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Rosnani Jusoh & Nada Abdul Raheem M Mlibari

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Predictors of Quality Teaching in Makkah Primary Schools

Rosnani Jusoh & Nada Abdul Raheem M Mlibari
Faculty of Educational Studies, University Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia

ABSTRACT
The aim of this study is to examine the predictors of quality teaching in Makkah primary schools by examining the set of factors that influence Makkah primary school teachers. Based on Keller's and Abraham Maslow's theories of motivation, a model is developed and tested to examine teachers' motivational factors to quality teaching. Five precursors (interest, relevance, expectation, satisfaction and self-actualisations) of quality teaching are presented in the model. The analysis procedure made use of descriptive statistics and bivariate correlation. The findings reveal that there is a reasonably high quality teaching among Makkah primary school teachers. In addition, the result indicated a significant positive relationship between the independent variables (interest, relevance and self-actualisation) and the dependent variable (quality of teaching). And found interest, relevance and self-actualisation as statistically significant predictors of quality teaching among Makkah primary school teachers.
Keywords: Teachers' Motivation, Quality of Teaching, Primary School.

INTRODUCTION

Many nations in an attempt to deliver quality and equity education to its citizens, resort to prioritizing and adopting policies that encompass students from diverse and disadvantage backgrounds. Some among many policies are the increased enrolment levels of students, lengthened the period of compulsory basic education, arrangement of school choices, as well as grade repetition reduction (Outlook, 2015). The Kingdom of Saudi Arabia not found in isolation has similar pattern of policies. The Saudi Arabian educational policies has its present objectives to be the provision of basic education for all Saudis, preparing students for job opportunities in various field, training and raising the basic competencies of students through provision of quality education and the improvement of the teaching profession (Saudi Education Report, 2008). Both Saudi government and the educational institutions have initiatives for a quality teaching improvement. There is always an important emphasis on the need to produce prospective manpower of future generation for the Kingdom of Saudi Arabia (Alnahdi & Arabia, 2014). Similarly, the government of Saudi Arabia has developed successive initiatives (provision of free

education for all, construction of schools and colleges, provision of books, paying salaries, training teachers etc.) in order for the educational system be strengthen for a quality teaching and learning. Some of these initiatives triggers new challenges for teachers which require another reform (Alhawiti, 2013). Consequently, it can be said that there appears to be a general improvement in the Saudi educational system due to the progress of these initiatives especially in the areas of competencies acquisition in the teaching field as well as in provision of lifelong learning opportunities. However, research has indicated numerous weaknesses that come along with these initiatives attempting to solve the many problems of the educational system. Some of these weaknesses include cumber some bureaucracy as every educational policy in Saudi Arabia is centralized at the government level. For instance, the syllabus, textbooks and curriculums are the same in all schools across the country. The Ministry of Higher Education and Ministry of Education are the main institutions responsible for the administration of educational system in the country although other few government institutions are appears to take some of the responsibilities (Alhawiti, 2013; Alamri, 2011). Similarly, there is a high salary and incentive discrimination among foreign teachers which demoralizes their motivation to providing quality teaching (Alamri, 2011).

Statement of the Problem

Study on the influence of motivation on quality of teaching indicate that lack of teacher motivation interfere negatively with their teaching profession thereby weakening their collaborative work and peers, resulting in negative impact on their quality of teaching, as well as weakening their professional relationships (Maria & Herdeiro, 2014). In this case, teachers of Saudi Arabia are no exception as practically there are several school practices that do not go down well with the teachers. Alamri (2011), also found out that much attention is not given to the case of quality of teaching in Saudi Arabia for this has been abandon for so long in the field of research. Alamri (2011) asserted that much attention needs to be given to quality of teaching due to the recent hardship in economics, social, and other issues that affect teachers to give out their best. As such, for a quality of teaching to prevail, motivation should be given to teachers in a form of incentives, first-class instructional training to improve crucial proficiencies for quality in teaching as well as policy support should be availed to academic staff in all schools.

Furthermore, the contribution of teachers' motivational factors that influence their instructional style and eventually students' motivation was investigated, the findings indicated that teachers' motivational sources on their instructional practices were their self-efficacy and moral interest (Ellen & Ulrich, 2015).The relationship between educational leadership and teacher's motivation involving was investigated. The result indicated that teachers' motivation and well-being is significantly influenced by the type of leadership style produced by school principals (Eyal & Roth, 2010; Alamri, 2011).

Another obstacle lies in lack of funds for research in Saudi schools, limiting the number of scientific research found in journal sand conferences where knowledge is shared. Similarly, political and cultural influences turn to deprive academic freedom in the country (Alamri, 2011). Moreover, head teachers in Saudi Arabian secondary school turn to resign from their post due to numerous problems they face such as poor educational infrastructure (Alkarni, 2014). There is therefore the need for an empirical investigation to identify teachers in Makkah primary schools' motivational factors that encourage their quality of teaching. There are many studies on factors

that motivate teachers for quality teaching in different countries and regions of the world, many of which were conducted in the developed and underdeveloped world. Again, this study has been somewhat carried out in Saudi Arabia but among higher and secondary schools. Very few studies have been carried out on the factors that hinder teachers' motivation thereby affecting quality of teaching in Makkah primary schools. Little attention is given to this area as 6 very few literatures exist on this. Meanwhile, many studies have shown how significant it is for children to have a strong foundation for education. Therefore, an investigation is considered necessary to examine the factors that demotivate primary school teachers in the city of Makkah, Saudi Arabia to give out their best for quality teaching.

