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Ägandets effekt på motivation

En jämförelse mellan kommunala skolor och friskolor i Jönköping

Magisteruppsats inom Företagsekonomi

Författare: Jenny Björnberg

Ann Börjesson

Handledare: Karl Erik Gustafsson

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JÖNKÖPING INTERNATIONAL BUSINESS SCHOOL
Jönköping University

The Ownership Effect on Motivation

A comparison between independent and public schools in Jönköping

Master thesis within Business Administration

Author: Jenny Björnberg

Ann Börjesson

Tutor: Karl Erik Gustafsson

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Författare:	Jenny Björnberg Ann Börjesson
Handledare:	Karl Erik Gustafsson
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Sammanfattning

Bakgrund och Problem: Inför valet 2006 var en av valfrågorna huruvida man skulle främja friskolor eller inte. Det borgerliga blocket var mer positivt inställda till frågan än vad vänsterblocket var. Ämnet har många aspekter men en av dem gäller motivationsnivån; motivationsnivån hos såväl elever som lärare. Den här uppsatsen är inriktad på det sistnämnda och följande problemformuleringar behandlas: ”Hur påverkar ägandet motivationen hos anställda inom en organisation?” samt ”Är anställda inom privata organisationer mer motiverade än de i offentliga organisationer?”

Syfte: Syftet med denna studie är att visa vilka faktorer som påverkar motivationen hos lärare inom två typer av skolor; friskolor och offentliga skolor. För övrigt är målet att se om det finns någon skillnad på motivationsnivån hos lärare inom dessa typer av skolor.

Teori: Den empiriska undersökningen bygger på olika motivationsteorier. Bland annat tas teorier om yttre och inre motivation, tankar om rättvisa och målens betydelse för motivationen upp.

Metod: En kvantitativ metod har använts för att kunna göra ett så stort urval som möjligt bland skolorna i Jönköpings kommun. Åtta skolor valdes ut och 108 lärare deltog i undersökningen. Svaren viktades sedan och med hjälp av t-test letades det efter skillnader mellan medelvärdena från varje grupp av skolor.

Resultat: Resultatet visar att ingen av de båda skolornas lärare entydigt är mer motiverade än den andra. Lärarna i de offentliga skolorna var enligt teorierna mer motiverade när det gällde målsättning; de deltog när målen sattes upp och de ansåg att målen var klara till en större utsträckning än vad lärarna i friskolor gjorde. Dessa lärare tyckte också att deras lön påverkas av arbetsresultatet till en högre grad. Lärarna på friskolorna tyckte att kommunikationen med närmaste chefen fungerade bättre, de anser sig uppnå uppsatta mål till en högre grad och de värderar intressanta arbetsuppgifter högre än de som arbetar inom offentliga skolor. I övrigt fann man inga skillnader mellan de båda typerna av skolor.

Analys och Slutsats: Målsättningsprocessen verkar fungera bättre på offentliga skolor än på friskolor, detta skulle kunna förklaras med skolornas relativa ålder. Andra sidan av mynnet skulle kunna vara att äldre skolor, med mer klara mål, har ett invariant sätt att gå tillväga. Det skulle kunna förklara varför man finner fler lärare som prioriterar intressanta arbetsuppgifter i valet av arbetsplats inom friskolorna. Det sammanlagda resultatet av denna studie visar inte att lärarna inom friskolor är mer motiverade än dem inom den offentliga sektorn och studien stöder därför inte argumenten från det borgerliga blocket.

Master's Thesis within Business Administration

Title:	The ownership effect on motivation – a comparison between public and independent schools in Jönköping
Author:	Jenny Björnberg Ann Börjesson
Tutor:	Karl Erik Gustafsson
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Abstract

Background and Problem: One of the questions of debate before to the election of the Swedish parliament in 2006 was whether independent schools should be prioritized or not. The right wing of the Swedish parliament was more positive to the topic than the left wing. This subject has many aspects, one of them considers motivation; motivation both among students and teachers. This thesis is focusing on the latter and the research questions treated are: “How does the ownership affect the motivation of the employees within the organization?” and “Are the employees in a private organisation more motivated than the employees of a public organisation?”

Purpose: The purpose of this study is to show which factors that affect the motivation among the teachers within two types of schools; independent and publicly owned. Moreover the aim is to recognize whether there are any differences in motivation among the teachers within these types of schools.

Frame of reference: The empirical part of the thesis is built on different theories concerning motivation. Amongst others are theories concerning extrinsic and intrinsic motivation, fairness and the meaning of goals treated.

Empirical Findings: The result shows no clear difference between all motivation variables measured when the two types of schools was compared. The teachers in the public schools were according to the theories more motivated when it came to goal setting; they participated more when the goals was set and the goals was anticipated more clearly than in the independent schools. These teachers did also feel that their salaries were set according to the result of their work to a greater extent. The teachers in the independent schools did on the other hand feel that the communication with the closest manager work better, that they reach the preset goals and they value interesting work tasks to a greater extent. The other tested variables showed no significant difference between the means.

Analysis and Conclusion: The goal setting process seems to work better within the public schools in general compared to the independent schools, which might be explained by the relative ages of the schools. The other side of the coin when it comes to clear goals could be that the way of doing things in the public school has been the same for a long time. This might explain why more teachers within independent schools found exciting working tasks important when choosing place of work. The aggregated result of this study did not show that the teachers in independent schools are more motivated than those in public schools; the study does therefore not support the arguments from the right wing of the parliament.

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Jenny Björnberg

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1 Introduction

Motivation among employees is often seen as a crucial success factor. When a company or school are owned by the public the monetary means benchmarked to externally create motivation among the employees might often lack. This thesis will investigate if the ownership of an organisation really determines the motivation. The introductory chapter gives a short overview of the problem by starting off with a background to the problem. Thereafter the research problem and purpose will be given followed by a section of limitations and an overview of the outline of the thesis.

1.1 Background

The public sector of Sweden is large compared to many other countries and the Swedish citizens have the highest tax pressure among the OECD countries (OECD, 2006). Until the beginning of previous decade almost all schools, hospitals and elderly care were owned by the state. In 1994 a new law concerning this was imposed which meant that independent schools entitled subsidies from the municipality. This has brought a big change in the Swedish society and the number of independent schools has thereafter increased heavily (Skolverket, 2006).

Before the Swedish election to the parliament in September this year, the Alliance (a cooperation between four right wing parties in Sweden) started a huge debate about the importance of independent schools. They stated that the government should make it easier to launch new independent schools, which today is a difficult progress (Folkpartiet, 2006). Folkpartiet, a politic party in Sweden which has the Swedish education system as one of its main issues, claims that increasing the number of independent schools will create overall better schools (Folkpartiet, 2006). The reason for this is that when people are given a choice, instead of just attending a school that is pre-decided by the state, competition between schools will lead to development and increased quality of education. Folkpartiet (2006) also claims that when children can chose what school to attend, their motivation will increase. An independent school is better organized and has a more pleasant working environment since it is locally controlled (Folkpartiet, 2006). According to Moderaterna (2006) it is important for people to be able to choose school after the level of quality, instead of being forced to go to the school most closely located to the home.

Socialdemokraterna on the other hand believe that the increased interest of independent schools will make the Swedish class system even more apparent. Instead of creating independent schools where children are being divided into different compartments depending on their parent's income or religion, more money should go to the state schools. Socialdemokraterna further claims that the governments' education system is a future vision of our society, where people are working together, supporting each other and where there is equality and fairness (Socialdemokraterna, 2006). Folkpartiet (2006) is opposing the statement by Socialdemokraterna regarding that the independent schools will increase the class system, since the goal of Folkpartiet is to make all independent schools free of charge.

The largest share of independent versus public schools is located in the largest cities of Sweden (Skolverket, 2006). There are a couple of different independent schools situated in the municipality of Jönköping (Jönköpings kommun, 2006). They have often specific focus or use a different pedagogical approach than the public common schools. The level of

monetary compensation to the employees is approximately the same in the different types of schools (see paragraph 3.2.2, The Sample). Even though this is the case many believe that the employees within a privately owned company are more motivated than those within the public sector.

1.2 Problem Discussion

Maslow has for a long time been seen as the father of psychology. His hierarchy of needs is mentioned in almost every book about motivation. The reason for this is that Maslow explains that the needs are something that every human must fulfill. A person is not motivated to advance to a higher level in the hierarchy of needs without fulfilling the ones on the lower level (Maslow, 1954). The famous management professor Herzberg (1992) who came up with the theory about hygiene factors and motivators, recognizes the motivation factors needed in order to do a good job. Since Armstrong and Stevens (2005) claims that motivation is the reason needed for doing anything, the importance of motivation is clearly stated.

So what makes a person feel motivated? Do the independent schools have the ability to better motivate their teachers than the public ones? Considering the hot political debate that has been going on this past year, motivation among teachers is a very pressing issue.

The authors of this thesis find the topic interesting for several reasons. If teachers in independent schools are more motivated than those who teach in public schools, it is important that we have a society that is pro independent schools, since society wants the best possible education for the children, also being Sweden's future leaders and entrepreneurs. If the teachers at any of the schools are less motivated; why is that so and which motivation factors can help these schools to increase the motivation among their teachers?

In order to find out if teachers in independent schools are more motivated than those in public ones the authors of thesis asked the following Research Questions:

- How does the ownership affect the motivation of the employees within the organization?
- Are the employees in a private organisation more motivated than the employees of a public organisation?

1.3 Purpose

The purpose of this study is to show which factors that affect the motivation among the teachers within two types of schools; independent and publicly owned. Moreover the aim is to recognize whether there are any differences in level of motivation among the teachers within these types of schools.

1.4 Delimitations

The authors of this thesis wanted to conduct an investigation on motivation since they find the subject to be both interesting and important. The reason to choose to investigate

motivation among teachers in public versus independent schools was mainly for the hot debate that has proceeded among politicians this past year. Since the university which both the authors are attending is located in Jönköping it became a natural choice to investigate schools in the Jönköping area. It was important when choosing schools that they all were located in the city, considering area culture.

1.5 Public and Independent Schools

1.5.1 Definition of Public Schools

This is schools managed and financed by a municipality. Pupils are most often going to a school in the municipality in which their family lives. The schools have to follow the national course plan, which means that some courses are mandatory (Skolverket, 2006).

