survey research design was used, specifically utilising the online resources to examine teacher's motivation towards teaching in rural indigenous school. Survey is believed to be the most appropriate design for this research thus making it to be quantitative in nature. This research employs cross-sectional survey through questionnaire as it collects information from the samples about a particular topic at a single period of time. This design has an advantage of measuring current attitudes or practices. It also provides information in a short amount of time, such as the time

required for administering the survey and collecting the information (Creswell, J. W. 2014). This study mainly used to accumulate evident, whereby the data will accumulate based on the answers given by the respondent to the questionnaire.”

B. Population and Sample

The samples of this research were chosen based on purposive sampling. According to Creswell & Palno Clark (2011), purposive sampling is used to select participants and research sites that are connected with the phenomenon and research problem being studied. The researcher is also required to decide who and what is representative of the phenomenon being studied and how many sites or participants needs to be included in the study in order to explore the research problem. Alongside with that, Bachman & Schutt (2011) suggest that the participants of purposive sampling should be knowledgeable about the subject being studied, willing to participate and are representatives of the range of points of view. The actual population of teachers who are teaching in rural indigenous school in Malaysia is fairly large and it is difficult to reach all the teachers. Therefore, for this study the respondents are focused only on a district, in Perak. Hulu Perak district consist of 4 indigenous schools which located in rural region of Perak. Hence, to meet the purpose of this research, 100 teachers are involved from the selected schools. The respondents have different demographic background in terms of gender, age, marital status, academic background, and teaching experiences in current indigenous school. Table 3.3.1 shows the number of teachers working in the following schools in Hulu Perak district in Perak.

Table 3.1 Number of respondents working in the schools in Hulu Perak district in Perak

District	Indigenous school	Number of teachers	
		Male	Female
Hulu Perak	SK Sungai Tiang		
	SK RPS Kemar	24	
	SK RPS Dalak		
	SK RPS Banun		
N = 100		53	47

C. Instrument

As this study targeted indigenous school in rural region of Malaysia, the online survey would allow a range of respondent all over the country. The information gathered recognises that web-based survey, which is the questionnaire developed through Google Document Form is easily distribute to the targeted respondent. Therefore, a questionnaire was developed using Google Doc Forms as the instrument for this study. The instrument consists of multiple questions and Likert- scale items. The questionnaire contains of 44 questions with 3 sections. The source of questionnaire was adapted from Tanaka. C, (2010) in her study ‘An Exploration of Teacher Motivation: A Case Study of Basic School Teachers in Two Rural Districts in Ghana’. The questionnaire for section one contained 7 multiple questions items which focused on the demographic details of the teacher. An attempt was made to measure teacher’s motivation and teaching using a Likert scale in the following section two and three. The questionnaire have five point Likert scale to measure the perception of the

respondent. To measure the listed variables from section two till three, the five point Likert scales are used which ranged at ‘1’ Strongly Agree to ‘5’ Strongly disagree are used to measure factor that contribute to the teachers' motivation and teaching in rural indigenous school. The questionnaire was adopted form Tanaka. C, (2010) and some modification was done to the item to applicable in this study. The items in all sections were randomised to avoid response bias.

IV. FINDINGS AND ANALYSIS

The information which were collected from the Google Form (questionnaire) were exported to Statistical Package for Social Science (SPSS) to analyse the outcomes of the study. The finding of the data was analyse using the descriptive analysis and t-test.

A. Demographic Data

Section 1 of the questionnaire is on the demographic details of the respondents. 100 respondents who are currently teaching in rural indigenous school in Hulu Perak district with diverse background answered the survey. The data on the demographic details mainly on gender, age, marital status, teaching experience, years of teaching in rural indigenous school, academic qualification and school category were analysed by the frequency count and percentage.

Table 4.1 Summary on gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	53	53.0	53.0	53.0
Valid Female	47	47.0	47.0	100.0
Total	100	100.0	100.0	

Based on table 4.2.1 above, it is found that major respondent of this study was male with the total number of 53 and only 47 female respondents.

B. Descriptive Data Analysis

The questionnaire of Section 2 and 3 for each items were analyse using the Likert scale score (1 to 5) and the score was divided into 3 that represents positive, moderate and negative as in the table 4.3.1. The data in SPSS of the responses from questionnaire were analyse based on the frequency, percentage and min based on the representative score by Jainabee and Jamil (2009).

C. Research Question 1: What is the teachers' motivation towards teaching?

Research Question One seeks to investigate the motivation of teachers towards teaching in rural indigenous schools.