Objective of the Study

This study aimed at determining the relationship between determinants of motivation (interest, relevance, expectancy, satisfaction and self-actualization) and quality of teaching among Makkah primary school teachers.

LITERATURE REVIEW

Related Studies on Quality of Teaching

There is a much hope placed on the quality of teaching for the future of citizens of every nation which the responsibility has been immensely placed on teachers. Quality of teaching has been viewed in different folds. One school of thought believes that quality of teaching is that teaching approach that produces an improvement in students' achievements (Požarnik & Lavrič, 2015; Cardoso, Tavares, & Sin, 2015 and Masters, 2003). Alternatively, the other school of thought believes that quality of teaching or quality in any profession should be considered as the ability to own expert knowledge of that particular field. In other words, quality of teaching is possessing deeper meaning of the underlining principles of the profession, acquainting yourself with the recent advances in profession, amassing skills in the profession as well as possessing finest tools and techniques of the profession (Požarnik & Lavrič, 2015;Cardoso, Tavares, & Sin, 2015 and Masters, 2003). Požarnik & Lavrič (2015), assert that much attention needs to be given to the case of quality of teaching for this has been abandon for so long in the field of research. They argued that much attention needs to be given to quality of teaching due to the recent hardship in economics, social, and other issues that affect teachers to give out their best. As such, for a quality of teaching to prevail, incentives, first-class instructional training to improve crucial proficiencies for quality in teaching as well as policy support should be availed to academic staff in all schools (Požarnik & Lavrič, 2015). In recent study Hsiao (2012), tried to understand situation of educational technology and teaching quality among civil servants, how educational technology relates to teaching quality, as well as investigate the differences that exist between educational technology and teaching quality among civil servants with and how they vary in terms of their demographic variables. He discovered that there is a significant effect of educational technology on teaching quality, suggesting that there should be cooperation of teaching profession with enterprises in order for cultivation of talents to be open with the establishment of platform for teaching to take place. Thus, the practical training in the companies will not only equip civil servants with theories but with actual experiences (Hsiao, 2012).

In another study, a partial compliance of teachers in exhibiting quality teaching was found even though mechanisms exist for the selection, recruitment and appraisal of academics as well

as other instruments and measures meant to continuously improve teaching staff quality. Also, institutional support for skills development, pedagogic training, material infrastructure and motivation strategies, such as awards and recognition, are provided (Cardoso, 2015). In cases of quality teaching, it is prudent to determine some of the factors and characteristics that are necessary to look up for in teachers in order to determine attributes that distinguish excellent teaching from a mere good instruction. In such study, five characteristics were identified. They include; 1. Excellent organization and preparation of lesson before its commencement. 2. Teacher's expert and deep knowledge on the subject under discussion. 3. Enthusiasm of teachers in terms of method of presentation and their interest in the subject matter under discussion. 4. Ability to make the class more engaging rather than entertaining by way of stimulating students' interest in the subject matter to contribute. 5. Clarity of message, that is, the ability of teachers to express difficult data or subjects in a simplest form to the best of understanding of their learners (Fulda, 2008; Sherman et al., 1987). In further studies of factors influencing quality of teaching, some areas of determining quality of teaching were identified as subject matter mastery, curriculum development, course design, curricular and organizational requirements placed on faculty by administration, delivery of instruction, assessment of learning, and availability to students (Cashin, 1999)(as cited in Fulda, 2008. p. 14). Additional aspects of quality teaching were identified as giving prompt feedback, encouragement of active learning, ability to sustain active engagement, giving disciplinary content, citing important issues in the society, encouraging critical thinking by giving students problems to solve, using the best pedagogical strategies as well as giving incentives, and recognition to teachers (Cardoso, 2015; Požarnik & Lavrič, 2015; Gardiner, 2005; Fulda, 2008; Gamson 1995).

The discussion of quality of teaching in Saudi Arabia and that of other countries require a thorough look at the types of curriculum design, instructional and assessment methods available to them. The quality of teaching in Saudi Arabia can be examined based on the experiences of students when for instance find themselves studying in developed countries such as the United States of America. The teaching approaches are found by these students to be completely opposite to what they are used to locally (Redden, 2014). Saudi students in this country are exposed to new learning experiences that different from what they experience in their country, drowning them into difficult situations. For instance, the use of critical thinking in Saudi Arabian educational system is something that is missing and this is a mandatory requirement in the United States educational system (Abudawood, 2015).