1.5.2 Definition of Independent Schools

The independent schools have a different owner than a government agency. These schools are also by law forced to be open for every one, but when there are more applicants than places available, the schools are free to use rules of acceptance. These schools do, just like the public schools, have to follow the national course plan. The schools are recruiting students from the whole country and they are financed by the home municipalities of its students (Skolverket, 2006).

1.5.3 The Development of Independent Schools in Sweden

The number of independent schools has increased the last couple of years in Sweden (SCB 2006, Skolverket 2006). In 2005 we had around 570 independent schools and the number of pupils within these schools has increased from 16000 pupils in 1994-95 to 110000 pupils in 2004-05 (Skolverket, 2006). In 1992 the whole school system was changed. The reform meant that municipalities had to subsidize independent schools as well as public schools. These schools still get subsidies for each student registered from the municipality and their management must be approved by public authorities. The schools have to follow the national course plan and they are not allowed to take fees from their students (Friskolornas Riksförbund, 2006; Skolverket, 2006).

According to the national association for independent schools in Sweden (Friskolornas Riksförbund) the main reason for parents choosing an independent school is because of its sometimes smaller size or the fact that they are using a different pedagogical approach. They continue to state that the main reason for choosing a public school is oftentimes that it is located near the residence of the family (Friskolornas Riksförbund, 2006).

1.6 Outline

The '**Introduction**' chapter gives a broad overview of the background and a justification of the problem. It deals with how the society of Sweden looks today and how motivation is related to the privatisation of schools. Next chapter - '**Theoretical Framework**' gives a theoretical background on which the empirical study will rely later on. The '**Method**' chapter

is following and describes in detail the development process of this thesis. In the next chapter – **‘Empirical Findings’** – the result of the investigation will be shown. In the following chapters **‘Analysis’** and **‘Conclusions’** the authors reflect upon and discuss the result of the findings in the context of the theory.

2 Theoretical Framework

This chapter is about motivation and it covers definitions and theories concerning the subject which will be used further on in the thesis. The purpose of this chapter is to give the reader good background knowledge to the areas of focus.

2.1 Motivation

Motivation is an inner drive that makes people act in a certain way. It can come from within the person and it can be evoked by external incentives (Nationalencyclopedia, 2006).

According to Maslow (1954), world famous psychologist, it is an unsatisfied need that motivates behavior. Armstrong and Stephens (2005), both specialists in employee reward and in management and leadership development, use Maslow's theory in their model about the process of motivation which will be explained under heading 2.1.5.

The management professor Frederick Herzberg, University of Utah, recognizes in his book 'the Motivation to work' from 1992, fourteen different factors which all affect the job-attitude: Recognition, Achievement, Possibility of growth, Actual advancements, Salary, Interpersonal relations (both between superiors, subordinates and peers), Technical supervision, Responsibility, Company policy and administration, Working Conditions, Work itself, Factors in personal life, Status and Job security. These factors all affect the level of motivation of an employee in a positive or negative way.

Armstrong and Stephens (2005, p 70) conclude that "A motive is a reason for doing something". In the context of a job, it is the reason for an employee to do best what lies in the interest of its employer. This is significant in order to create a successful business which must be the primary goal for all stakeholders. They further refer to Latham and Locke (1979) (professor of organizational effectiveness and professor in leadership and motivation respectively), who state that motivation and performance increase with specific and difficult goals. It is also crucial that the person has accepted the goals and that there is feedback on performance. The authors will refer to the definition of Armstrong and Stevens (2005) throughout the rest of the thesis when using the word motivation.

2.1.1 Motivation versus Well-being

In order to define motivation, it is important to prove the difference between motivation and well-being. It is easy to believe that it is the same thing.

There are two different types of well-being relevant for all humans; the mental and the physical health. Examples of factor that causes well-being in the work place are: To be seen and recognized, to feel support from management and co-workers, to be safe and to be a part of something and the possibility to make a difference (Arbetsmiljöupplysningen, 2006).

According to the Stanford encyclopaedia of philosophy (2005) well-being is a term used to describe what is ultimately good for a person and the state were the humans are happy. In the work place it can be relations to co-workers, good relationship with the boss or that the employees get a coffee break at 10 am every day. It is also important that the workplace has a nice and comfortable environment (Prevent, 2005). Looking at the well-being factors

versus the motivation factors one can see a clear difference even though both has to do with a persons state of mind.

Motivation in the work place is more goal-orientated. In order to cause motivation in an organization there has to be good communication within the organization. The goals have to be clear and the management has to inspire the employees (Maslow, 1954; Armstrong & Stephens, 2005; Arbetsmiljöupplysningen, 2006).

The remaining part of the chapter will discuss different theories which explain when and why motivation is created.

2.1.2 The Connection between Motivation and Knowledge Dissemination

“Incentives matter because information is dispersed throughout the firm and those who have the information do not always have an interest in using it for the benefit of the firm as a whole and its owners.”

McKenzie and Lee (1998), p 3

The markets in which the Swedish schools are operating are starting to get more competitive. As mentioned, there are both public and private alternatives in the market and in order to attract students they have to be competitive. Frost and Osterloh (2002) professor and assistant professor respectively, at the university of Zurich, states that motivation and knowledge are key strategic resources of a company. The core competences of the company (school) have to be identified. In order to keep the core competence within the organization the knowledge possessed by employees must be transferred to new employees.

There are two types of knowledge – explicit and tacit knowledge. The explicit knowledge can be written down whereas the tacit knowledge is something that people learn from each other and is almost impossible to formulate on paper (Frost & Osterloh, 2002). In order to disseminate the tacit knowledge the employees must be motivated to do so. Motivation is of great importance since it is needed in order to keep the core competences and thereby often the competitive advantage within the organization in the long run.

2.1.3 Extrinsic and Intrinsic Motivation

Intrinsic and extrinsic motivations are two different types of motivation, referred to the reasons or goals a person has in order to act. Intrinsic motivation can be defined as the doing of something because it is meaningful and gives an inner satisfaction rather than for some external reward or pressure according to Deci and Ryan (2000), professors at the university of Rochester. Examples on intrinsic factors are: quality of working life, life balance, responsibility, the developing of new skills, job design and role development (Armstrong & Stephens, 2005).

According to Frey and Osterloh (2002), professors of economics at the University of Zurich, there are three types of intrinsic motivation. *The first type* is when an activity is a source of satisfaction in itself, providing a delightful experience. Examples of this form of intrinsic motivation are listening to music, taking a walk or reading a good book. When a person is

intrinsic motivated, it is enjoying the book that is the experience, not to reach the last page in order to finish it. *The second type* of intrinsic motivation is about people meeting standards for their own sake. This can be about respecting ethical standards such as professional codes. Another thing that is especially important for humans that is a part of an organization is the feeling of belonging to a group, and that the group has a good team spirit. Material fairness and procedural fairness within the organization does also have a high level of importance (see paragraph 2.1.6.) Not having those important factors in the working place will cause productivity to fall (Frey & Osterloh, 2002). *The third and last type* of intrinsic motivation is about achieving those goals a person has set for oneself. That can be things like climbing a mountain or writing an essay.

Extrinsic motivation is whenever an activity is conducted in order to attain a separable outcome. It can be in the form of: pay and benefits, feedback, praise and recognition. In other words, the reason for conducting the task is to get praise, recognition, pay and benefits, not the pleasure of conducting the task in itself. According to Ryan & Deci (2000), both professors at the University of Rochester, extrinsic motivation is a stronger motivation factor than intrinsic motivation. This is because even though intrinsic motivation is important for humans, as people are getting older, there are many social demands and none intrinsic tasks that people are required to take responsibility for. An example of this is school. Extrinsic motivation increases with each advancing grade. In the first grade, children do their work out of curiosity and they feel good about managing the work applied to them. When grades are applied in seventh grade, the children's results will be printed on paper. This leads to an increase in parents expectations. Certain grades will be needed to get in to the school of the child's choice. This means that the intrinsic motivation has decreased while the extrinsic motivation is increasing. The children will study harder to get praise from their parents and they want grades that will help them get what they want in form of the right gymnasium or university (Deci & Ryan, 1985)

Even though extrinsic motivation is looked upon as the stronger of the two, intrinsic rewards have according to Armstrong and Stephens (2005) great impact on workers. An extrinsic reward such as pay and provision attracts and helps to retain workers, intrinsic rewards such as achievement, increased responsibility and work itself may have a more long-term effect on the employees. In some cases it is impossible to draw a clear line between the two. Even if a person climbs a mountain because of intrinsic motivation in form of achieving the goal, extrinsic motivation might also be present in form of physical training (Frey & Osterloh, 2002).

Frey (2002) reformulates some of the theories regarding extrinsic and intrinsic motivation and connects it to different personality types. He suggests that there are different stereotypes among the employees. These stereotypes respond in a somewhat similar way. There is one group of employees that mainly focus on extrinsic rewards and one that mainly focus on intrinsic rewards. The extrinsically motivated employees can be divided into two sub groups, one is called "Income Maximizers" and one is called "Status Seekers". Among the intrinsically motivated employees Frey stress that there is three sub groups; "Loyalists", "Formalists" and "Autonomists".

Income Maximizers – These persons are mostly interested in earning money. The main goal of theirs is to make as high income as possible. The best way to get them motivated is to offer performance-related wages. The performance levels should be specific in order to get the

best effect. Since the income maximizers are requiring a very precise incentive system this is only adaptable on simple tasks which are easy to measure, such as a car seller receives more money the more cars he or she sells. The best way to compensate the income maximizer is to raise the monetary salary opposed to giving other benefits. The income maximizer wants to be able to buy which ever consumption goods and services he or she wants. This theory is built on the concept of the economic man. One part of the man is the master who wants to buy as cheap as possible and sell as expensive as possible. The other part is the worker who wants to have as high salary as possible and work as little as possible (Herzberg, 1992).