Item 1

I had a strong desire to become a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	84	84.0	84.0	84.0
Valid Negative	16	16.0	16.0	100.0
Total	100	100.0	100.0	

The table above shows that 84% of the teachers are positively motivated to be in the teaching profession. Only 16% stated otherwise. However, this number is small and therefore negligible.

Item 2

I easily meet all my physiology need. (food, water etc)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid negative	100	100.0	100.0	100.0

The table above shows that all respondents answered negatively for the item on fulfilment of their physiological needs. This clearly pictures the situation of these respondents in the area they are teaching.

Item 3

The school I work is not exposed to any danger that may cause health problem

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid negative	100	100.0	100.0	100.0

The table above shows that all respondents answered negatively for the item which states that the school is not exposed to any danger that might cause them health problems. This clearly pictures that the respondents are conscious that their health might be affected by the situation in their schools.

Item 4

My colleagues do not try to damage my career

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	51	51.0	51.0	51.0
Moderate	4	4.0	4.0	55.0
Negative	45	45.0	45.0	100.0
Total	100	100.0	100.0	

The responses received for this item is quite varied. 51% of the respondents gave positive reaction while 45% gave negative reactions. This shows that almost half of the respondents think that fellow teachers might cause harm to their teaching careers.

Item 5

I respect myself for having the profession of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	100	100.0	100.0	100.0

The question above received 100% agreement. It shows that teachers feel positively and have the self-respect for practicing the teaching profession.

Item 6

People respect me because I am a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The question above received 100% agreement. It depicts that the respondents are respected in the area they live and teach in.

Item 7

I have a lots of friends at the school where I work

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	83	83.0	83.0	83.0
Valid Negative	17	17.0	17.0	100.0
Total	100	100.0	100.0	

The table shows that most of the teachers feel that they have a good number of friends at their workplace. A negligible number of teachers reacted negatively to this statement.

Item 8

I feel at home in the workplace.

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	48	48.0	48.0	48.0
Valid Negative	52	52.0	52.0	100.0
Total	100	100.0	100.0	

Item 9

I consider myself equipped for teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which describes their perception of their own credibility. This illustrates that teachers possess high self-confidence and self-esteem.

Item 10

I can use my creativity in the school where I work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that they are able to exercise their creativity in their profession. This clearly pictures that the lessons of these teachers are fun and engaging.

Item 11

Teaching makes my life more meaningful.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that teaching makes their life more meaningful. The responses depict that teachers are aware of the significance of the teaching profession and are pleased with it.

The analysis of Item 12 shows that 97% of the teachers travel to see their family on weekends. This shows that teachers live away from their family throughout the week for their teaching profession.

Item 12

I travel most of the weekends to see my family

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	97	97.0	97.0	97.0
Valid Negative	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Item 13

I believe that I contribute to the development of indigenous society and states

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which talks about the contribution of the teachers towards the development of indigenous society and states. It could be seen that all teachers have positive perception about their contribution.

Item 14

I have opportunities to broaden my professional knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	4	4.0	4.0	4.0
Valid Negative	96	96.0	96.0	100.0
Total	100	100.0	100.0	

The results in the table show that 96% of the teachers disagree that they have opportunities to broaden their knowledge at the place they are teaching. Only a negligible number of 4% agreed to this statement.

Item 15

Parents are interested in their children's education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Negative	100	100.0	100.0	100.0

The table above shows that all respondents answered negatively for the item which states that parents of the students are interested in their children's education. This clearly pictures that teachers do not see the contribution of the parents in the children's educational development.

Item 16

I believe parents appreciate my efforts to help their children

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	93	93.0	93.0	93.0
Valid Negative	7	7.0	7.0	100.0
Total	100	100.0	100.0	

On the contrary, it could be seen from the table that 93% of the teachers agree that parents appreciate their efforts in trying to educate their children. Only 7% of the respondents think otherwise.

Item 17

My school administration adopts a democratic and participatory to management and supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that the school administration adopts a democratic and participatory approach to management and supervision problems.

Item 18

I enjoy teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	66	66.0	66.0	66.0
Valid Negative	34	34.0	34.0	100.0
Total	100	100.0	100.0	

The responses to the item above show that only 66% of the respondents stated that they enjoy teaching. 34% of the teachers expressed that they do not enjoy teaching.

