

Level of Motivation among Primary School Teachers Conducting Online Learning in COVID-19 Era

Sanisah bt Samad¹, Anuar Ahmad²

¹School Improvement Specialist Coach (SISC+), Putrajaya Education Department, Ministry of Education Malaysia

²Ph.D., National University of Malaysia

Abstract:

Stake holders in education globally are certainly affected during this trying Covid-19 crisis. Students, parents, education administrators, teachers, and community members in general are still figuring out best ways to adopt and adapt themselves in this unanticipated Covid-19 era. Teachers most of all face a challenging task of planning and executing lessons through mediums that both they and students could mutually access via digital platforms like Google Meet, Zoom, Skype or Microsoft Teams Meet just to name a few. These are some of the common platforms utilised by Malaysian teachers as well. Very few see the importance of teacher motivation in relation to teacher productivity and a meaningful learning. This study explores the level of motivation amongst primary school teachers in conducting remote online learning in Putrajaya, Malaysia during the COVID-19 Pandemic. Data was collected through surveys from 272 teachers of various subjects in primary schools. From the data collected, the descriptive and inferential analysis was conducted. Statistical Package for the Social Science (SPSS) version 23 is used to analyze the data. The findings of the study revealed that the level of intrinsic motivation amongst Primary School teachers in Putrajaya when conducting online teaching and learning during Covid-19 is high, while extrinsic motivation was found to be at a moderate level. The study concluded that teachers are very motivated intrinsically and are exceptionally very confident and earnest. However, teachers need to be further motivated with a higher income to compensate all the effort and work and hours they spent for the betterment of the students.

Keywords: teachers, COVID-19, motivation, intrinsic, extrinsic, online learning, primary school.

1. Introduction

Covid-19 Pandemic needs no introduction as this infectious disease made its debut at the end of 2020 The world was forced into accepting its fatal repercussions. With just under 5 million new cases reported last week (early 2021) globally, this brings the cumulative numbers to over 88 million reported cases and over 1.9 million deaths globally since the start of the pandemic. (World Health Organisation) Consequently, this pandemic has tremendously altered the way citizens of the world live their daily lives. Businesses and services were put on hold, shut down or opt for alternatives. The Education institutions are not spared either. For fear of physical contact that could be the cause of the deadly virus infection, students in schools and higher institutions had to resort to remote learning or online learning. To deal with such crisis,

universities are required to adopt advanced technology to enable effective online learning. (Safdar & Khan, 2020) In Malaysia, to date we have lost 601 lives and a total of 158,434 cases of Covid-19 nationwide was recorded on 17 January 2021. (Ministry of Health Malaysia). Yet again we are confronted with a bleak 2021 as we kick start the new year with another Movement Control Order (MCO) and schools shutting their doors once more. Thus, the Ministry of Education proposes that teachers carry on their task from afar either online, offline or off site. (Home Teaching and Learning Manual, Ministry of Education Malaysia, 2020) Online learning system is indeed an alternative solution to teach students to use web-based software for managing courses, distributing tasks and tracking record of students over the internet. (Keis et al., 2017; Khan et al., 2018),

Likewise, promoted by The United Nations Children's Fund (UNICEF) with this statement, "The availability and potential of technology means that digital learning should be part of a basic basket of essential services for every child and young person." -

In the context of Primary and Secondary school students in Malaysia, the Ministry of Education has an ongoing commitment in encouraging and supporting teachers to continue imparting knowledge online and offline utilising digital tools and social media to reach out to students. This is evident in the Malaysia Education Blueprint 2013-2025, which aims to provide students with 21st century "higher order thinking skills" and to embed ICT in the curriculum. (Malaysia Education Blueprint 2013-2025) Incorporating digital tools in teaching and learning is not alien to teachers and students, since teachers have been practising it since before the year 2000. A pilot study for Malaysian Smart School Initiative involving 88 schools was launched in 1997, and the initiative was rolled out across the country in 2005 under the "making all schools smart" programme. (Lee and Soon, 2016) Currently, the Google Classroom implementation has taken place to compensate the termination of previous VLE (Virtual Learning Environment) platform, Frog VLE that has ended the contract recently (Ministry of Education Malaysia, 2019). However, regardless the platform, implementing teaching and learning a hundred percent remotely through e-learning is indeed another challenge for teachers.

This study investigates the level of motivation amongst primary school teachers in Putrajaya Malaysia in dealing with this new norm in teaching and learning. With all the challenges they face in catering to six- to twelve-year-olds and not to mention under the watchful eyes of parents, administrators, and officials from the State Education Department, it is only fair that we find out the level of motivation intrinsically and extrinsically so that we could further support their emotional well being and provide better sustenance.