Status Seekers – This stereotype have a different, but still extrinsically, goal than the income maximizer. The status seeker wants to reach as far as possible when it comes to position within the company. He or she responds to the evaluation of others. This group of employees is competitive. They want to set themselves over other people and they are envious of the success of others. The status seekers can be motivated by a system of performance-related pay, if it makes it possible to differentiate them to their “competitors”. Symbolic rewards give the best motivation to the status seeker. A company car, a title such as “employee of the month” or a promise of a future higher position within the company gives a higher level of motivation than just raising the salary when it comes to this type of person (Frey, 2002).

Loyalists – These persons identifies with the company where they are working. This type of loyalty does sometimes occur among employees which have been in the organization for a very long time. A performance-related pay does often have a negative effect on the loyalist. Praise is instead a way to encourage the work of this type of person. It can take different shapes; sometimes it is a compliment from a manager. It can also be to receive the title “Employee of the month” for example. A loyalist would also benefit from an increased autonomy; he or she would like to take more decisions by him/her self (Frey, 2002).

Formalists – The formalists is bounded up with different procedures which they consider correct. These persons are more interested in that the right procedure has been followed than of the actual result. It is hard to influence these persons with external incentives. Formalists like commands and sanctions to people who do not follow the commands; they see this as a supportive guide. To give these persons a performance-related pay would not increase their level of motivation, but rather crowd it out. This is because they might perceive the offer as they are not getting appreciated for the work they do (Frey, 2002).

Autonomists – This group of people want to improve the world in different ways, but they are also looking for self-fulfillment. They are all strongly intrinsically motivated. They are also reacting negatively on performance-related pay, since it does neither help the world nor improve the process of self-fulfillment. The motivation among the autonomists would instead increase if they get the trust to participate more in decisions taken concerning the organization (Frey, 2002).

Few people fit perfectly to only one of the profiles, but are instead a mix of some of them. Frey (2002) further states that these stereotypes respond different to different types of motivators.

2.1.4 Crowding out

There was for a long time assumed that intrinsic and extrinsic motivation was independent from one another. A manager could therefore motivate one employee intrinsically by adding an extra interesting factor and motivate him or her extrinsically by promising an extra bonus. Later socio-psychological experiences had proven that in a lot of cases, there is a trade-off between extrinsic and intrinsic motivation (Frey & Osterloh, 2002).

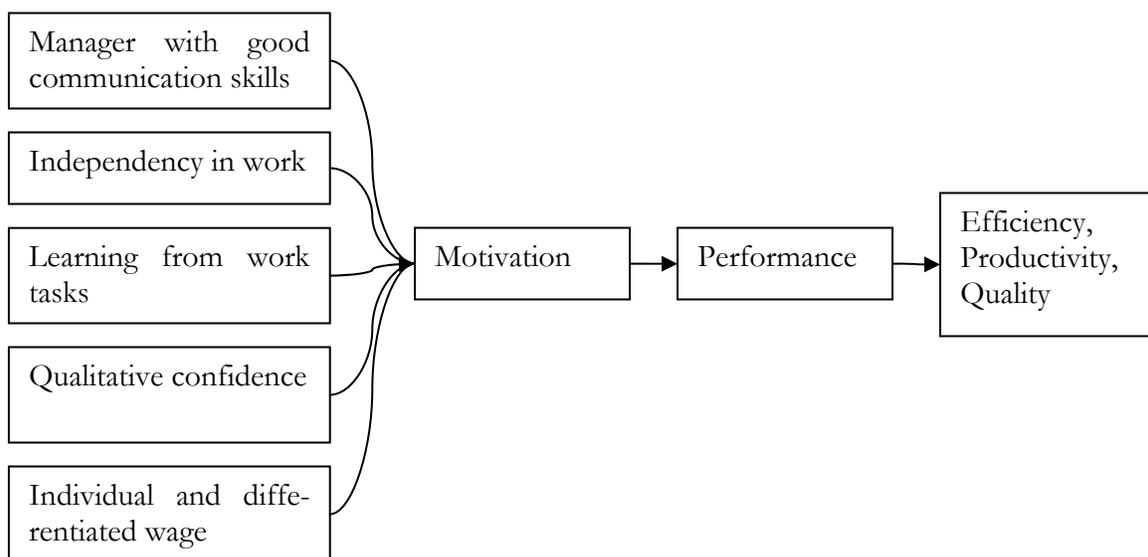
An example of this phenomenon is children. Children are often excited over the fact of doing a responsible task. If they then get promised a reward for conducting that task it can have a negative effect in the long-run. After getting used to being rewarded, the child will refuse to do the task if he or she does not receive a reward. This is according to Frey and Osterloh (2002) known as the crowding-out effect. The crowding out effect can therefore be seen as creating a relationship between intrinsic and extrinsic motivation. An activity that is meant to be completely intrinsic can easily be undermined by an external (extrinsic) intervention. This is not to say that all rewards have a negative effect. According to Frey (2002) a material reward will have a stronger crowding-out effect than a symbolic one, and an unexpected reward will have a less crowding-out effect than an expected one.

Frey (2002) also indicates that a bonus system within a company will usually, but not always, have a negative effect on the staff. There will be a decrease in the employees' interest for the task. The reason for this is that after a while the employee will get use to the bonus and expect it instead of working for it.

2.1.5 Factors Affecting the Motivation among Teachers

The association of Swedish municipalities (Svenska kommunförbundet) published a study in year 2000 concerning the relationship between wage, motivation and work output among 800 teachers. Carlsson and Wallenberg (2000), negotiator and doctor/researcher respectively, drew the conclusion shown in Figure 1 out of their study.

Figure 1 - Factors of motivation, Carlsson and Wallenberg (2000)



As can be seen in Figure 1, the five stated factors above determine the level of motivation. The level of motivation determines the performance, which in turn determines the efficiency, productivity and quality of the output.

Factor 1: “Manager with good communication skills” - If the relationship between the employee and the closest manager is good when it comes to the communication, the employee feels more motivated.

Factor 2: “Independency of work” - If the employee is allowed to work independently the level of motivation is higher.

Factor 3: “Learning from work tasks” - If the employee perceives the job as a learning process he or she feels more motivated.

Factor 4: “Qualitative confidence” - When this factor is high, the teachers feel that their competences and knowledge is attractive in a long term perspective, and this will also bring a higher level of motivation.

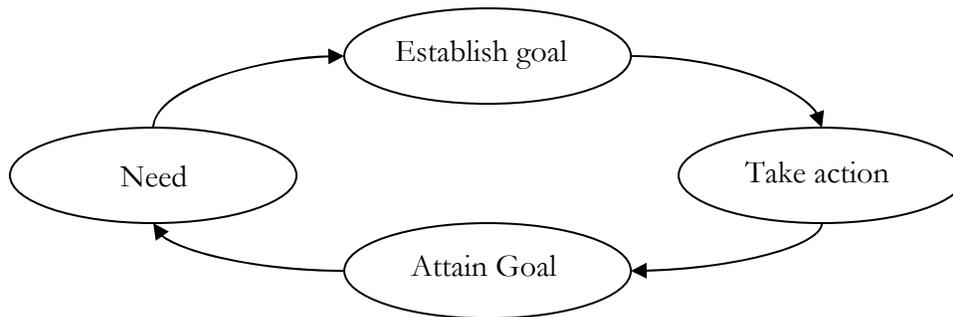
Factor 5: “Individual and differentiated wage” - The last factor have been a hot topic within the world of schools during the last years. Carlsson and Wallenbergs investigation shows that most teachers who have a wage which is determined individually are motivated than others.

Arbetsmiljöupplysningen (2006) is the result of a cooperation between others different government authorities and unions, such as Arbetslivsinstitutet, JämO, Lärarförbundet and HTF. They share the same view as Carlsson and Wallenberg when it comes to the conditions which create motivation. According to Arbetsmiljöupplysningen, motivation is created by clear goals, efficient communication, promoting leadership and participation between all players in the organisation.

2.1.6 The Process of Motivation

Armstrong and Stephens (2005) present a model on how motivation works (Figure 2). The model proposes that the process of motivation starts out with an unsatisfied need. When people feel this need, they want to achieve something to fulfill the need/want. In order to do so they sets a goal. The next step is to take action to attain the preset goal. If the goal is reached the process is finished, but soon a new need will develop. The process can therefore be seen as a circle. If the goal is not reached, people will set new goals, which they will take action to attain. This is therefore a never ending process.

Figure 2 - The process of motivation (Armstrong & Stevens, 2005)



2.1.7 Material and Procedural Fairness

Weibel and Rota, which both are assistant researchers and PhD students at the University of Zurich (2002), concludes that justice have important effects on the attitude among the employees. This is a factor of motivation that is particularly important when it is hard to measure the outcome. It is crucial that the fairness principles not only are being implanted, they do also have to be communicated within the organization. Beugre, assistant professor of Management at Kent State University (1998) agrees and states three reasons why fairness is important:

- 1.) Both the private and the organizational life are permeated of fairness.
- 2.) The most important asset of many organizations is in fact the work force and it is therefore crucial to keep it satisfied.
- 3.) People are in general getting more educated and as a result of this demanding to be treated with more respect.

According to Herzberg (1992) a feeling of fairness or unfairness is a second-level factor to motivation. First-level factors are situations that determine a person's attitude toward his or her job (recognition, achievement, advancement or salary), while second-level factors are drives or needs activated by the first level-factors (recognition, responsibility, status or fairness-unfairness for example). This means that the second-level factors are different feelings and the reason a person gets these certain feelings can be explained by the first-level factors.

There are two types of fairness – the distributive and the procedural fairness. The *distributive fairness* is covering the distribution of goods, in particular wages. This type of fairness is also called “fairness of outcome”. The *procedural fairness* does instead cover things like staff selection, handling of complaints, setting of objectives and performance judgments. A third type of fairness *interactional justice* is presented in the article by Beugre (1998). This fairness refers to the social aspects of the procedural fairness and is by some authors included in the concept of procedural fairness. It concerns the quality of treatment people get within the organization procedures. The concepts above come from Greenberg who is one of the pioneers within this research area. He is a management researcher of the Ohio State University and have published plenty articles in scientific journals. He was the one coining

the expressions about distributive, procedural, and interactional fairness and the authors above often use him as a reference (Greenberg in Beugre, 1998). Both the distributional and the procedural fairness are primarily judged when compared with other people. The distributive fairness is more easily measured to other people, when comparing the amount of input of one employee relative to the output he or she receives with another. The procedural fairness is harder to measure (Weibel & Rota, 2005).