Item 19

I sometimes feel it is a waste of time to try to do my best as a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	98	98.0	98.0	98.0
Valid Negative	2	2.0	2.0	100.0
Total	100	100.0	100.0	

The tabulation of the results above show that most teachers feel that it is a waste of time to try to do their best as a teacher. Only a negligible number of 2% mentioned otherwise.

Item 20

After vacation, I am reluctant to go back to teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that they are reluctant to go back to teaching after a vacation.

Item 21

I remember I felt disappointed when I first posted to my school to begin my professional.

	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	71	71.0	71.0	71.0
Moderate	7	7.0	7.0	78.0
Valid Negative	22	22.0	22.0	100.0
Total	100	100.0	100.0	

The results show a varied response for Item 21 which states that teachers feel disappointed when they were first posted to the school to begin their teaching profession. 71% of the respondents said that they were disappointed, 7% said that they were neutral about it and only 22% said that they were not disappointed.

Item 22

I am satisfied to see the progress of my pupil's learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Negative	100	100.0	100.0	100.0

The table above shows that all respondents answered negatively for the item which states that they were satisfied to see their students' progress in learning. This clearly pictures that teachers are not happy with the progress they see in their students.

Item 23

My colleagues and i generally share ideas about teaching and learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	86	86.0	86.0	86.0
Moderate	1	1.0	1.0	87.0
Negative	13	13.0	13.0	100.0
Total	100	100.0	100.0	

The table shows that 86% of the teachers share their ideas about teaching and learning with fellow teachers whereas a small number of 13% mentioned that they do not do so.

Item 24

I use lots of teaching materials in my lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	97	97.0	97.0	97.0
Negative	3	3.0	3.0	100.0
Total	100	100.0	100.0	

The tabulation of the results shows that 97% of the respondents use a lot of teaching materials for their lessons whereas a negligible number of 3% do not do so.

Item 25

I am able to make teaching from local resources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that they are able to teaching using local resources.

Item 26

I feel there is a language barrier between my pupils and myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	92	92.0	92.0	92.0
Negative	8	8.0	8.0	100.0
Total	100	100.0	100.0	

The results above show that 92% of the teachers agree that there is a language barrier between them and their students. However, 8% of the respondents stated otherwise.

Item 27

I have access to information and support for the topic which I find difficult to teach

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Negative	100	100.0	100.0	100.0

The table above shows that all respondents answered negatively for the item which states that they have access to information and support for the topic which they find difficult to teach. This clearly pictures that teachers find it difficult to obtain access to information they need.

Item 28

My pupils are often absent from school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	100	100.0	100.0	100.0

The table above shows that all respondents answered positively for the item which states that their students are often absent from school. This clearly pictures the attendance problem teachers have to face.

Item 29

My pupils have a good understanding of my lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	12	12.0	12.0	12.0
Negative	88	88.0	88.0	100.0
Total	100	100.0	100.0	

The results in the table above show that most of the teachers feel that their students do not have a good understanding of what is being taught to them. Only 12% of the teachers think that the students have a good grasp on their lessons.

Item 30

Parents give enough support for their children to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	4	4.0	4.0	4.0
Moderate	1	1.0	1.0	5.0
Negative	95	95.0	95.0	100.0
Total	100	100.0	100.0	

The table shows that 95% of the teachers reacted negatively to the statement that the students' parents give enough support for their children to learn. Only 4% of the teacher agreed to this statement.

Item 31

Are you motivated to teach at rural indigenous school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	29	29.0	29.0	29.0
Negative	71	71.0	71.0	100.0
Total	100	100.0	100.0	

The results for this item were quite varied. 71% of the teachers expressed that they are not motivated to teach at rural

indigenous schools whereas only 29% of the teachers stated that they are motivated.

The overall mean calculation was done to measure the motivation of teachers in relation to teaching in rural indigenous schools. The frequency of the mean for each item has been measure and tabulated in the table below.

Table 4.2 Frequency of the Mean

	Frequency	Percent	Valid Percent	Cumulative Percent
1.58	5	5.0	5.0	5.0
1.61	3	3.0	3.0	8.0
1.65	25	25.0	25.0	33.0
1.68	7	7.0	7.0	40.0
1.71	40	40.0	40.0	80.0
1.74	2	2.0	2.0	82.0
1.77	15	15.0	15.0	97.0
1.81	1	1.0	1.0	98.0
1.84	2	2.0	2.0	100.0
Total	100	100.0	100.0	

The tabulation above shows that the means fall in the range between 1.58 and 1.84. This signifies that the motivation levels are skewed towards moderate. It could be seen from the table that the mean that has the highest frequency is 1.71, followed by 1.65 with the frequency of 40 and 25, respectively. Both values are close to 1.5, which means that overall, teachers are moderately motivated to teach in rural indigenous schools.