2. Literature Review

Motivational Theory

Motivation is defined as power, drive, need, tense situation, or other mechanism that begins and maintains voluntary activity towards the achievement of personal goals' (Hoy & Miskel, 1987:176). Motivation is geared towards enhancing people's efforts and performance. Thus the reason why Bateman and Snell (1999:440) saw it as "a calming force, directing and maintaining one's efforts towards achieving goals". Individual motives are usually based on need, therefore, there is a need that provokes the will that causes tension. This in turn provokes action, which results in satisfaction. Therefore, motivation is a direct result of the needs, desires and expectations that produce behavior. If there is a shortage in what individuals want, anticipate, or expect, tension is created, the individual then adopts certain behaviors that will lead not only to a reduction in tension, but also to the achievement of the expected desire. (Adiele E.E.1 & Abraham, Nath. M,2013)

The hierarchical theory of necessity as cited by Abraham H. Maslow (1954) in his work "motivation and personality" which turned out to be the most referred to and recognized theory in human motivational studies despite having been criticized by most scholars (Hoy & Miskel, 1987). Abraham Maslow, the eminent clinical psychologist, categorizes human needs to five categories from lowest to highest, namely physiological, safety, love, esteem, and self-actualization, arranged in their quest for pre-potential. He sees man as a person of distinction, motivated by the needs to be satisfied. He believes that these requirements are universal and lower levels of need must be satisfied before higher requirements are activated to begin motivating behavior. Maslow points out that when the need is satisfied, it no longer dominates behavior and another need then arises to take its place. According to Maslow's theory at an early stage, external or extrinsic motivation drives a person to achieve the desired needs. It lies within the individual what has been embedded by the external intrinsic quality.

Motivational Concept

The meaning of motivation generally explains that motivation is an internal power that entitles, directs, directs, and controls interests, as well as human behavior (Woolfook, 1998). Motivation is influenced by internal factors (intrinsic) and external factors (extrinsic) that can direct an individual to act (Ryan & Deci 1985,2000).

Self-Determination Theory (Deci & Ryan, 2000) is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation.

According to self-determination theory, different types of motivation underlie human behaviors. These types of motivation are posited to differ in their inherent levels of self-determination. Self-determination involves a true sense of choice, a sense of feeling free in doing what one has chosen to do (Guay et al., 2000). Briefly, to be self-determining means to experience a sense of choice in initiating and regulating one's own actions (Deci, Connell, & Ryan,1989).

Self-Determination Theory is different from other need-based theories in that it suggests that human motivation is centered on innate psychological needs for competence, autonomy, and relatedness. Self-Determination distinguishes between different types of motivation based on the different reasons or goals that produce an action. Hence, self-determination theory recommends that there are two basic types of motivation: intrinsic and extrinsic motivation. (Demir. K, 2011)

This intrinsic motivation exists when there is desire to achieve something, confidence in themselves and sense of responsibility, while extrinsic factors mean rewarding incentives or repercussions for achieving a goal. The effects of motivation can occur intrinsically (inside) or extrinsically (from the environment). Ryan and Deci (2000), and Quigley and Tymon (2006) say that the quality of experience and levels of individual performance are different depending on the behavior that has been driven by intrinsic or extrinsic motivation. Intrinsic motivation refers to doing something because it is interesting or fun. Intrinsic motivation is individuals acting to accept a challenge rather than acting due to external pressure. For example, intrinsic motivational occurs when an individual or firm experiences a positive experience by receiving rewards due to an activity that is carried out. Thus, building intrinsic motivation is to support positive feelings and orientation in general (Thomas, 2000). It has been said also that the motivation of achievement is one example of intrinsic motivation (Jordaan, 2014).

Extrinsic motivation, on the other hand, has to do with the goal of getting an external reward. Behavior will result in an expected or planned goal-based (Jordaan, 2014). For example, individuals may be forced to perform extrinsically motivated activities as a result of their feelings of hatred, fear, or family-related issues. External motivation is considered extrinsic motivation for example "passive" or "controlling". Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society. This suggests that the groundwork for facilitating internalization is providing a sense of belongingness and connectedness to the persons, group, or culture disseminating a goal, or what in Self Determination Theory we call a sense of relatedness. (Ryan and Deci, 2000)

Online-Learning

Online web-based software offers convenient and productive ways to achieve learning goals (Safdar et al., 2020). Most terms such as online learning, open learning, website-based learning, computer-oriented learning, all of which have an equation which is the ability to use computers connected to a network, which offers the probability of learning anywhere, anytime, in any rhythm, with any purpose (Cojocariu et al., 2014). Online learning can be said to be a tool to enable more student-centered learning, it is more innovative and a more flexible teaching and learning processes. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019).