3 Method

This chapter will show which methods that have been chosen to collect the empirical data. It will also show why they have been chosen. The aim of this chapter is to give the reader a better understanding of the research process and to increase the trustworthiness of the thesis.

3.1 Deciding Focus

This thesis was first meant to focus on comparing the administrative part of the municipality and privately owned companies with a focus on economy and administration. This focus was soon changed in order to decrease the number of factors that could affect the result. Instead a focus on two more similar places of work was chosen. Since the level of motivation among the teachers in independent schools versus public schools is a hot topic of debate today this became the subject to be investigated.

3.2 Quantitative Research Method

A quantitative study, below also called survey, can be defined as “*Research that uses mathematical analysis*”, Gates and McDaniel, (2005, p 140). They further states that the quantitative study is descriptive and large samples are used. This brings a necessity of translating the question in the research into numbers. Eliasson (2006) as well as Balnaves and Caputi (2001) agree. Eliasson adds that surveys and interview investigations are the most common types of the quantitative methods. The purpose of this study is to “show which factors that affect the motivation among the teachers within two types of schools; independent and publicly owned. Moreover the aim is to recognize whether there are any differences in motivation among the teachers within these types of schools”. With respect to the purpose a quantitative approach was chosen. Holme and Solvang (1997) state that this is an appropriate approach to chose since the aim is to look for a general trend among a broader population. Holme and Solvang further stress that it is important that the researcher should be as objective as possible and that it is crucial that everything has to be done in order to prevent that the numbers are to be misinterpreted. The authors will throughout the thesis try to explain to the reader what the process of work looks like and which choices have been made. This is made in order to give the reader as much information around the investigation as possible and to increase the trustworthiness of the thesis.

3.3 Sampling

Eliasson, doctor in sociology and author of the book “Kvantitativ metod från början” from 2006 states that if the researchers do not have the possibility or means to investigate the whole group, an alternative is to use a sample of the group and generalise the findings from this group. Blair, associate director of the Survey Research Center, University of Maryland and Czaja, assistant professor in sociology and anthropology at North Carolina University writes in their book *Designing Surveys* from 1996 about different steps in sampling selection. They stress that following procedure should be followed and the solution for this thesis are explained at each step:

- Define the population – In this case the population is all teachers working within the city centre of Jönköping.
- Develop a frame – In order to have a fair distribution of schools, all schools were divided into eight different groups; independent preschools, public preschools, grade 1-6 (independent), grade 1-6 (public), grade 7-9 (independent), grade 7-9 (public), independent “gymnasium” and public “gymnasium”. It was impossible to sort all schools after these criteria. One example is Strandskolan which cover grade 1-9 and did thereby fit into two of the groups. But, due to that the number of independent 1-6 grade-schools was few; they were sorted under that label.
- Determine sample size – Since economic resources and time are limited when conducting a master thesis the sample size was determined according to the number of surveys the authors appreciated they had time to conduct and to evaluate. The authors concluded that eight schools were appropriate – one in each group.
- Select sample – Schools were chosen from the municipality of Jönköpings homepage, where all schools were listed. The schools were chosen according to location in the city centre of Jönköping.
- Manage sample and resample – Since some of the schools answered that they did not want to participate, new schools had to be chosen. They too were chosen according to location.
- Select respondents – In this study either the principal decided upon which teachers that could participate in the survey or teachers who were present the day the researchers visited the school took part in the survey. The fact that the principal in some schools were selecting teachers to participate in the investigation could bring problems if he/she chose employees according to their attitude toward the school. Even though the reader should bear this in mind when taking in the results the authors of this thesis believe that the fact stated above should not affect the result to a high degree. This is because the principal was not present when the teachers filled out the survey.

3.3.1 Contacting the Schools

When contacting the different schools of choice, the authors first wrote emails to the principals of each school, asking for their participation in the survey. The response varied. The authors got turned down by two schools; Torpaskolan and Tändstickans förskola. The principals’ explanation was that they did not have the time it would take to participate in a survey. Instead the authors turned to Talavidskolan and Torpa förskola where the authors got positive feedback.

The personnel lists were first meant to be used to decide which teachers to use when implementing the investigation. Some of the lists were found on the internet, but at some schools the authors had to ask the management about them. Due to lack of time both among the teachers and the authors of the thesis it was not possible to pick certain teachers from the lists. Instead the teachers who were free when the authors visited the school were asked to participate in the survey.

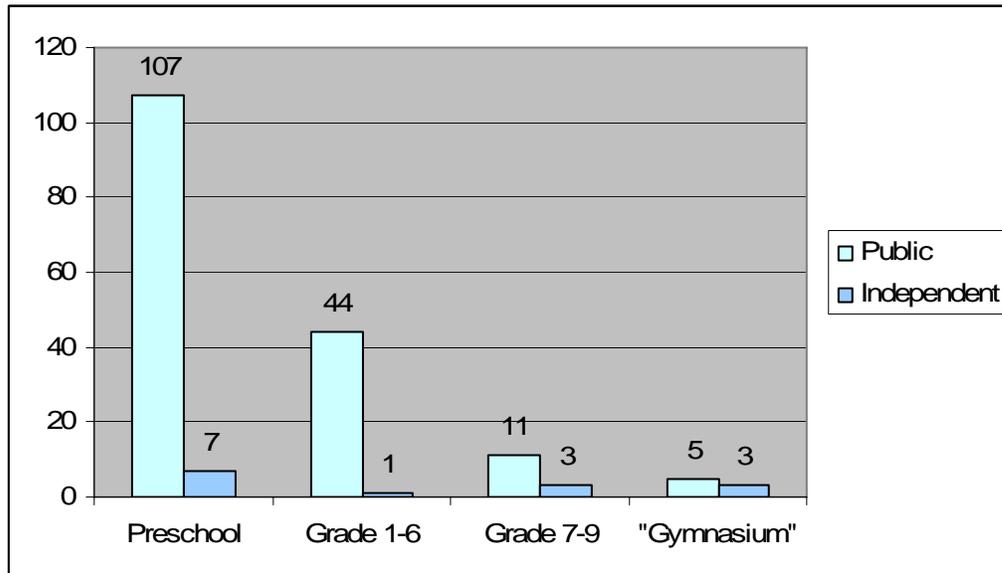
When it came to agree on times to meet and carry out the survey at the different schools the authors met some obstacles. It was not easy for the principals to organize the teachers in groups for filling out the questionnaire. Several emails and phone calls were made back and

forth before finally setting date. At John Bauer, the independent gymnasium participating in the investigation, a meeting could not be arranged so the authors had to leave the surveys at John Bauer. The authors then returned a few days later to collect the surveys. The same thing happened with Torpa förskola. The reason given was illness among teachers which would give the authors a low number of surveys answered. Also one group of teachers of Junedalskolan was not able to fill the paper at the predetermined meeting. However, they were all able to listen to the instructions by the researchers and the survey was sent back by mail by a teacher from the group.

3.3.2 The Sample: Participating Schools

The largest share of independent schools compared to public owned schools is within the higher level of education, among the “Gymnasium” (See Figure 3 below). There are three independent and five public owned schools within this group. The equivalent number of schools within grade 7-9 is eleven public schools to three independent schools. Within the grade 1-6 group there is only one independent school, but forty-four publicly owned schools. The preschool units are often smaller in size which explains the large numbers within this group. There are 107 publicly owned preschools which can be compared to seven independent preschools (Jönköpings kommun, 2006).

Figure 3 - Public and Independent Schools in Jönköping



The municipality of Jönköping have published all the schools that exist within the area on its webpage. This list was used when choosing which schools that was suitable for the investigation. The schools listed below were chosen mainly according to their location and size. In order to minimize factors which could affect the result the authors wanted all schools to be located in the centre of Jönköping if possible. A school on the countryside work in a different environment than those in the more central parts of the city. Because of the fact that the number of independent schools in Jönköping is somewhat limited, one school had to be chosen which are not located in the direct centre of the city. Strandskolan is

situated a couple of kilometres from Jönköping city centre and it takes approximately five to ten minutes to go there by car. The participating schools are shortly presented below.

HallonEtt: HallonEtt is an independent preschool in Jönköping. The school was founded in 1989 but did not become private until 1992 and is now a limited company (aktiebolag). There are sixty kids divided within four departments. Hallonett has a special pedagogical method for the attending kids inspired by Reggio Emilia. Reggio Emilia is a method that encourages the kids to develop in a creative and inspiring environment. Work should be combined with play and reality should be mixed with fantasy (HallonEtt, 2006). The principal at Hallonett thinks that it is important to have a clear pedagogic idea. It is also important that all teachers participate when goals are set up and that both students and teachers feel like they are a part of something. The principal at this school knows all the names of the kids and is involved in the every day life at school. The mean wage among the teachers at HallonEtt AB is 20 848 SEK/month. The average number of children per teacher is 5.4 (Personal communication Per Alnervik, principal at Hallonett AB, October 31, 2006).

Strandskolan: This independent school has a Christian ecumenical foundation. The school follows the Swedish course plan but is founded on religious beliefs and has five different churches involved in the institution. Strandskolan teaches students from the first to ninth grade and all students are welcome to apply as long as they have the same values as the school. There are no additional fees since the school gets means from the government (Strandskolan, 2006). The mean wage among the teachers at Strandskolan is 20 843 SEK/month and the median wage is 20 780 SEK/month (Personal communication Eva Börefelt, responsible for the economy at Strandskolan, October 18, 2006).

Prolympia: Prolympia was founded in 2002 and is one of the independent schools. The school is focusing on health and sports. The students at Prolympia have at least three hours a week of sports and have the possibility to do even more on their free time. The school cooperates with several of Jönköpings sports organizations such as HV71 and HFF. The school has 340 students from sixth grade to the ninth grade (Prolympia, 2006). The mean wage among the teachers at Prolympia is 22 655 SEK/month and the median wage is 22 600 SEK/month (Personal communication, Sylvia Bergman, personnel unit Ultra Education, November 17, 2006).