D Research Question Two: Is there a significant difference between males and females with respect to their teaching motivation?

Research question two seeks to investigate if there is a significant difference between males and females with respect to their teaching motivation in rural indigenous schools. To answer this question. An independent samples T-test has been conducted. The table below shows the results of the analysis.

Table 4.3 Results of T-test

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Opinion	Male	53	1.6999	.05005	.00687
	Female	47	1.6911	.06228	.00909

It could be derived that there was no significant difference between the males ($M=1.6999$, $SD=0.5005$) and females ($M=1.6911$, $SD=0.06228$); $t(0.772)=88.184$, $p=0.442$, in terms of motivation in teaching in rural indigenous schools.

V. CONCLUSION

Overall, the finding indicated that the respondents were motivated to teach regardless of the challenges they face in the rural indigenous school. In spite of the demand of extra time and energy, teacher's motivation have encourage teacher to be determine in teaching the rural indigenous school as they have high interest, attitude and motivation in the teaching profession. However as a teacher in a large school, there needs to be certain excelling traits in terms of professionalism, capacity to handle and solve problems, integrity, credibility and knowledge to manage organization effectively and

develop human resources towards continuous improvement in school reformation (Jian et al. 2016). Therefore, the use of resources in the right style of teaching by great teachers will shape academic excellence in schools and together with that, it will directly increase motivation among students (Hassan; 2016).

Studies on trainee teachers are taking place worldwide, especially in Malaysia. These studies include studies at the primary and secondary levels. Some issues that have been identified certainly leads to a negative perception towards the teaching profession compared to other professions. The issues that were highlighted include low salary, status and convenience. (Straker 1988; Musak Matrak 1993 & 1995; and Subramaniam; 1995). In Malaysia before the 1970s, college career was one of the popular careers among graduates. However, the number of graduates who are engaged in education declined in the 1980s and 1990s. This is because there is more job opportunities due to the rapid growth of the economy, science and technology as well trade and industry. The factors of social and economic change that are well known are certainly a major contributing factor to why graduates are no longer interested in becoming teachers, especially among men (Musak Matrak 1995).

Although there are negative views of the teaching profession, however there are still people who choose this career for a number of reasons.

Several previous studies have identified the influencing factors for the low college career selection and the factors do not differ much when compared to other countries and even with the existence of many cultural differences. For example, in Malaysia, it is found that college careers are more popular among non-graduates (Abd. Rahim 1995). They chose a college career because of their status, in honor by society, salary, future and contribution to the nation. Furthermore, the study of Mohd. Sahandri (1996) found that family members, friends and relatives are factors that influence career choices. Similar findings were also found in Muhamad's study Sani et al. (2002) where parental motivation is a major factor in influencing the selection made by graduating or graduated candidates in choosing a college career. However, other factors such as friends' peers, relatives, husbands or wives or teachers are not a strong influence on the choice of college career. Other factors that were identified influencing the choice of a college careers are interest, ambition, ability, talent, the love of the child, security, and working duration.

Several studies have identified that factors influencing the choice of teachers' career can be categorized into two, namely intrinsic and extrinsic. One of the factor identified is the love of teaching (Johari et al. 2018). Salih et al. (2016) also reported that motivation factor is the most popular reason for female teachers. The reasons are that they like to serve the fun work environment and to leverage knowledge as well as gain the opportunity for further education. For extrinsic factors such as job security, salary, future prospects as well as promotion opportunities were found in the study of career selection among primary school teachers (Macalister, 2017). However, Rahmat (2017) add that the influence of former teachers, opportunities to improve social status, the impression

that inclusion is easier areas of teaching and the desire to share knowledge through teaching also contributes to the choice of teaching career. Nevertheless, Bakar (2017) find other factors such self-efficacy, wanting to be exemplary and creativity drives one to choose a teaching career.

The strength and prosperity of a country depends largely on a good and effective education system, while the strength of an education system depends on a quality teacher. As stated in Vision 2020 (Mahathir 2001), education is an important agenda that will fulfill the aspirations of making Malaysia a developed nation. Therefore, we must have high quality teachers and a high commitment to realizing that vision. The process of teacher education and training should determine which teacher candidates have a high interest, attitude and motivation in the teaching profession.

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