The synchronous learning environment is structured so that students can attend lessons, as well have interactions between teachers and students when the current situation hinders them in attending face to face sessions due to Covid-19. There is also the possibility for immediate feedback, while the learning environment is not synchronous, not neatly structured. Thus, learning content is not available in the form of lectures or classes directly. On the other hand, it is found in other learning systems. Instant feedback or immediate response are not found in this environment. (Littlefield, 2018). Synchronous e-learning refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher- student and student-student interaction. (Perveen, 2016) As a result of the current Covid-19 pandemic, such an online runway is a necessity because a) video conference involves 40-50 students being done, b) discussions with pupils can be done for students to feel classes are still "organic" c) good internet access d) classes are still accessible via mobile phones not just laptop computers, e) the possibility to look back on teaching recordings f) students' immediate feedback is obtained and assignments can be obtained (Basilaia et al., 2020).

Although the online learning approach is not new, educators are required to fully rely on applications such as WebEx, Zoom, Microsoft Team as well as social media like WhatsApp and telegram to deliver their lesson and communicate with the students. (Pandian, 2020)

During this tough time, the concern is not about whether online teaching-learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner (Carey, 2020).

Past Studies (E Learning and Motivation)

Upon entering ‘Teacher Motivation during Online Teaching and Learning in Covid-19 Era’ in search engine, the first eight results were all **but** “teacher motivation”. They were mostly related to teacher perception, parents’ experience, online learning in higher education, adapting to online teaching and learning among new teachers, impact of covid-19 among university teachers, readiness in conducting distance learning during covid-19, effect of online learning, students’ perspective on online learning during covid-19 and obstacles in distance learning during covid-19. Looking into local context, the findings of the Talirkodi (2016) have shown that teachers are more motivated when carrying out teaching and learning by using information technology (ICT) and teacher work motivation increases as they utilize digital tools. These findings are more focused on implementing ICT physically in the classroom. His research findings also showed that teachers faced problems such as lack of time, lack of ICT facilities as well as technical support in schools, ICT skills inadequacy and internet capacity to implement teaching and learning. This inefficiency is also among the factors that lead to the motivation of the teacher's work. Other factors that contributed to job motivation were such as the Nurjannah & Abdul Said (2018) study. They claimed that a positive school climate could help build school citizens to improve working satisfaction. This covers the internal and external climate of the school towards the improvement of future teaching professionals. However, if viewed from the employees’ point of view, the multi-skilled factors are the knowledge and skills required to carry out work and are work demands that can involve work stress, emotional, mental, and physical claims (Humphrey, Nahrgang & Morgeson, 2007). The findings of Nazila and Seyed (2014), Mohammad Hadi (2013) and Isfahani, Bahrami and Torki (2013) have shown a link between multi-knowledge factors with teacher job motivation.

A study by Chia-PinKao, Ying-TienWu and Chin-ChungTsai was conducted to explore the relationship between teacher motivation on web-based professional development, Internet self-efficacy, and trust about web-based learning. By gathering questionnaire data from 484 primary school teachers, the study showed that self-efficacy and teacher behavioral beliefs on web-based learning are important predictors for their motivation for web-based professional development. Teachers with higher Internet skills or literacy and stronger beliefs about the positive consequences of web-based learning tend to express higher motivation towards web-based professional development. A study by Biscupic et al. (2016) documents that students pointed out that their motivation is in correlation with teacher motivation and their contribution to the e-learning class and using technology in general.

However, the latest Bani Hidayat Mohd Syafie (2020) study has shown that the use of teaching videos can facilitate students in the learning process during the Covid-19 MCO phase 1 and 2. Therefore, this multimedia element is one of those that need to be integrated into e-learning by teachers. The use of video in learning processes involving subjects such as programming is a good initiative to enhance students' motivation in learning sessions. However, his study does not focus on teacher motivation which is our concern. Some factors that hinder teachers in conducting effective and satisfying online teaching are such that educators or teachers in the form of facilitators face a lot of trouble while working on these EdTech start-ups in the form of how to start using it when to use it, how to reduce distractions for students, how to hone students’ skills via EdTech. The participation by students is not enough, educators must put considerable effort to increase student engagement, retain their attention, take feedbacks, and assess them in several ways. This will create an effective and meaningful learning environment. EdTech cannot replace a teacher but it can enhance instruction. (Dhawan, 2020)

Based on the findings (or lack of) from researchers, it is crucial that we explore the level of motivation among teachers when conducting e- Learning so that administrators, inspectorates, parents and the officials in Ministry of Education could relate and understand educators better and assist them by providing sufficient support in all areas.