John Bauer Gymnasiet: Johan Bauer was founded in 1999 and is an independent school that has classes from grade ten to twelve. The school's ambition is to have small classes with tops twenty-five students in each and the students work more with computers than a regular "gymnasium". The school is focused on health and athletics and is also integrating entrepreneurship in the education (John Bauer, 2006). This school did not want to leave information regarding the salaries of their employees (Personal communication Staffan Magnusson, principal at John Bauer, November 21, 2006).

Torpa förskola: This public preschool was founded for more than fifty years ago. The 33 children are divided into two departments; one for smaller children and one for siblings. This preschool is focusing on emotional intelligence and they highly value physical function, fantasy, social competence, security/self respect and language/math (Junebäcken, 2006). The mean wage among the teachers at Torpa rektorsenhet (which includes Torpa förskola together with three more preschools) is 21 290 SEK/month and the median wage is 21 208

SEK/month (Personal communication Eva Pettersson, Assistant at the personnel unit, Jönköpings kommun, November 9, 2006).

Talavidskolan: Talavid is a public school which was founded in 1891. The school contains classes from first to sixth grade and there are approximately 349 students in the school. The school also has a class for students with hearing disabilities. Responsibility, democracy, tolerance and security are guidelines for the school, and they work hard to prevent bullying of students (Talavidskolan, 2006). The mean wage among the teachers at Talavidskolan is 24 674 SEK/month and the median wage is 25 338 SEK/month (Personal communication Eva Pettersson, Assistant at the personnel unit, Jönköpings kommun, October 13, 2006).

Junedalsskolan: This public school was founded in 1907 and is a middle school that contains seventh to ninth grade. The teachers at Junedal are divided into work teams with eight to ten teachers in each team. The school's vision is to put the student's personal development and knowledge of life first, that all work is made out of democracy and that all humans have the same value. The school also works toward a pro health environment and that the organization is well integrated (Junedalsskolan, 2006). The mean wage among the teachers at Junedalsskolan is 24 498 SEK/month and the median wage is 23 615 SEK/month (Personal communication Eva Pettersson, Assistant at the personnel unit, Jönköpings kommun, October 13, 2006).

Per Brahegymnasiet: The public school of Per Brahe has a history that is several hundred years. The present school however was founded in 1913. The school is a gymnasium for classes' ten to twelve. The school has a large spectrum of different programs, but they put a lot of effort in to their musical program (Per Brahegymnasiet, 2006). The mean wage among the teachers at Per Brahegymnasiet is 26 001 SEK/month and the median wage is 25 997 SEK/month (Personal communication Eva Pettersson, Assistant at the personnel unit, Jönköpings kommun, October 13, 2006).

3.4 Development of the Questionnaire

A questionnaire is “*a set of questions designed to generate the data necessary to accomplish the objectives of the research project*” Gates and McDaniel, (2005, p 318). This is the cheapest method of the two most common quantitative research methods (Eliasson, 2006).

The empirical study has been conducted mainly from a survey. The basic thought of using a survey is to get to know things about a population which are today unknown (Blair & Czaja, 1996). This way of collecting data have been chosen in order to receive the answers from as many employees as possible. Since all teachers do not work with a computer on a daily basis paper surveys have been given to them.

After consulting with Karl Erik Gustafsson, professor at Jönköping University, the idea was to conduct a standardized survey. The authors searched on the internet after surveys that would fit into the purpose of the thesis and that could be appropriate as a questionnaire. Such a survey could not be found. Instead the authors decided to develop a survey on their own. The first nineteen questions in the survey were developed out of the different theories used in the frame of reference. There was also an open question at the end of the questionnaire, a chance for the teachers to speak their mind about why they became a

teacher. The survey has been based on all the theories presented in the theoretical framework.

3.4.1 The Background Variables

The nominal variables or background variables are questions which help the researchers to put the respondent in categories (Balnaves & Caputi, 2001). Besides the questions developed from the theory there were seven different background variables in this survey (see appendix). The authors decided to ask how many years the teachers had worked as a teacher instead of asking the teachers' age. The reason for this is that the authors believe that motivation has more to do with how many years a teacher has worked than how old he or she is. The authors believe that a teacher that graduates at the age of thirty five is probably not less motivated than a teacher that graduates at the age of twenty five. Other background variables asked were gender, marital status and how many kids the teachers had. A reason for the last question is that many kids at home can show a sign of how occupied the teacher is by the private life. If the teacher works part time or full time was also asked and as well as if they have any experience of working both in a public school and in an independent school. However, too many background variables can not be included. One background variable discussed but later excluded was what education the teachers had. It is assumed that most of the participants have a university degree of some kind. If there is some of the respondents that do not have that, they still works as teachers and their answers should be equally counted in this investigation.

3.4.2 The Questions

When an inquiry has questions with restricted answers (the respondent has to choose between a few given answers) it is easy to answer the inquiry and it is easier for the investigators to evaluate the survey. The marketing research associates and consultants Gates and McDaniel (2005) call this type of scale "itemized rating scale". They claim that this method often gives reliable ratings. However, there are also some disadvantages with choosing between given answers. The respondents mind can be lead to answer in a certain way, and the answer is not always well thought out. How the question is asked can also give the respondent a hint on how you should answer the question. When conducting an investigation like this, the people making the survey has to assume that all answers given from the respondents are well thought through. The majority of the questions in the survey have bounded answers, of five scale character, where 1 is "strongly agree", 5 is "strongly disagree" and 3 is neutral "not correct, but not incorrect either". This scale was chosen in order to give the participants the opportunity to give differentiated answers, but not too many alternatives to chose between, to make it simpler for the respondent. Another reason for choosing five scale answers was that less alternatives makes it easier to evaluate and analyze the result. The authors found that five scale questions are as common as seven scale questions in surveys when searching the internet after examples.

The questions were asked in different tense, questions we asked both regarding past and present. This was made in order to overcome the problem of teachers only answering what they felt when they chose their work (which can be 20 years ago), as well as people answering that they don't know because they have not thought about switching job today.

One of the questions in the survey is of another type: it is of “rank-order” character, as Gates and McDaniel (2005) call it. In question number 18 the respondents are supposed to rank different alternatives against each other. The advantage with this type of question is that they are easy to use and easy to understand by the respondent. The disadvantages are that if the respondent has not ranked all the alternatives, the answers can be misleading. In this thesis, when question number 18 was not filled out correctly it was counted as “not answered/answered incorrectly” and not added to the result. Another disadvantage is that nothing is said about how far each alternative stands from another (Gates & McDaniel, 2005). The authors chose to cover almost the same areas in two ways, both using itemized rating scaling and rank-order scaling. Question 18 is covering many of the other questions in the survey, especially question 12-14 and 17.

The last question is open in order to give the respondents an opportunity to express own thoughts connected to the subject. According to Andersson (1985) the advantage with this type of question is that the respondent is not affected of given alternatives but instead gives a more developed and distinguished answer. The disadvantage is that it is hard to measure the result and hard to interpret what the answers means. In this survey though, this is just a complementary and in a way a test question, included in order to see if there are any general thoughts from the teachers concerning the subject, which was not shown in the rest of the survey.

3.4.3 The Process

Why conduct an inquiry on paper? Since not all teachers have access to a computer it is easier for them to answer if they are given an inquiry on printed paper. When conducting a survey on paper the layout of the form is of great importance. The form should have an attractive layout that will make the respondents interested. It should also be easy to understand how to answer the questions in order to get higher percentage of response (Kylén, 2004). When conducting a survey on paper there are pros and cons. If the paper is sent by mail and the respondents gets a week to reply, the numbers of respondents are less than if the survey is answered right away with the investigators present. On the other hand, if the respondents get a week to think about the answers in the survey, the answers will be more thought through (Kylén, 2004). In order to have a high level of respondents the authors did as far as possible stay during the fill-out.

There is according to Kylén (2004) four steps to go through in order to form an inquiry. *The first step* is to make a first draft. It should contain a few questions that cover the area of interest. Then test the inquiry on a few people that will give the investigators feedback on what was good and what needs to be changed. The test persons should also describe to the investigators what it is they think you want to know. This was done slightly different. The tutor Karl Erik Gustafsson read through the first draft and gave feedback.

The second step is the first version. The form should have the same layout as the final draft. Three to five persons out of the target group should be tested. The investigators should now measure the time it takes to answer the inquiry. The respondents should also be asked about the relevance of the questions and if the questions were easy or hard to understand. The investigators should now evaluate the forms in the same way as they will do when the real investigation is conducted. Blair and Czaja (1996) stress that it is impossible to conduct a

perfect survey, where all questions fulfill the purpose, a perfect sampling are made, all respondents understands the questions properly and answers truthfully and so on. Instead it is better to accept that the survey is imperfect and focus on trying to find what the potential sources of errors are, which of them that are most serious and what steps can be undertaken to overcome these problems. Therefore, before handing out the surveys to the teachers, a pilot study was conducted. Five different persons were asked to fill out the questionnaire and give the authors feedback about the content of the survey. The feedback was positive although it resulted in a few changes. In the original survey the teachers were asked about what school they belonged to. This question was later withdrawn to make the survey more anonymous. Some employees might feel obligated to be loyal towards their employers' and therefore having trouble with answering the questions honestly. It is now not published to which school each answer belongs.

The third step is the final draft. The last small adjustments are made on order to make the survey as perfect as possible.

The fourth and final step is when the forms are handed out to the target group chosen. If the forms are sent out by mail, a reminding letter should be sent out after a week. If the forms are handed out in a group who answers right away, a letter is not necessary. In this case the authors visited each school and in most cases handed out the survey to each teacher.

3.4.4 Letter of Introduction

Andersson, professor in development psychology at Stockholm University for teachers (Högskolan för lärarutbildning, Stockholm) writes in his book from 1985 that it is important to give certain information to the respondents before they answer the questions:

- The purpose of the investigation; “To recognize whether there are any differences in motivation among the teachers within two types of schools; independent and publicly owned. Moreover, the aim is to show which different factors that affect the motivation among the teachers within these types of schools”.
- The participants of the investigation; Torpa förskola, Hallonett AB, Junedalskolan, Strandskolan, Prolympia, Talavidskolan, John Bauer-gymnasiet and Per Brahe-gymnasiet.
- What will happen with the answers; it will be a part of a master thesis from JIBS.