In countries like England, Australia, United States and other developed nations, critical thinking is an integral part of coursework, research and fieldwork in their educational institutions. Thus, the concept of critical thinking in education cannot be underestimated (Richmond and Cameron, 2002). The importance of critical thinking has been realised by these countries through its introduction to their educational system. With this, the creation of 'thinking' element in coursework, research and field work has been achieved, thus, "the placement of thinking at the heart of educational field" (Abudawood, 2015. p. 21). Meanwhile, lack of critical thinking in Saudi Arabian educational system from basic to tertiary level has been shown by many studies (Abudawood, 2015; Almizini 2010). Rubaish (2010), in a study to identify students' satisfaction and perception in quality of teaching in Saudi Arabian educational system, students based on numerous factors were discovered to be dissatisfied with the general quality of teaching of Saudi 16 Arabia. Lack of application of critical thinking skills and lack of grea greater participation of

students in educational programmes (Rubaish 2010). Students reported not having the opportunity to participate in any group activities, their carrier consideration and any related activities that requires the use of critical thinking (Rubaish 2010). Similarly, students discovered lack of critical thinking in Saudi Arabian Higher Education while acknowledging the importance of it in ensuring quality education (Allamnakhran, 2013).

Furthermore, due to lack of appropriate elements in the curriculum as well as inadequate mechanisms that presents and sustain critical thinking in education, Saudi Arabian teachers lack the skills of teaching critical thinking (Unks, 1985). Same however, cannot be said for Saudi students who have their education in the developed world like the United States (Abudawood, 2015). Thus, these students advocate the introduction of critical thinking in the Saudi Arabian educational system for better improvement (Marklein, 2013). The quality of education is assured with the introduction of critical thinking in the educational system, thus making Saudi Arabian students able to compete globally with their counterparts in advanced countries. Most Saudi students cannot demonstrate their skills and ability in the global market due low expertise in critical thinking (Allamnakhran, 2013). Consequently, Saudi Arabian curriculum and instructional method remain conflicting despite the effort to adjust to global curriculum and instructional method standards. This is due to the fact that religious studies remain the dominant element (Ministry of Higher Education, 2013). As such much of memorisation is emphasised in teaching and learning than seeking or analysing information critically. The concept of memorisation is not considered as a productive learning method (Abudawood, 2015).

In reference to the lack of "workforce-related skills such as critical thinking and problem solving as well as personal responsibility, independence, and a strong work ethic" that produce an increasing displeasure of graduates that are being produced by the Saudi public institutions, the government has resort to supporting private educational institutions in order to compete for quality and easy accessibility of education. This is then seen as a remedy to the importation of foreign workers by companies as local national's lack the basic skills require in the job market. These foreign workers are imported from countries like the United States, England, Australia and Canada where quality of teaching is key to educational system. This initiative by the Saudi government is intended to be a driving force for boosting the economy of Saudi Arabia as well as reducing the increasing unemployment among the youth (Hamdan, 2013 and Nolan, 2012).

Related Studies on Teachers' Motivation

Motivation, according to Keller "consists of the amount of effort a person is willing to exert in pursuit of a goal" (Keller, 2006). Keller, suggests that a person is motivated to engage in activity if personal needs are assumed to be satisfied as well as an expectation for success. He classified this motivation into four categories namely; interest, relevance, expectancy and satisfaction. Keller's model was based on the expectancy theory. Thus, he believes that one's motivation to accomplish a task is based on the value and expectations of the goal in which he or she is working to achieve. For this model, goal-oriented ness is an attribute of human being, therefore, individuals behave in response to what they are interested to achieve at the end and what they believed in. The model again suggests that interest and expectations of human beings are the backbone on which they orient themselves to the world (Keller, 2010). He further modified this model into an effective motivation instructional design model called "the ARCS (attention, relevance, confidence and satisfaction) model" where it tries to find effective ways of

understanding motivation in learning. For him learners are stimulated to learn if the right motivators are made available to them, therefore, there will much desire to learn if his motivational variables are incorporated during the design of the instruction. As such, it has become one of the widely-used model in the field of instructional design.

Keller, proves that there is a success in making individuals curious about carrying out a task if they have the premonition that the end result is pleasurable; adding that much importance and value is attached to such situation. His model also emphasised that individuals are motivated if there is a form of incentives attached to accomplishing a task. As Lashway (2001) is quoted as saying "give participants a reason to achieve, and they will achieve" (Berson, 2012). For the desired quality of teaching to be reached, there should be valuable and effective educational policies that motivate them to bring out their best. Using the model of motivation by Keller, this study determines whether educational policies in Saudi Arabia create motivation for teachers to provide quality teaching or not and how those motivations impact the quality of teaching. Teachers' perceptions of educational policies and quality of teaching is determined in this study thus, it determines whether the policies have the right motivators (interest, interest, relevance, expectancy and satisfaction) that are matched with the needs of the teachers. With the help of factors that determines quality of teaching, it is interesting to know whether Saudi educational policies have motivators that provides teachers needs for providing quality instruction.