3. Method

Population

This study was survey based and data was collected from Primary Schools located in Putrajaya which is the Federal Administrative Centre of Malaysia which consist of sixteen Primary Schools. Primary Teachers' population is 1232 including male and female. These teachers are of multiple options namely Malay Language, English Language, Arabic Language, Mathematics, Islamic Education, Science, Arts, Physical Education and History. Hence the representation and responses of teachers from all the schools with different areas of specialization made able the researchers to conclude results on broader scenario.

Procedure Sample & Technique

The current research study was conducted using survey method and well-structured online questionnaire was designed including 27 items. Questionnaire consisted of close-ended questions and each question consisted of five elements Likert scale where 1=strongly agree and 5=strongly disagree was reported. Questionnaire was designed in simple and easy language to avoid any ambiguity. Data were collected from n=272 teachers from 16 Primary Schools around Putrajaya. Questionnaire was designed online using Google forms and using purposive sampling technique. The link of questionnaire was sent to teachers via emails and WhatsApp groups targeting those who are conducting online classes from home due to Covid-19 outbreak. Samples were Primary School teachers teaching various subjects. In a week, n=272 respondents submitted their responses.

Measures

A detailed and comprehensive questionnaire was designed to get the response from teachers. Researchers conducted a pilot study of thirty respondents to check the reliability of questionnaire and found the realibility for intrinsic and extrinsic motivation level among Putrajaya primary school teachers while carrying out online teaching and learning during Covid-19 is between 0.892 to 0.962. Therefore, the Alfa Cronbach (intrinsic = 0.962 and extrinsic 0.923) indicates that the instrument used is high in validity and can be accepted. A normality analysis was also carried out. The result of the normalization of the data based on the Skewness and Kurtosis statistical tests shows that all the variables in the study are normally distributed with a mean test result of between ± 2 standard deviations. Therefore, the data in this study are suitable for further analysis. Further, it was processed using SPSS 23 and statistical tests were applied.

Demography of Respondents

The study focused on Putrajaya primary school teachers and a total of 272 teachers were involved. Three demographic features were highlighted such as age, gender and working experience presented in the form of tables based on the number and percentage of respondents. Demographic distribution of respondents is displayed in table 1

Table 1: Respondents’ Profile Result (n=272)

Demographic	Sub-profile	Frequency	Percentage
Age	20 - 25 years	30	11.0
	26 - 30 years	37	13.6
	31 - 35 years	43	15.8
	36 - 40 years	58	21.3
	41 - 45 years	62	22.8
	46 - 50 years	29	10.7
	51 - 55 years	13	4.8
Gender	Male	87	32.0
	Female	185	68.0
Working experience	1 - 5 years	58	21.3
	6 - 10 years	78	28.7
	11 - 15 years	71	26.1
	16 - 20 years	30	11.0
	21 - 25 years	35	12.9

4. Results

A descriptive analysis is shown in Table 2 below.

Table 2 : Level Of Intrinsic Motivation While Conducting Online Teaching And Learning During Covid-19

No	Statements	Mean	SD
B1	I assume that I am a positive person.	4.05	.779
B2	If I thought I could do something, I would do it in earnestly.	4.16	.778
B3	I like to know my own potential in imparting knowledge to my students.	4.08	.745
B4	I like to find new ways in doing something.	4.01	.780
B5	I am ready to take risks by indulging in something new.	3.78	.800
B6	I want to learn new things that is beyond my knowledge.	3.99	.787
B7	I enjoy doing something that stimulate the mind.	3.97	.794
B8	I work hard to make sure my goal is achieved.	4.01	.785
B9	I often browse the internet to get the latest information in online teaching and learning.	4.02	.828
B10	I have always been a source of reference to my colleagues for the abilities I possess.	3.36	.873
B11	I am very much interested in online teaching and learning.	3.45	.862
B12	I am always well prepared and plan my lessons with care.	3.88	.793
	Overall	3.90	.672

(Level: Low = 1.00 – 2.33, Moderate = 2.34 – 3.66, High = 3.67 – 5.00)

In this study, the level of intrinsic motivation factors affecting Putrajaya primary school teachers while conducting online teaching and learning during Covid-19 is measured by 12 items. Table 2 shows ten items with a high score, while two other items with an average score. Based on the results of this study, item B2 which is *“If I thought I could do something, I would do it earnestly”* recorded the highest mean which is 4.16 and a standard deviation of 0.778. While item B10 which is *“I have always been a source of reference to my colleagues for the abilities I possess”* recorded the lowest mean which is 3.36 and a standard deviation of 0.873. Overall, this indicates that the score for level of intrinsic motivation factors affecting Putrajaya primary school teachers while conducting online teaching and learning during the MCO period (mean = 3.90, SD = 0.672) is at a high level.