Kylén (2004) agrees with the above but adds some more aspects of interest of the respondent which a “letter of introduction” should cover:

- The approximate time it takes to answer the questions; 5-10 minutes
- Where the survey should be sent when it is filled out; since the authors were present when the survey was conducted, the participants left it to them.
- When the finished report is published and where they can get hold of it; the authors will send it to each school when it has been published in January,

Since the authors were present when most of the surveys were conducted, this type of information was instead given to the participants orally. A short introduction, including the aspects stated above, was given to everyone who participated in the survey. The teachers were moreover asked to write “I don’t know” if they found no answer which corresponded to themselves. They were also asked to write comments on the side if they wanted to say something more about a question.

3.5 Analyzing the Empirical Data

When all the surveys from the eight different schools were collected, the answers were analyzed after theories used in the frame of reference. As a first step the results from all surveys were added together in Excel and from there diagrams and tables were created. The answers were not weighted but were made in order to get a quick overview of the result (see appendix 5 and 6).

After that a statistical test were conducted in SPSS in order to see whether there is a statistical significant difference between the type of school and the answers to the motivation-related questions. The aim was to see whether there was a difference between the two means or not. The following hypothesis was used on all of the scale questions;

$$H_0 : \mu_1 - \mu_2 = 0$$

$$H_A : \mu_1 - \mu_2 \neq 0$$

The null hypothesis says that there is no difference between the means and the alternative hypothesis says that there is a difference. The authors thought beforehand that the null hypothesis could be rejected in most cases and that a difference should be found between the two types of schools.

A t-test was used to with a confidence level of 95% ($\alpha = 0,05$). When choosing a 95% level the result will represent a great part of the population it is a common percentage to use in statistical tests. The reason for choosing t-tests when evaluating the empirical data is that a t-test is the most suitable when testing different variables against the fact of either working at an independent or a public school. The result from these tests together with the survey answers solely has been discussed in the chapter of analysis.

All data were checked for errors to make sure that the data were integrated in the statistical system correctly. The survey results were also weighted in SPSS. Per Brahe for example have 119 teachers total but only nineteen of them participated in the survey. This means that every teacher interviewed, represented 6, 26 teachers. At Torpa Preschool on the other hand the entire staff participated in the survey. This means that every interviewed teacher only represents one teacher in the staff. Naturally every school was weighted like this making the test even more correct (see appendix 6).

3.6 Literature Study and Evaluation of the Sources

Most of the literature is found in the library at Jönköping University or at different databases such as ABI inform. Both articles and books of professors are used, which can be seen as highly reliable sources due to that they are reviewed. Also consultants' books are used occasionally. In order to increase the reliability of these sources the authors of this thesis tries to back them up by other thinkers.

3.7 Validity and Reliability

Reliability concerns if the investigation is trustworthy or not. If the result has a high level of reliability, the result is very trustworthy, and this means that if the investigation would be repeated it is highly likely that the result would be the same (Eliasson, 2006). The authors of this thesis have used weights when testing the results of the surveys in order to give the thesis even higher reliability.

The matter of validity concerns if the investigation really measures what it is supposed to measure. A high level of validity can be reached when suitable means are used when conducting the investigation (Eliasson, 2006). In this case a correct method had to be chosen and the question had to be suitable for the purpose of the thesis. A statistical t-test was used and the hypothesis shown in paragraph 3.5 was tested in each question from the survey. In this way the theories presented in chapter two (which is the base of the questions) was all tested in relation to the both types of schools by the hypothesis.

3.8 Critique of the Process

The independent school John Bauer did not have time to let the authors visit the teachers in person to give them their surveys. This meant that the authors had to leave the surveys in the reception desk and give the instructions to the principal. This means that the authors had less control over how the surveys were filled out, compared to how it was made at the other schools. However, since the results from this school were not on average more positive than from any of the other independent school, it can be assumed that the teachers were not directly or indirectly affected by management to give certain answers.

One mistake made by the authors was the formulation of question number 16 "If I would get more feedback from the manager, I would work harder". The aim of this question was to find out how important teachers found feedback, but teachers already satisfied with the feedback would answer negatively instead of positively on this question. This led to that the result of this question was very hard to interpret. See discussion under heading 5.4 "Intrinsic and Extrinsic motivation".

If the survey would be made a second time, the authors would consider to change the scale from 1-5, to 1-6 and include an "I don't know" alternative. The reason for this new scale would be to decrease the number of neutral answers; many respondents answered 3 (neutral).

4 Empirical Findings

In this chapter the result of the statistical tests conducted from the 108 surveys will be presented. Also the result of the raw data added together into positive and negative answer-groups will be shown, when large differences can be seen. More information can be found in appendices 5-9.

The scale used for answers on the surveys was numbered one to five, where;

One= Totally agree

Two= Agree to a certain extent

Three= Neutral

Four= Somewhat disagree

Five= Totally disagree

An important factor to know is that the t-tests show a mean of the answers. This indicates that there can still be a difference between the two types of schools, when it comes to the distributions of answers.

4.1 Factors of motivation according to Carlsson and Wallenberg, Question 1-5

The questions *“My job involves working independently to a great extent”*, *“I often learn new things at my work place”* and *“I feel that the knowledge I possess today will also be attractive in the future”* showed no significant difference between the two types of schools according to the t-tests conducted. Overall the teachers in both independent and public schools were positive to the stated questions even if 10 percentages more teachers in the independent schools answered that they totally agreed with the statements.

“The communication with my closest manager works excellent and “I feel that my wage is affected by my results” were the two questions out of this theory that showed significant difference between the two types of schools. At the 90% confidence level it is clearly stated that the teachers in the independent schools felt that they have better communication with their manager. This is also supported when looking at the aggregated answers were it shows that more teachers in the independent school answered that they totally agreed with the statement than the teachers in public schools. When it comes to the teachers’ feelings about work affecting their wage, the teachers in public schools felt more so and there were a significant difference at the 95% confidence level. One person at the independent school felt that he or she was unable to answer the questions since he or she had only been working there for a couple of months and therefore felt that the question did not apply to her.

4.2 Process of Motivation, Question 6-10

“My personal goals are the same as the organizations.” This was the only question within the process of motivation group that showed no significant difference between the two types of schools and the distribution of answers was also approximately the same.

“The goals of the organization is clear to me”, “I participated when the goals were set up” and “I know what goals I am suppose to reach” all showed significant difference between the public and independent schools. The teachers within the public schools felt more positive to all the above statements. When it came to the statement *“I usually reach the goals expected.”* the teachers in the independent schools were more positive than those working in public schools. The difference was also significant according to the t-tests. A teacher at an independent schools stressed that since she/he thought that the goals were unclear she/he could not tell weather she/he was reaching them or not or if the goals are the same as her/his personal goals. A teacher at a public school commented to all the goal-setting questions that the school was about to set new goals and that was the reason for the unclear goals.

4.3 Fairness, Question 11

One question in the survey was asked about fairness: *“I am treated fairly at work”*. When comparing the answers of the teachers in the two types of schools no difference was found either between the means, or in distribution of answers. A clear majority of all the teachers was positive toward the statement.

4.4 Intrinsic and Extrinsic motivation, Question 12-17

A difference between the means of the groups of teachers was found when conducting a t-test on the question concerning the importance of work tasks. The teachers within the independent schools are in general more positive toward the statement *“If I would change job I would choose it after how interesting tasks it is”*. However, no significant difference was found and no specific differences in distribution were found when it came to the following questions relating to intrinsic and extrinsic motivation: *“If I would change job I would choose after the level of salary”*, *“Working as a teacher is one of my goals in life”* and *“I would work harder if I got higher pay”*.

When looking at the distribution of the answers one can see that relatively more teachers in independent schools state that the values of the organization are an important factor if they would switch job (see appendix 6 & 7). Still, the t-test showed no significant difference on this question.

The t-test conducted showed no significant difference between the groups when it came to the question *“I would wok harder if I got more feedback from my manager”*. But, it was more teachers in the public sector who responded on the positive side of the scale on this question; 40% compared to 27% (see appendix 6 & 7). On the question concerning feedback from managers many teachers in the independent schools commented that they already get appropriate feedback and would therefore not work even harder if they would get even more feedback. Since this question is ambiguous it is hard to interpret and analyze the answers.

4.5 Rank-order Question Concerning Extrinsic and Intrinsic Motivation

Question eighteen in the author's survey was as a rank-order question. The teachers' participating in the investigation was asked which factor of the following that was most important if they were to switch jobs. The factors they had to choose from were: Salary, position, the values of the school, the structure of the school and the possibility to have their ideas realized. When the answers were compiled the authors found that there predominantly were no differences between the answers from those teachers working in independent schools versus the teachers working in public school.

For the most part the teachers found that the possibility to have their ideas realized was the most important thing. The values of the organization came in second while which position they would have in the new organization was least important.

Two persons from independent schools did not answer the question but did instead write that there are not many different jobs to choose between for teachers of today. "*If you want a new job you will apply for all vacancies that exist.*" Two persons from the public schools said that the location of the school; close to their homes, was the reason they chose to work there. One person wrote that she had to change place of work due to management decision.

4.6 The Willingness of Switching Sector

The last scale-question asked "*I would like to switch sector if I could*" showed no significant difference between the two groups of teachers. When it came to the distribution of the answers a difference was found: 52% of the teachers working in independent schools did not want to switch school, but only 35% of the teachers in public schools did not want to change school.

4.7 Reasons for Working as a Teacher

At the end of the survey there was an open question for the teachers to answer. The question was: Why do you work as a teacher? This question was not asked in order to make a statistical analysis; instead it was created out of curiosity by the authors, who thought it would be interesting to see what the teachers' reason for working with education was. Some of the answers were ironic, since some respondents said that it was for the good pay, which is proven not to be the case. Some teachers answered that they started teaching by chance while others saw teaching as their mission of life.

The authors could not see a difference in the answers from those who worked in a public school versus those who were hired to teach at an independent one. The reasons varied a lot from person to person. The most common response was that the love for children and the chance to help and guide them in life made them choose to start teaching. To follow the children's development and that the teachers themselves felt that they evolved by working with children was another common answer. Others simply felt so passionate about a single subject, for example history, that they wanted to pass their knowledge on to others, while another teacher went to teaching school because they didn't have the grades that was needed to get in to the medical school.