Teachers' motivation is very essential in ensuring quality teaching. Literature review has shown that motivation is vital in an attempt to attract and maintain quality teachers in schools. Factors that hinders or promote teachers' motivation has been extensively researched in recent years by researchers although much concentration has been on students' motivation previously (Butler, 2007). Quality of teachers' working environment, their financial achievements, cultural background as well as their style of leadership have been examined as motivational factors for quality teaching (Hildebrandt & Eom, 2011; Klassen, Al-Dhafri, Hannok, & Betts, 2011; Eyal & Roth, 2011). The relationship between teachers' motivation and students' motivation has been explored. The results point out a positive relationship between teachers' motivation and students' motivation indicating the significance of promoting teachers' motivation which influences students' motivation (Ahn, 2014). Similarly, motivation has been revealed by researchers to have influence on teachers' teaching style that significantly either assists or frustrates students' basic academic needs such as independence, comprehension of lessons as well as competence (Deci & Ryan, 2000). Motivation has been linked to students' access to satisfaction of student's basic academic needs (Ahn, 2014). As indicated by Lam (2009), teaching style has the tendency of mediating between motivation of teachers and that of students in view of how crucial the relationship between teacher and students has been cited. In another study, the relationship between elementary school principals' leadership strategies and teachers' work motivation and job satisfaction levels were examined. The result indicated a positive relationship among the variables.

Teachers' motivation was influenced by improved test score (high students' achievement) and special treatment they get such as treats, free lunch, and snacks (Webb, 2007). Language teachers' motivation has been investigated by Rie (2014) to determine how teachers who are motivated can have a dominant influence on students' career choices as well as their impact on students' interest and motivation. The findings indicated that a powerful source of motivation for the language teachers' is their psychological being for the intrinsic motivation coupled with

job security for extrinsic motivation. Adding that most of the teachers care more about their job contract, that is, whether they are part-timers or full-timers. In other words, the idea of having a lifelong job is a motivational factor for them (Rie, 2014). The contribution of teachers' motivational factors that influence their instructional style and eventually students' motivation was investigated. The study sample involved 110 teachers and 1731 students. The findings indicated that teachers' motivational sources on their instructional practices were their self-efficacy and moral interest (Ellen & Ulrich, 2015). In a similar study, the relationship between educational leadership and teacher's motivation involving 122 teachers was investigated. The result indicated that teachers' motivation and well-being is significantly influenced by the type of leadership style produced by school principals (Eyal & Roth, 2010). The type of motivation for teachers to teach was examined among 154 teachers. The resulted showed that enjoyment, interest and value for work are the motivational factors for some of the teachers. Others are also motivated by the fact that students' autonomous motivation is key to a desirable learning. Generally, autonomous or value for work attitude in the classroom displayed by teachers are usually influenced by their own beliefs and motivation (Idit & Bat-Hen, 2016).

More so, a study was carried out to investigate whether teacher motivation has been impacted by performance pay based on their demographics such as position type, certification, years of experience, school socioeconomic status, school accountability grade, and district geographic location. The overall result indicated that there is no influence of motivation by performance pay. However, differences were found based on teachers' demographic characteristics. For instance, secondary school teachers' motivation was influenced by performance pay than their counterpart in the primary and special schools. Again, newly employed teachers' motivation was influenced by performance pay than their seniors. Similarly, teachers who work in schools with a high score of accountability were less motivated by performance pay than those who work in schools with lower score of accountability (Marcotte, 2015). In a similar study, the role of school capacity building in supporting teachers' intrinsic motivation towards teaching was investigated among 210 teachers. The result indicated that the overall motivation of teachers is influenced by their intrinsic motivation toward teaching which was prior influenced by capacity building practices (Segura, 2015). The patterns of experiences among teachers who are intrinsically motivated or extrinsically motivated with identification regulation along with high teacher efficacy was examined among 10 participants. The findings indicated that a shared experience in the types of feedback and expectations given by parents, teachers, mentors, and administration was discovered by participants' intrinsic motivation or extrinsic motivation with identification regulation and high teacher efficacy. Again, higher levels of intrinsic motivation or extrinsic motivation with identification regulation and higher levels of teacher efficacy was experienced by teachers who felt the independence to learn from their mistakes as well as have control over their lives (Clark, Harris, & Graeff, 2016).

Berson (2012), argued that supervisory practices having the potential for improving teacher quality are also directly linked to student achievement. His argument is based on the fact that Goldhaber identified that "Educational research convincingly shows that teacher quality is the most important schooling factor influencing student achievement." (Goldhaber, 2006, p.1). In finding out factors motivating teachers to enter the teaching profession, find job satisfaction and provide quality teaching, it was discovered that teachers were motivated by both intrinsic, that is, the desire to be a teacher and extrinsic factors such as getting adequate salary to enter