Table 3: Level Of Extrinsic Motivation Factors While Conducting Online Teaching And Learning During Covid-19

No	Statements	Mean	SD
C1	I am often selected by the school administration division to guide other teachers in best teaching and learning practices.	2.93	.748
C2	When participating in a competition digitally, I am confident my students can succeed with my guidance.	3.24	.849
C3	I feel content when my students succeed.	4.22	.811
C4	I feel the administration needs to recognize the work that I have accomplished over the years.	3.35	.879
C5	I am willing to provide classes outside school hours to help students.	3.62	.863
C6	In my opinion, professional development courses are an incentive to improve my skills.	4.01	.806
C7	I think the salary offered in the teaching profession is quite high compared to other professions.	2.72	.939
C8	I view the teaching profession as a noble career.	4.38	.819
C9	Monitoring by the administrators on the implementation of online teaching and learning forces me to be prepared.	3.88	.864
C10	The school administration often offers appreciation to teachers for each success achieved.	3.77	.894
C11	The administrators will celebrate the teachers in a banquet to show appreciation.	3.47	.913
C12	I have always been motivated to be more creative to encourage students to participate in online classes.	3.87	.816
C13	My students' success in past assessments encourages me to plan better in the future.	4.02	.796
C14	I am very interested in online teaching and learning because it can enhance my creativity.	3.50	.884
C15	I think online teaching and learning is very important in this new norm.	3.94	.883
	Overall	3.66	.590

(Level: Low = 1.00 – 2.33, Moderate = 2.34 – 3.66, High = 3.67 – 5.00)

In this study, the level of extrinsic motivation factors affecting Putrajaya primary school teachers while conducting online teaching and learning during the MCO period is measured by 15 items. Table 3 indicates eight items with a high score, while seven other items with an average score. Based on the results of this study, item C8 “*I view the teaching profession as a noble career*” recorded the highest mean of 4.38 and a standard deviation of 0.819. Meanwhile item C7 which is “*I think the salary offered in the teaching profession is quite high compared to other professions*” recorded the lowest score of 2.72 and a standard deviation of 0.939. Overall indicating that the level of extrinsic motivation factors affecting Putrajaya primary school teachers while conducting online teaching and learning during the MCO period (mean = 3.66, SD = 0.590) is at a moderate level.

To summarise, findings of this study indicates that the level of intrinsic factors affecting Putrajaya primary school teachers while conducting online teaching and learning during the MCO period is at a high level, meanwhile level of extrinsic factors affecting Putrajaya primary school teachers while conducting online teaching and learning during the MCO period is at a moderate level.

5. Discussion

Results show that the level of intrinsic motivation among Primary School teachers in Putrajaya were undoubtedly very high. Most respondents agree that they would do their task earnestly. (Highest score) In addition, they are also very positive teachers. Intrinsic motivation has been a focus of study and research for quite some time now and it is an important factor in the development of education. This coincides with the opinion of Deci & Ryan (2000) who stated that intrinsic motivation had emerged as an important phenomenon to educators. Intrinsic motivation means internal impetus (Vinaeke in Syaifudi, 1988). The internal impetus refers to one's willingness to do something because of the task itself which causes the individual to feel content and satisfied. In this context, what causes one to work hard is the job itself. Moving on, most respondents agree with the items such as,

“I like to find new ways in doing something,” “I work hard to make sure my goal is achieved,” “I often browse the internet to get the latest information on online teaching and learning,” and “I like to know my own potential in imparting knowledge to my students.” All these statements agree with the statement by Deci and Ryan (2000) that posits, the other common approach to the measurement of intrinsic motivation is the use of self-reports of interest and enjoyment of the activity per se. Deci and Ryan (2010) further added that adults also love to play and to learn. When people are playing and learning in this eager and willing way, they are intrinsically motivated. Throughout life, when they are in their healthiest states, they are active and interested, and the intrinsically motivated behaviours that result help them acquire knowledge about themselves and their world.

On average, respondents agreed with the survey questions evidently because as educators who are also civil servants, they have to abide by the principles of working ethics proposed by the Ministry of Education. Among them are based on proper intentions, good conduct, constantly improving, being truthful, disciplined and well mannered (Work Ethics, Ministry of Education, 1999).

Thus, this feeling of responsibility is the intrinsic factor that gives motivation to be committed in teaching and learning because as a responsible educator, teachers must realise the duty and uphold the trust placed upon them to educate today's generation. Malaysian Teachers code of Ethics spells out the guidelines for teachers to act professionally in their field. It is based on the “Tatasusila profesion perguruan” which is

also known as Teachers' Oath. Malaysian Teachers' Code of Ethics consists of teachers' responsibility towards four parties, namely students, parents, society, and country as well as colleagues and teaching profession. (Noriati, Boon & Wong, 2010)

However, aside from the obedience to the Teachers' Oath, from the result of the survey, it is evident that teachers in Putrajaya are intrinsically motivated for all the questions in the survey are about competence, autonomy, and relatedness to online teaching. As postulated by Deci and Ryan (2000) three innate psychological needs - competence, autonomy, and relatedness - which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.