The conclusion on question twenty must be that even if some answers were ironic, some were negative and a few were answered with indifference, most teacher felt that they had chosen the right profession and enjoyed teaching.

4.8 Testing Questions against Other Background Variables

The scale questions were also tested against the other background variables such as gender. No difference could be found; apparently gender does not affect level of motivation. The background variable concerning work time did not affect level of motivation either.

However, it was found that the division of female and male teachers participating in the survey was 65 % and 35% respectively. Approximately the same distribution was found within the two types of schools. Most teachers participating in the survey in both schools are working full time. Overall most teachers are married or “sambo” and have 1-3 own children. The most of the teachers have worked within schools in more than ten years. All teachers who have been working two years or less were working within independent schools. A large difference between the teachers in the two types of schools was found when it came to in which sectors they have been working. Only 12% of the teachers in the public schools had been working in both sectors, while 67% of the teachers in independent schools have been working in both types of sectors.

5 Analysis

In this chapter the empirical findings will be analyzed with help of the theories stated in the theoretical framework. The chapter will give the reader a deeper understanding of the results found in the survey and the view of the authors will be shown.

5.1 Factors of Motivation According to Carlsson and Wallenberg (Question 1-5)

According to the investigation conducted by Carlsson and Wallenberg there are five different important factors which all contribute to the level of motivation among teachers. The first five questions in the survey of this thesis were all linked to their thoughts. They concerned: how the communication with the closest manager worked, the level of independency of work, if they learn new things at work, if they feel that the knowledge they possess will be valuable in the future and if they feel that their wage is affected by their work result.

There was a significant difference concerning the communication with the closest manager. The teachers at the independent schools felt to a higher degree that they had a good communication with their closest manager; this is also supported by the percentage number of positive answers. Both the teachers at public and independent schools were over all more positive to this statement. This indicated that the first level of Carlsson and Wallenberg's model on motivation is fulfilled, and to a greater extent by the independent schools.

When it came to the level of independency of work, learning new things and if their knowledge will be attractive in the future there was no significant difference between public and independent schools, although the average results from both schools were over all positive.

The teachers in both schools were slightly negative to the statement that the wage is affected by the work. However, there was a significant difference between the different types of schools, where the independent were more negative.

The result of the answers to these five statements indicates that all teachers in the investigation are motivated. Four of the five steps in Carlsson and Wallenberg's model are fulfilled. In four out of five cases the answers were concentrated in the middle of the scale, which can point to that management should focus on improving these areas in order to prevent the positive result turning negative.

5.2 Process of Motivation (Question 6-10)

Armstrong & Stevens present a model on the importance of goals. Question number 6-10 concerns this; the clearness of goals, if teachers know what goals they are expected to reach, the participation in setting the goals, the equality of personal and organizational goals and if the teachers reach the goals they are expected to reach.

The teachers in public schools agree on that the goals are clear to a greater extent than those in independent schools. A significant difference was also found when it came to knowing

what goals to reach. The public schools were the ones most positive to these two questions, even though also the teachers in the independent schools answered “Totally agree” or “Agree to a certain extent”.

There was also a significant difference when testing the participation in setting the goals. The teachers in public schools in general answered positively, but the teachers in independent schools were answering negatively.

No difference was found between the different schools on the statement regarding the equality of personal and organizational goals. Both schools answers were leaning strongly to the positive side.

The teachers in independent schools agreed to a larger extent to the statement concerning that they reach the goals. This was significantly proved even though both schools were very positive.

According to Armstrong and Stevens all teachers in this investigation are motivated and the ones working in public schools are even more motivated.

The results of these questions are, according to some comments, affected by the fact that one of the public schools at this point in time were just about to reformulate their goals. Perhaps the answers from this school would be even more positive after the reformulation. Since some of the independent schools have answered that they are not sure of the goals of the organization or the schools they are suppose to reach, it was hard for them to know if they have reach them or not. The authors of this thesis suggests that since the independent schools are often relatively new the goals are not printed in the foundation in the same way as within public schools.

5.3 Fairness (Question 11)

According to Weibel and Rota, and Herzberg, fairness/justice has a positive effect on the attitude among the employees. This is an important factor of motivation. One question in this survey covers this area.

The t-test showed no significant difference between the schools. Neither did the distribution of answers. Both schools were strongly positive and the teachers felt that they were treated fairly at their work place. According to this theory it implies that they are strongly motivated.

5.4 Intrinsic and Extrinsic Motivation (Questions 12-18)

According to theory presented in the theoretical framework there are two types of motivation, intrinsic and extrinsic. Question 12 to 18 concerns these two groups of motivation factors. The teachers got the opportunity to state the importance of following factors; interesting tasks, wage level, values of the school, teaching as an important goal in life and feedback from manager.

Both schools states that they highly value interesting work tasks, which can be seen as an intrinsic factor. However there is a significant difference between the schools when the independent schools are even more positive.

When it came to wage level (extrinsic factor) and having teaching as a goal in life (intrinsic factor) no significant difference was found and no large difference in the distribution of the answers. Neither the question about the importance of the organizations goals when choosing a new job showed significant difference. However, the distribution of answers showed that it was more important for the teachers in independent school to choose the school with “right” values.

The importance of more feedback (an extrinsic motivation factor) showed no significant difference between the schools. However, as can be seen in the comments, several teachers in the independent schools pointed out that they already got all the feedback they needed and therefore choose “Totally disagree”. The aim of the question was to find out how important feedback was to the teachers. The authors expected the teachers that found feedback important to answer positively. The result together with the comments made the authors realize that this was not the case since a teacher already satisfied with the amount of feedback, would answer negatively. Therefore the result of this question is misleading and the question is excluded from the investigation. However it can be concluded that all teachers not satisfied with the feedback but feeling that feedback is important would answer “Totally agree” or “Agree to a certain extent”. The only teachers this misunderstanding concerns are those that highly value feedback and are already satisfied with the feedback. Since we got all the comments at the independent schools it can be assumed that the result would be even more positive in this group of teachers. The authors believe that since the independent schools often are smaller than the public schools the teachers has a closer relationship with the principal who is able to be present more frequently.

The rank order question also concerns the extrinsic and intrinsic motivation factors. Both the teachers in independent and public schools answered that the most important reason why they chose their job was the opportunity to use own ideas and thoughts and the second most important factor was the values of the organization, both these are intrinsic factors. This fact can also be supported by the results from the questions regarding the importance interesting work tasks (question 12) and the values of the organization (question 14), which both group of teachers highly value. The least important factor was the position they would receive in the organization, which is an extrinsic factor.

The answers to question 12-18 indicates that teachers overall are more motivated by intrinsic motivation factors than of extrinsic. According to Freys theory of different personality types, teachers can be seen as a combination of autonomists and loyalists. The reason for this is that teachers participating in the survey highly value the opportunity to fulfill their dreams and find it very important with interesting tasks; this is important characteristics of the autonomist. The teachers also fit into the role of the loyalist when it comes to the importance of the values of the organization. The wage was not among the first choices, this supports the theory that the teachers are a combination of autonomists and loyalists since using wage as an incentive does not work for any of these personality types, instead it crowds out motivation. Instead theory suggests that they should get more possibilities to influence their work and position if the level of motivation should be kept high. Also the last question, which was an open one, indicated that many teachers chose occupation because love for children, the possibility to help them or the passion for a single subject. This implies that many teachers are autonomists.

5.5 The Willingness of Switching Sector

The final scale question was not asked from a theory, but instead simply out of curiosity of the authors. The teachers were asked if they would change sector if they got the chance. No significant difference between the two groups could be found, although the distribution of answers shows that the teachers in public schools are more likely to change sector than those working in independent schools, since they are less negative to the statement of changing to the private sector.

5.6 Significant Differences Found in the Answers

There is a significant difference between the two groups when it comes to the following factors;

- **Communication with closest manager** – teachers in independent schools are more motivated than teachers in public schools according to this theory
- Teacher in independent schools find that they **reach the goals** to a larger extent than those in public schools
- Teachers in independent schools more highly **value interesting work task**, than those in public schools
- Teachers in public schools find that their **salary are more affected by their work** result that those in independent schools
- Teachers in public schools find the organizations **goals more clear** than those in independent schools; they also better know what goals they are supposed to reach
- Teachers in public schools **participated** to a greater extent than those in independent schools when **deciding goals**

6 Conclusion

This chapter summarizes the major findings in the empirical study. The authors give their view on the subject and do also give a suggestion on further studies.

According to the investigation about motivation among teachers in public and independent schools, no general difference could be found. The authors can not state that one type of schools is clearly more motivated than the other although they find that there are different factors which work better within each group of schools, hence this should affect the motivation of teachers in different ways.

The goal setting process seems to work better within the public schools in general compared to the independent schools. The authors believe that this can be an effect of how long the different schools have been operating. If all participating schools would have been in the same age range, perhaps the result would have been different when it comes to the goal setting theories.

The teachers in public schools also felt that their salary was affected by their work result to a greater extent than the teachers in independent schools. Although no teachers found that the salary was the most important factor for working. This is not a surprise, since teaching is not seen as an occupation one would chose in order to make a lot of money. Instead, people who chose to become teachers seem to have a calling. But the teachers in public schools are more motivated in this aspect according to theory.

The investigation shows that the communication with closest manager works better within the independent than public schools. The authors found when they were visiting the schools that the principals were present to a greater extent in the independent schools then they were in the public ones. This is an indication to why the teachers in independent schools feel that the communication to the closest manager works better; it is easier to communicate with someone that is present.

Interesting tasks are higher valued by those teachers working in independent schools versus those working in public ones. The other side of the coin when it comes to clear goals could be that the way of doing things in the public school has been the same for a long time. The teachers does not find the tasks new and interesting to the same extent as the teachers in independent school, which are newer and still discovers and experiences new territories.

The aggregated result of this survey can not support arguments of the right wing of Swedish parliament concerning the promotion of independent schools due to higher motivation among teachers.

6.1 Further Studies

Considering the political debate and the fact that the authors did not got a result that supports the right wing arguments, an interesting suggestion of further studies can be to evaluate the motivation level among children within the different types of schools.