the teaching profession and give out their best. Similarly, the result showed that teachers who were more intrinsically motivated to take the teaching profession reported a higher level of job satisfaction (Liu & Onwuegbuzie, 2014). Liu (2007) and Darling-Hammond (2003), stated that teacher lack of interest has the tendencies of demoralising teachers and subsequently leave the profession as such much attention has been given to researches on interest of teachers in the teaching profession. Job satisfaction of teachers has been identified as their motivation factor forretention, commitment, school effectiveness and quality of teaching (Huang 2001). Similarly, factors such as role overload, leadership, teacher autonomy, salary, parent support, student behaviour, and school climate has been identified as being motivational elements to teacher job satisfaction (Liu and Ramsey, 2008; Belfield 2005; Billingsley and Cross 1992; Pearson and Moomaw 2005; Perrachione et al. 2008; Pepper and Thomas 2002) as cited in (Liu & Onwuegbuzie, 2014. p. 76). As it has been identified, motivational strategies, such as awards and recognition, improves the quality of teaching of staff (Cardoso et al., 2015; Remijan, 2014). In addition, daily experiences and feelings of the older teachers, which normally occur in the 'final' phases of their career, are nowadays experienced earlier by younger teachers, due to the lack of incentives that allow teachers to remain motivated and give it out their best in the profession until the end of their career (Maria & Herdeiro, 2014). Commitment to help students, giving back to the society, promotion of love for the subject or content, perceived administrative and induction support are some of the contributing factors of teachers' motivation to take and remain in the teaching profession an well as provide the best (Claeys, 2011; Bijstra, 2015). More so, teacher-student relationships, teacher expectations, and instructional practices responsive to students' basic and developmental needs has been shown through empirical research to be element that support academic motivation. Similarly, 26 quality teaching to students may be increased when such expectations and instructional practices are applied within the context of first-class relationships between students and teachers (Kiefer, Ellerbrock, & Alley, 2014). It has been discovered that the type of motivation teachers get overwhelmingly shapes the quality and nature of their delivery thereby boosting the moral of students. Again, continuous teachers' motivation and engagement is bound to fail when policies to improve quality of a school ignores the provision of teachers' well-being as well as the values that bring them to the teaching profession and giving out their best (Robert, Bullough, & Hall-Kenyon, 2012; Estepp & Roberts, 2015). In view of this, the researcher attempted to determine the kind of motivation that teachers' need to deliver quality teaching in Makkah primary schools, Saudi Arabia.

RESEARCH METHODOLOGY

The research design to be employed in this study is quantitative. This assisted the researcher to avoid the manipulation of respondents' characteristics that may otherwise affect the outcome of the study. The survey directed Makkah primary school teachers to provide feedback on their motivation and quality of teaching. This study used quantitative methods involving survey questionnaires to collect data. This design was used because it is descriptive in nature which is appropriate for the purpose of this study. As such a quantitative method using survey of a 5-point Likert scale questionnaire was used as the primary means of gathering data. This study was predominantly designed to quantitatively examine the level of quality of teaching and the relationship between motivational factors (interest, relevance, expectancy, satisfaction, and self-actualisation) and quality of teaching among Makkah primary school teachers. The

choice of this design is based on the fact that it enhances the understanding of the relationship that exists between motivation and quality of teaching. Also, it allows for data to be obtained at any given period of time.

The population of this study is all primary school teachers in the city of Makkah. Currently, there are 12,573 primary school teachers in Makkah primary schools according to the Makkah Education Office (2016). A convenient sampling method was used to select the respondents of this study from 40 primary schools in the city of Makkah. Using online Rao soft calculator based on the current population of primary school teachers in Makkah. The sample size calculator by Rao soft estimates 7% margin of error to be accepted, 95% confidence level and 50% response distribution, in calculating the exact number for the sample size. With the help of the Rao soft sample size calculator formula, a recommended sample size of 193 for teachers and was randomly selected from the four areas in the city of Makkah (North, South, East, and West of Makkah).

The next step, having selected the sample is to choose appropriate instruments for data gathering. A review of instruments needed for this study has been made to determine how independent and dependent variables are associated together. As a result, this study included adapted structured questionnaire on quality of teaching from (Beaumont, 2012), on motivation from (Kebritchi, 2008) and self-actualisation from (Jones & Crandall 1986). Respondents answered questions measuring the central constructs of Keller's model of motivation, which are interest, relevance, expectancy and satisfaction, as well as on self-actualisation from Maslow's theory of need. They also answered questions aimed at answering the research questions of the study. The respondents in all cases used "5-point Liker scale" to agree or disagree with statements on the questionnaire scoring (strongly disagree = 1 to strongly agree = 5). Each instrument was operationalized and to measure a specific variable in the models. The instrument jointly contained about thirty-six items. Furthermore, teachers' demographic variables were identified. They include gender, age, educational qualification and duration of teaching on the quality of teaching.

Validity in research defines whether the research accurately measures that which it was intended to measure or how frank is the result of the research (Creswell, 2012). To say it differently, validity ensures that the research instruments are able to answer the research questions of the study. The items that were used for this study were adapted from Beaumont (2012), Kebritchi (2008) and Jones & Crandall (1986) who have tested and used these items. The items on the instrument have also long been tested by Bolton and Drew (1991), Carman (1990), and Keller (1987a).The validity of the instruments was confirmed by the experts who developed and modified them.

Reliability ensures that the scores of the instruments are stable and consistence (Creswell, 2012). The use of Cronbach's Coefficient Alpha is appropriate for defining internal consistencies of instruments as it provides a good estimate of reliability in most situations. This measure determines the consistency of a multiple scale. In most social science literatures, measures are judged to be reliable if Cronbach's Coefficient Alpha is 0.70 or greater (Garson, 2001). The reliability of the instrument was measured in SPSS and the Cronbach's Coefficient Alpha of all the items are greater than 0.70 which made them highly reliable.