For the second research question which involves the level of extrinsic motivation in conducting online learning during covid-19, the results show that Primary School teachers in Putrajaya fared moderate.

Extrinsic motivation is the willingness in performing a task due to external rewards or to avoid punishment (Ainon Mohd & Abdullah Hassan, 2002). In this case the factors that causes a person to feel excitement is not embedded in the task itself. Extrinsic motivation contrasts with intrinsic motivation, as the latter refers to doing something just for sheer pleasure. It is also an external moving factor such as attention, incentives obtained, praise, and encouragement of other parties.

Most respondents strongly agree that they view "teaching profession as a noble one." (Highest score) They perceive teaching as a profession with specialized application of knowledge, skills and attributes conceived to offer unique service to meet the educational needs of the individual and society. The choice of meaningful learning activities whereby the goals of education are attained in the school is the accountability of the teaching profession. With this nobility in mind, they persevered and endeavoured all the challenges in conducting online learning during this covid-19 era.

For the statement, "My students' success in past assessments encourages me to plan better in the future." and "I feel content when my students succeed" which also fared high, proves that teachers are also highly motivated when they know that their students excel. Therefore, students are the extrinsic factor that motivate them to be better teachers. Motivation of teachers and students should exist hand in hand for motivated teachers could contribute to effective and meaningful interactions and deep learning. This is supported by findings of Kalyar et.al. (2018) who suggested that all facets of teacher motivation are the antecedents of instructional practice as well as students' motivation. Being a component of teaching behavior, instructional practices (only mastery- oriented) have strong positive links with students' motivation.

The survey question "In my opinion, professional development courses are an incentive to improve my skills," received positive feedback too. This shows that Primary School teachers are also concerned, feel the need, and are motivated by courses they attend to upgrade themselves especially in this day and age. This also proves that Putrajaya Primary teachers are very much motivated to replenish their current knowledge and indulge in professional courses for the betterment of the students and school.

"I think online teaching and learning is very important in this new norm." was strongly agreed by the respondents too. What other alternatives could they think of other than see the students virtually in this covid-19 era? Whether they like it or not, teachers and students are forced to accept this challenge and move forward in adapting and adopting to the new norm.

"Monitoring by the administrators on the implementation of online teaching and learning forces me to be prepared." This item scored high too which indicates that the teachers view the constant monitoring and observations implemented by their superiors as a prerequisite to a systematic management in ensuring the tasks by teachers are implemented. This is also asserted by Laska (2016) who agrees that the process of

observation in the classes is a more effective way to gather data and provide direct inputs. Thus, directly from this observation, we will learn many aspects which will help us to give an accurate judgment.

“I have always been motivated to be more creative to encourage students to participate in online classes.” Received positive feedback and fared high too. This means teachers are constantly finding ways to encourage students to participate in virtual classes consequently motivating them in return. This is crucial as students who fail to join online classes would end up missing the targeted skills that should be mastered by them.

Meanwhile the score was recorded average for appreciation by school administrators. Perhaps it is time that school heads think of ways to appreciate and celebrate little or big accomplishments by teachers.

The lowest score is recorded from the item “I think the salary offered in the teaching profession is quite high compared to other professions”. This posits that teachers who are considered professionals are not at par with other main stream professionals. They feel that they are not sufficiently compensated for all the effort that they invest in their profession and clients.

6. Conclusions

The study interpreted the level of motivation among Primary School Teachers conducting online learning during Covid-19 era. It concluded that while the level of intrinsic motivation is high amongst them, the level of extrinsic motivation fared moderate. Most of the teachers agreed that intrinsically, they are earnest in implementing online sessions and extrinsically most teachers view teaching as a noble profession. Therefore, based on this finding, we can conclude that Primary School teachers in Putrajaya are very highly motivated intrinsically thus officials in the state department and school administrators have to think of ways to provide better extrinsic motivation namely appreciation, recognition and training in areas that need improvement. This is because Fredrick Herzberg and his colleagues (Herzberg, Mausner, and Snyderman,) (1959), in their now famous study of motivation and job satisfaction found that the factors leading to positive job attitudes (i.e. motivators) do so because of their potential to satisfy the individual [‘s need for self-actualization (Hoy & Miskel, 2008). Their findings also revealed that the gratification of certain needs called motivators (ie, achievement, recognition, work itself, responsibility, and advancement), increases satisfaction, but when the motivators are not gratified, only minimal dissatisfaction results. These observed factors as source of motivation and job satisfaction play significant role in teacher’s job performance and productivity.

7. Limitations of the Study

Current research study was conducted only in Primary Schools situated in Putrajaya and reflected the teachers’ opinions in catering to younger students. Teachers of five schools out of sixteen were selected as sample and data were collected from n=272 teachers that may not be sufficient. The results of only a few schools may not reflect teachers’ opinions of all Primary Schools. In this way there may be a chance of biasness that results of one small state may not be applied to all states in the country. Additionally, researchers collected data by preparing self-constructed questionnaire, hence the chance of baseness may also be involved.

References

1. Agnes Chigona. (2014). Educators' Motivation On Integration Of Its Into Pedagogy: Case Of Disadvantaged Areas. *South African Journal of Education*, 34 (3)
2. Asmawati Desa (2002). Psikologi Untuk Golongan Profesional. Universiti Kebangsaan Malaysia: McGraw-Hill (Malaysia) Sdn. Bhd.
3. Ayesha Perveen. 2016. Synchronous and asynchronous e-language learning: A case study of virtual University of Pakistan. *Open Praxis* 8(1): 21-39
4. Bani Hidayat Mohd Shafie1, Jabatan Perancangan, Penyelidikan Dan Inovasi, IPG Kampus Pendidikan Islam, Bangi*Pengarang Koresponden: ipgm-1268 2020
5. Basilaia, G. , Dgebuadze, M., Kantaria, M., & Chokhonelidze, G. (2020). Replacing the classic learning form at universities as an immediate response to the COVID-19 virus infection in Georgia. *International Journal for Research in Applied Science & Engineering Technology*, 8(III).
6. Chia-PinKao' [Ying-TienWu,Chin-ChungTsai](#) (2011) Elsevier [Teaching and Teacher Education Volume 27, Issue 2](#), 406-415
7. Chua, Yan Piaw. 2006. Kaedah dan Statistik Penyelidikan: Kaedah Penyelidikan
8. Cojocariu, V.-M., Lazar, I., Nedeff, V., Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia-Social and Behavioral Sciences*, 116, 1999–2003.
9. Creswell, John & Guetterman, Timothy. 2018. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition.
10. Demir, K . (2011). Teachers' intrinsic and extrinsic motivation as predictors of student engagement: an application of self-determination theory . *Education Sciences* , 6 (2) , 1397-1409 . <https://dergipark.org.tr/en/pub/nwsaedu/issue/19820/212073>
11. [EL Deci](#), [RM Ryan](#). 2010. *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. The corsini encyclopedia of psychology 55(1), 68-78 <https://onlinelibrary.wiley.com/doi/epdf/10.1002/9780470479216.corpsy0467>
12. Mohad Anizu Mohd Noor & Siti Salwa Mohamad Faktor Di Antara Motivasi Intrinsik Dan Ekstrinsik Ke Atas Penglibatan Para Pelajar Terhadap Aktiviti Pendidikan Luar-Satu Kajian Kes Fakulti Pendidikan, Universiti Teknologi Malaysia.
13. Hapini Awang1, Zahurin Mat Aji2, Wan Rozaini Sheik Osman3, Aidayani Abdul Nasir4, Mazzlida Mat Deli5 & Wan Yusof Wan Hamat. 2019. Virtual Learning Environment (VLE) Implementation Strategy: An Analysis of Practicality for Google Classroom Implementation in Malaysian Schools. *Journal of Educational Research and Indigeneous Studies* 2 (1)
14. <https://shapesea.com/op-ed/covid-19/challenges-to-learning-and-teaching-in-malaysia-in-the-time-of-covid-19/>
15. Humphrey, S. E., Nahrgang, J.D., & Morgeson, F. P. (2007). Integrating motivational, social and contextual work design features: A meta analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92 (2), 1332 – 1356.
16. Ivana Ogrizek Biškupić et al. 2015. Successful and proactive e-learning environment fostered by teachers' motivation in technology use. *Procedia - Social and Behavioral Sciences* 174(2015) 3656 – 3662
17. Jurnal Dunia Pendidikane-ISSN: 2682-826X | Vol. 2, No. 2, 213-221, 2020<http://myjms.moe.gov.my/index.php/jdpd213>Copyright © 2020ASIAN SCHOLARS