The statistical analysis was conducted with the aim of answering the research objectives of this study. The Statistical Package for the Social Sciences (SPSS) software was fully utilized in

analysing the data. The analysis procedure made use of statistical tools to analyse the data. The demographic characteristics of the respondents employed descriptive statistics to determine the percentages, frequencies, mean and standard deviations. In the same vain, correlation analysis procedure was used to determine the relationship that exist between the variables under study. Again, multiple regression analysis procedure was used to determine the type of motivation that significantly predict quality of teaching in Makkah primary schools.

RESEARCH FINDINGS

A total of two hundred and thirty (230) questionnaires were administered to the primary school teachers in the city of Makkah. Two hundred and one (201) questionnaires were returned, resulting in 87.4% of the response rate. The sample size, which is, one hundred and ninety-three (193) was subsequently selected from the returned questionnaires. This response rates were sufficient and representative of the data. According to Mugenda and Mugenda (2009) a response rate of 50% is adequate for analysis and reporting. Similarly, a rate of 60% is good for analysis and reporting while a response rate is excellent if it is above 70%.

The findings in Table 1 presents the demographic characteristics of the respondents. Female respondents are revealed to be the majority of the respondents accounting for 71% (n = 137) of sample (n = 193), whereas 29% (n = 57) of sample (n = 193) represents their male counterparts. The age range of the respondents stands between 20-24 to 35 and above with majority being within 30-34(34.7%, n = 67). In terms of educational qualification, majority of the respondents have diploma (44.6%, n = 86), followed by those who have first degree (38.9%, n = 75).In addition, 49.2% of the respondents (n = 95) teach in schools in the western part of Makkah, followed by those who teach in schools in the eastern part of the city (25.9%, n = 50). Finally, in terms of year of teaching, majority of the respondents have been teaching between 5 – 15 years accounting for (42%, n = 81). This is followed by those who have been teaching for more than 15 years, that is between 16 – 25 years (15%, n = 29).

Demographic Characteristics of the Respondents

Table 1: Demographic characteristics of the respondents

Variable	Frequency	Percentage
Gender		
○ Male	56	29.0
○ Female	137	71.0
Age		
○ 20-24	38	19.7
○ 25-29	54	28.0
○ 30-34	67	34.7
○ 35 and Above	34	17.6
Educational Qualifications		
○ Diploma	86	44.6
○ First Degree	75	38.9
○ Masters	32	16.6
Area		
○ North	28	14.5
○ South	20	10.4
○ West	95	49.2
○ East	50	25.9
Year of Teaching		
○ Less than 5 years	43	22.3
○ 5 – 15 years	81	42.0
○ 16 – 25 years	29	15.0
○ More than 25 years	40	20.7
Total	**193**	**100**

Level of Quality of Teaching

Figure 1 presents the respondents' agreement to quality of teaching items. A significant number of the respondents indicated agreement to giving a quality of teaching to their students. However, there are also a comparatively significant portion of the respondents who indicated their less disagreement to offering quality of teaching while very few of the respondents disagreed to the statements on their quality of teaching. The results reveal that majority of the respondents87.6% (n = 169) agree that they are knowledgeable in the subjects they teach. This is followed by those who thinks that overall, the school curriculum is excellent (78.3%, n = 151). Again, 76.7% of the respondents (n = 148) agree that they offer their students learning materials that are intellectually motivating. In addition, 75.7% (n = 146) of the respondents indicated that they are good at explaining things to the understanding of their students, 6.5% (n = 12) of the respondents disagree to this statement, while 18.1% (n = 35) of them indicate their less disagreements to this statement. Again, 73.1% of the respondents (n = 141) agree they use

modern teaching and learning tools, and techniques in their teaching. Further results disclose that the respondents give excellent teaching to their students (72%, n = 140) and 71.5% (n = 138) always see academic improvement in their students due to their teaching style. The overall findings for the statements show that a majority of the respondents have a high-quality teaching, with a mean value of 4.28 (SD =.826). Figure 1 shows a visual presentation of the respondents' level of quality teaching.