- NETWORK -All rights reservedPelaksanaan PdPc Dalam Talian (OLL) Semasa Perintah Kawalan Pergerakan (PKP) Fasa 1 Dan 2 Covid-19(Implementation of PdPcOLL during COVID-19 Movement Control OrderPhase 1 and 2)
18. Kalyar M.N. et.al. (2018) retrieved from <https://cyberleninka.ru/article/n/does-teacher-motivation-lead-to-student-motivation-the-mediating-role-of-teaching-behavior>
 19. Kementerian Kesihatan Malaysia. 2021. Covid-19.moh.gov.my.
 20. Kementerian Pendidikan Malaysia. (2019). Kenyataan Media: Perkhidmatan Talian Internet di Sekolah. <https://www.moe.gov.my/en/pemberitahuan/media-statement/kenyataan-media-perkhidmatan-talian-internet-di-sekolah>
 21. Lee, M. and S.T. Soon. 2016. Building and sustaining national ICT/education agencies: Lessons from Malaysia”, *World Bank Education, Technology & Innovation: SABER-ICT Technical Paper Series*, No. 4, Washington, DC, <http://documents.worldbank.org/curated/en/396631488313507885/pdf/113112-NWP-Agencies-Malaysia-MSSI-SABER-ICTno04.pdf>.
 22. Li, H., Liu, S-M., Yu, X-H., Tang, S-L., & Tang, C-K. (2020). Coronavirus disease 2019 (COVID-19): current status and future perspectives. *International Journal of Antimicrobial Agents*, <https://doi.org/10.1016/j.ijantimicag.2020.105951>
 23. Littlefield, J. (2018). *The difference between synchronous and asynchronous distance learning*. <https://www.thoughtco.com/synchronous-distance-learning-asynchronous-distance-learning-1097959>
 24. Lon Laska. 2016. Monitoring and evaluating the performance of teachers through the process of observation in the classroom. *European Journal of Multidisciplinary Studies* 1(2)
 25. Manual PdPR KPM. 2020. <https://www.moe.gov.my/muat-turun/lain-lain/manual-pdp-di-rumah/3727-manual-pdpdr/file>
 26. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(1), 370–396
 27. McBrien, J. L., Cheng, R., Jones, P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *The International Review of Research in Open and Distributed Learning*, 10(3), 1–17.
 28. Ministry of Education. 2015. *Executive Summary Malaysia Education Blueprint 2013-2025* <https://www.moe.gov.my/menumedia/media-cetak/penerbitan/dasar/1207-malaysia-education-blueprint-2013-2025/file>
 29. Noriati A. Rashid, Pong Ying Boon, Kiet Wah Wong, 2010. *Asas Kepimpinan dan Perkembangan Profesional Guru*. Shah Alam: Oxford Fajar Sdn. Bhd.
 30. Nurjannah F.A Kariming & Abdul Said Ambotang (2018), Hubungan Iklim Sekolah Terhadap Kepuasan Kerja Guru Tingkatan 6 Zon Pantai Timur Sabah. *Jurnal Komunikasi Borneo* 2018 vol 6.
 31. Prime Minister’s Office of Malaysia Official Website. (2020). Movement Control Order: FAQ & Info. Retrieved 20 April, 2020, from <https://www.pmo.gov.my/2020/03/movement-control-order-faq-info/>
 32. Quigley, N.R. and Tymon, W.G. Jr 2006., “Toward an integrated model of intrinsic motivation and career management”, *Career Development International*, Vol. 11(6) :522-43.
 33. Rasmitadila,Rusi Rusmiati Aliyyah,Reza Rachmadtullah,Achmad Samsudin. 2020. The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies* 7(2): 90-109

34. S. Noonoo. 2020. Students are lonely: What happens when coronavirus forces schools online. Navigating uncertain times: How schools can cope with coronavirus. <https://www.edsurge.com/news/2020-03-02-students-are-lonely-what-happens-when-coronavirus-forces-schools-online>[20 January 2021]
35. Sekaran, Uma. 2003. Research methods for business : a skill business approach.
36. Shivangi Dhawan. 2020. Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems* 49(1), 5-22
37. Singh, V., Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306.
38. Sivamurugan Pandian (2020). The Impact of COVID-19 on Education: A New Normal in Teaching and Learning at Universiti Sains Malaysia, Anthropology and Sociology Section. *Universal Journal of Educational Research*, 8(12B), 8063-8067. DOI: 10.13189/ujer.2020.082607.
39. UNICEF. 2021. <https://www.unicef.org/reimagine/education>
40. Talirkodi A/P Vinathan (2016) Hubungan Motivasi Guru dengan penggunaan ICT dalam pengajaran di SJK (T) Daerah Kuala Muda Yan International Seminar on Generating Knowledge Through Research, UUM-UMSIDA, 2 2016, Universiti Utara Malaysia, Malaysia
41. WHO. 2021. <https://www.who.int/publications/m/item/weekly-epidemiological-update---12-january-2021>
42. Zhou, L., Li, F., Wu, S., & Zhou, M. (2020). “School’s Out, But Class’s On”, The Largest Online Education in the World Today: Taking China’s Practical Exploration During The COVID-19 Epidemic Prevention and Control as an Example. *Best Evidence Of Chinese Education*, 4(2), 501-519. <http://doi.org/10.15354/bece.20.ar023>