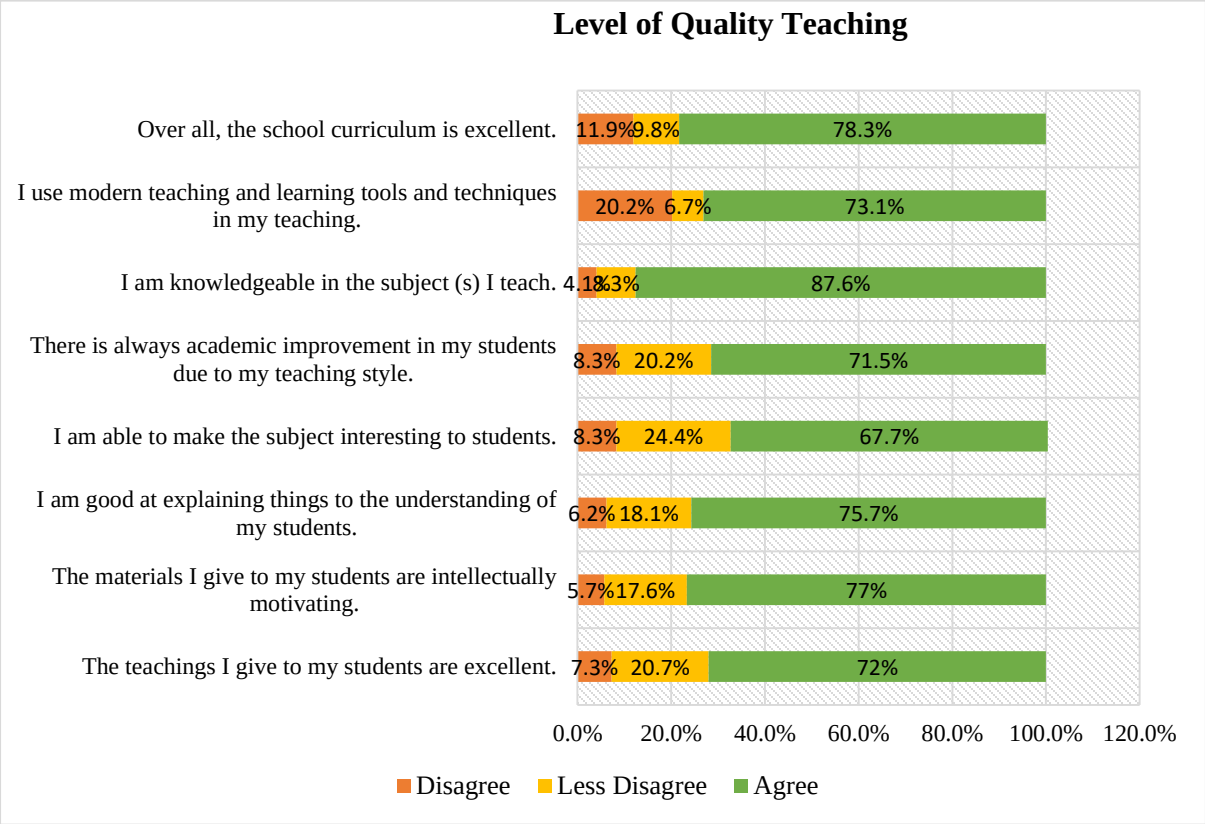

Fig. 1: Respondents' Level of Quality Teaching

Relationship between Independent and Dependent Variables

Table 2 presents the Pearson correlation computed. The strength of the correlation of the results are interpreted as 0.00 – 0.19 (very weak), 0.20 – 0.39 (weak), 0.40 – 0.59 (moderate), 0.60 – 0.79 (strong), and 0.80 – 1.0 [very strong] (Evans, 1996). The result is indicated in Table 4.3 below. The results among the independent variables have shown a significant strong positive relationship between interest and relevance ($r = .667$, $p < .05$). This indicates the existence of a significant correlation between both variables (interest and relevance). Again, a moderate positive relationship was shown between interest and expectation ($r = .419$, $p < .05$), indicating a moderate relationship between them. However, a weak positive relationship was shown between satisfaction and expectation ($r = .203$, $p < .05$) indicating a weak relationship between them. Additional result indicates a very strong relationship between interest and self-actualisation ($r = .955$ $p < .05$), a strong positive relationship between relevance and self-

actualisation (r = .649 p < .05), while a weak positive relationship between expectation and self-actualisation (r = .385, p < .05).

In terms of the relationship between the independent and the dependent variables, the result reveals a strong positive relationship between interest and quality of teaching of respondents (r = .769, p < .05). This indicates the existence of a significant correlation between both variables (interest and quality of teaching). Similarly, a strong positive relationship is shown between relevance and quality of teaching (r = .603, p < .05), indicating a significant relationship between them. However, a weak relationship between expectation and quality of teaching (r = .317, p < .05) is discovered by the result. Further result indicates a very weak relationship between satisfaction and quality of teaching (r = .061 p < .05), whereas a strong positive relationship is shown between self-actualisation and quality of teaching (r = .779, p < .05).

Table 2: Relationships between independent and the dependent variables

	Interest	**Relevance**	**Expectation**	**Satisfaction**	**Self-Actualisation**
Interest		.667**	.419**		
Relevance			.421**		
Expectation	.419**				
Satisfaction			.203**		
Self-Actualisation	.955**	.649**	.385**		
Quality of Teaching	.769**	.603**	.317**	.067	.779**

**. Correlation is significant at 0.01 level (2-tailed).

Predictors of Respondents' Quality of Teaching

The results of the multiple regression analysis show a significant regression between interest, relevance, expectation, satisfaction, and self-actualisation as independent variables with quality of teaching in Makkah primary schools as the dependent variable, in which (F = 62.99, p <0.05). Table 3 presents the analysis of variance in the regression analysis indicating the predictors of quality of teaching among teachers in Makkah primary schools. The results of the model based on the result of the bivariate correlation above, demonstrate that interest, relevance, and self-actualisation are significant predictors of Makkah primary school teachers' offering quality of teaching. Again, teachers' expectations and satisfaction are found to be statistically significant in predicting quality of teaching among Makkah primary school teachers. Table 4 below shows the results of the multiple regression analysis.

Table 3: Multiple regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.906	1.588		4.349	.000
Interest	.258	.203	.199	1.270	.206
Relevance	.186	.072	.161	2.605	.010
Expectation	.035	.065	.027	.532	.595
Satisfaction	.015	.038	.018	.393	.695
Self-Actualisation	.785	.242	.494	3.245	.001

Dependent Variable: Quality of Teaching; R= .792; F = 62.99, R^2 =.627, p = .05

Table 4 below presents the ANOVA result. The results from this analysis indicate that the overall strength of the relationship between the predictors and independent variables is statistically significant [F = 62.99, p = .05, Adj. R^2 = .627]. The result shows a statistically significant relationship at .05 significance level.

Table 4: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3000.553	5	600.111	62.99	.000a
Residual	1781.572	187	9.527		
Total	4782.124	192			

a. Predictors: (Constant), Self-Actualisation, Satisfaction, Expectation, Relevance, Interest
b. Dependent Variable: Quality of Teaching

CONCLUSION

The results of correlation analyses among the independent variables using the Pearson product moment have shown a significant strong positive relationship between interest and relevance. This indicates the existence of a significant correlation between both variables (interest and relevance). Again, a positive relationship was shown between interest and expectation, indicating a moderate relationship between them. However, a weak positive relationship was shown between satisfaction and expectation indicating a weak relationship between them.

Additional result indicates a very strong relationship between interest and self-actualisation, a strong positive relationship between relevance and self-actualisation, while a weak positive relationship between expectation and self-actualisation. Furthermore, between

the independent and dependent variables, it reveals a strong positive relationship between interest and quality of teaching of respondents. This indicates the existence of a significant correlation between both variables (interest and quality of teaching). Similarly, a strong positive relationship is shown between relevance and quality of teaching, indicating a significant relationship between them. However, a weak relationship between expectation and quality of teaching is discovered by the result. Further result indicates a very weak relationship between satisfaction and quality of teaching, whereas a strong positive relationship is shown between self-actualisation and quality of teaching. This finding is similar to the result found by Liu & Onwuegbuzie, (2014). They studied the relationship between motivational factors and quality of teaching. Specifically, they studied factors motivating teachers to enter the teaching profession, have job satisfaction and provide quality teaching. They found out that teachers enter into teaching profession and give quality teaching to their students due to intrinsic motivational factors, that is, the desire or interest to be a teacher as well as extrinsic factors such as getting adequate salary to enter the teaching profession and give out their best.

Similarly, the result showed that teachers who were more intrinsically motivated to take the teaching profession reported a higher level of job satisfaction. Again, in another study, teachers give quality of teaching to their students due to commitment to help them, giving back to the society, promotion of love for the subject or content, perceived administrative and induction support (Claeys, 2011; Bijstra, 2015). In another similar study, quality of teachers' working environment, their financial achievements, cultural background as well as their style of leadership have been examined as motivational factors for quality teaching (Hildebrandt & Eom, 2011; Klassen, Al-Dhafri, Hannok, & Betts, 2011; Eyal & Roth, 2011). Again, the relationship between teachers' motivation and students' motivation has been explored. The results point out a positive relationship between teachers' motivation and students' motivation indicating the significance of promoting teachers' motivation which influences students' motivation (Ahn, 2014). Likewise, motivation has been revealed by researchers to have influence on teachers' teaching style that significantly either assists or frustrates students' basic academic needs such as independence, comprehension of lessons as well as competence (Deci & Ryan, 2000). Motivation has been linked to students' access to satisfaction of students' basic academic needs (Ahn, 2014). Additionally, the type of motivation for teachers to teach was examined among teachers. The resulted showed that enjoyment, interest and value for work are the motivational factors for some of the teachers to give quality teaching.

In reference, to the current study, teachers' interest to teach and their achievement of self-actualisation as well as some of the favourable educational policies greatly influence their quality of teaching. The findings of all the results of the previous studies revealed that there is positive correlation among the variables under study, that is, between teachers' motivation and quality of teaching. These indicate that Makkah primary school teachers' quality of teaching is more likely motivated by the passion or interest they have for the teaching profession, the relevance of the school policies and their self-actualisation compared to the school policies meeting their expectations and satisfaction. Hence, teachers' motivation is very vital in warranting quality of teaching.

Additionally, there was a statistically significant pathway between interest, relevance and self-actualisation, signifying that a substantial amount of interest in the teaching profession as well as relevance of educational policies to teachers are precursors to quality teaching. Based on

these findings, it becomes obvious that Makkah primary school teachers need to be more passionate about their teaching profession. In short, the extent of attaining quality teaching among Makkah primary school teachers indicated that teachers easily offering quality teaching begins with the passion teachers have for the profession. Nonetheless, despite the evidence suggesting the importance of interest or passion in ensuring quality teaching, not all the respondents of this study shown they are in the teaching profession because of the passion they have for it. Thus, there is no guarantee that interest, relevance and self-actualisation are the only precursors to quality teaching, as most respondent indicated not offering quality teaching because they are not satisfied with the policies regarding their salaries, accommodation and other social services. It is therefore, important for the management of Saudi Arabian Ministry of Education to improve policies that will increase teachers' passion and thoroughly investigate other potential factors that may encourage teachers to give out their best in the profession.

Corresponding Author
Rosnani Jusoh, Department of Science and Technical Education, Faculty of Educational Studies, University Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia
Email: rj@upm.edu.my

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