In order to see a more general trend in the whole country more cities can be investigated in a larger study. Another idea is to continue investigating the already tested schools during a

longer period of time to see if the result differs when the concept of independent schools gets older. Both these suggestions require more funds and time.

Teachers can be viewed as a group of workers who sets great pride in their occupation and are deeply engaged to their work. With this in mind it might be interesting to compare the level of motivation among teachers to another occupational group, for example economists or nurses.

A study can also be made within the healthcare sector, where an equivalent phenomenon is occurring; privatization among the previously state owned units.

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Appendix 1 - Survey, in Swedish

Syftet med denna enkät är att undersöka vad som motiverar lärare, samt om det är någon skillnad mellan kommunala skolor och privata skolor. Undersökning är en del av en magisteruppsats på internationella handelshögskolan. Ringa in svaret som passar bäst in på dig.

1. Inom denna sektor arbetar jag idag:

Privat Offentlig

2. Kön

Kvinna Man

3. Hur många år har du jobbat som lärare/förskolelärare?

0-2 år 2-10 år Mer än 10 år

4. Hur mycket jobbar du?

Heltid Deltid

5. Inom vilka sektorer har du arbetat *med utbildning*? (Ringa både in Offentlig sektor och Privat sektor om du arbetat inom båda)

Offentlig sektor Privat sektor

6. Civilstånd

Gift/Sambo Ensamstående Övrigt.....

7. Har du egna barn? I så fall, hur många?

Inga barn 1-3 barn Mer än 3 barn

1. ”Kommunikationen med min närmaste chef fungerar utmärkt.”

Stämmer mycket bra Stämmer inte alls

1 2 3 4 5

2. "Mitt jobb innebär att jag arbetar individuellt i stor utsträckning."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

3. "Jag lär mig ofta nya saker på arbetet."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

4. "Jag känner att de kunskaper jag besitter kommer att vara attraktiva i framtiden."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

5. "Jag upplever att min lön påverkas av mitt arbetsresultat."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

6. "Organisationens mål är klara för mig."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

7. "Jag vet vilka mål jag förväntas uppnå."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

8. "Jag deltog när målen sattes upp."

Stämmer mycket bra					Stämmer inte alls
1	2	3	4	5	

9. ”Mina personliga mål överensstämmer väl med organisationens mål.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

10. ”Jag brukar uppnå de mål som jag förväntas uppnå.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

11. ”Jag blir rättvist behandlad på min arbetsplats.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

12. ”Om jag skulle byta jobb, då skulle jag välja ett jobb utefter hur spännande/intressanta arbetsuppgifter det medför.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

13. ”Om jag skulle byta jobb, då skulle jag välja jobb utefter hur hög lönen är.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

14. ”Om jag skulle byta jobb, då skulle jag välja jobb utefter institutionens/skolans värderingar.”

Stämmer mycket bra				Stämmer inte alls
1	2	3	4	5

15. ”Att jobba som lärare har varit ett av mina viktiga mål i livet.”

Stämmer mycket bra
1 2 3 4 5
Stämmer inte alls

16. ”Jag skulle arbeta hårdare om jag fick mer feedback/uppskattning av min närmaste chef.”

Stämmer mycket bra
1 2 3 4 5
Stämmer inte alls

17. ”Jag skulle arbeta hårdare om jag fick en högre lön.”

Stämmer mycket bra
1 2 3 4 5
Stämmer inte alls

18. Rangordna vad som var viktigast för dig när du valde arbetsplats. (Sätt 1 för mest viktigt och 5 för minst viktigt).

- Lönen
- Positionen du skulle få i organisationen
- Organisationens värderingar
- Organisationens struktur samt klarhet i arbetsuppgifter
- Att du skulle få möjlighet att förverkliga dina egna idéer och tankar

19. ”Jag skulle byta till ett arbete i den offentliga/privata sektorn om jag fick chansen.”

Stämmer mycket bra
1 2 3 4 5
Stämmer inte alls

Varför jobbar du som lärare?

.....
.....
.....

Tack för att du har tagit dig tid och deltagit i vår undersökning! ///Ann och Jenny

11. "I am treated fairly at work."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

12. "If I would change job, I would chose a job according to how exciting/interesting work tasks it contains."

Absolutely Correct

1

2

3

Absolutely incorrect

4

5

13. "If I would change job, I would chose a job according to wage level."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

14. "If I would change job, I would chose a job according to the values of the school/institution."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

15. "To work as a teacher is one of the most important goals in life."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

"I would work harder if I got more appreciation/feedback from my closest manager."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

16. "I would work harder if I got a higher wage."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

17. Rank what was most important for you when you chose the place to work. (1 = most important, 5= least important).

- Wage
- The position you would receive in the organization
- The values of the organization
- The structure of the organization and clearly stated work tasks
- That you would get the opportunity to use your ideas and thoughts

18. "I would switch to a job within the public/private sector if I got the chance."

Absolutely Correct

1

2

3

4

Absolutely incorrect

5

Why do you work as a teacher?

.....
.....
.....

Thanks for your time and participation! ///Ann and Jenny

Question 1

“The communication with my closest manager works excellent.”

We cannot reject H_0 since the $p\text{-value}=0,077 > 0,05 = \text{sig.level}$.

We reject H_0 since the $p\text{-value}=0,077 < 0,1 = \text{sig.level}$.

Question 2

“My job involves working independently to a great extent”.

We cannot reject H_0 since the $p\text{-value}=0,207 > 0,05 = \text{sig.level}$.

Question 3

“I often learn new things at my work place”.

We cannot reject H_0 since the $p\text{-value}=0,123 > 0,05 = \text{sig.level}$.

Question 4

“I feel that the knowledge I possess today will also be attractive in the future”

We cannot reject H_0 since the $p\text{-value}=0,658 > 0,05 = \text{sig.level}$.

Question 5

“I feel that my wage is affected by my results”.

We reject H_0 since the $p\text{-value}=0,01 < 0,05 = \text{sig.level}$.

Question 6

“The goals of the organization is clear to me”

We reject H_0 since the $p\text{-value}=0,027 < 0,05 = \text{sig.level}$.

Question 7

“I know what goals I am suppose to reach”

We reject H_0 since the p -value= $0,017 < 0,05 = \text{sig.level}$.

Question 8

"I participated when the goals were set up"

We reject H_0 since the p -value= $0,000 < 0,05 = \text{sig.level}$.

Question 9

"My personal goals are the same as the organizations."

We cannot reject H_0 since the p -value= $0,937 > 0,05 = \text{sig.level}$.

Question 10

"I usually reach the goals expected."

We can reject H_0 since the p -value= $0,012 < 0,05 = \text{sig.level}$.

Question 11

"I am treated fairly at work."

We cannot reject H_0 since the p -value= $0,136 > 0,05 = \text{sig.level}$.

Question 12

"If I would change job I would choose it after how interesting tasks it is."

We can reject H_0 since the p -value= $0,01 < 0,05 = \text{sig.level}$.

Question 13

"If I would change job I would choose after the level of salary."

We cannot reject H_0 since the p -value= $0,539 > 0,05 = \text{sig.level}$.

Question 14

"If I would change job I would choose the new job because of values of the organization."

We cannot reject H_0 since the p -value= $0,938 > 0,05 = \text{sig.level}$.

Question 15

“Working as a teacher is one of my goals in life.”

We cannot reject H_0 since the p -value= $0,366 > 0,05 = \text{sig.level}$.

Question 16

“I would work harder if I got more feedback from my manager.”

We cannot reject H_0 since the p -value= $0,300 > 0,05 = \text{sig.level}$.

Question 17

“I would work harder if I got higher pay”.

We cannot reject H_0 since the p -value= $0,139 > 0,05 = \text{sig.level}$.

Question 19

“I would like to change sector if I could”.

We cannot reject H_0 since the p -value= $0,159 > 0,05 = \text{sig.level}$.

Appendix 4 - Results in percentage for Independent Schools, not weighted

	1	2	3	4	5
Communication with manager	44%	35%	13%	8%	0%
Independent work	15%	42%	25%	8%	10%
Learn new things	25%	31%	31%	10%	2%
Knowledge attractive in future	27%	42%	27%	0%	2%
Wage affected by work result	4%	21%	31%	23%	17%
Clear organizational goals	35%	29%	15%	10%	10%
Know what goals to achieve	29%	35%	15%	17%	4%
Participated when goals were set	23%	17%	10%	10%	35%
Personal goals = Organizations' goals	27%	29%	21%	13%	4%
Reach the goals	21%	50%	21%	6%	0%
Treated fairly	46%	29%	19%	6%	0%
Exciting tasks important	48%	42%	8%	0%	0%
Wage important	4%	33%	27%	29%	6%
Values of school important	23%	44%	13%	15%	4%
Becoming a teacher = goal in life	21%	25%	27%	10%	15%
Work harder if more feedback	10%	17%	33%	17%	19%
Work harder if higher salary	13%	25%	27%	19%	15%
Would switch sector if possible	2%	17%	27%	10%	42%

	Positive answers	Negative answers
Communication with manager	79%	8%
Independent work	56%	19%
Learn new things	56%	13%
Knowledge attractive in future	69%	2%
Wage affected by work result	25%	40%
Clear organizational goals	65%	21%
Know what goals to achieve	65%	21%
Participated when goals were set	40%	46%
Personal goals = Organizations' goals	56%	17%
Reach the goals	71%	6%
Treated fairly	75%	6%
Exciting tasks important	90%	0%
Wage important	38%	35%
Values of school important	67%	19%
Becoming a teacher = goal in life	46%	25%
Work harder if more feedback	27%	35%
Work harder if higher salary	38%	33%
Would switch sector if possible	19%	52%

Appendix 5 - Results in percentage for Public Schools, not weighted

	1	2	3	4	5
Communication with manager	30%	35%	27%	7%	2%
Independent work	15%	32%	32%	18%	3%
Learn new things	15%	33%	42%	10%	0%
Knowledge attractive in future	22%	37%	30%	10%	2%
Wage affected by work result	7%	15%	40%	27%	10%
Clear organizational goals	27%	37%	30%	5%	2%
Know what goals to achieve	26%	48%	20%	3%	3%
Participated when goals were set	23%	28%	25%	11%	11%
Personal goals = Organizations' goals	13%	35%	42%	8%	2%
Reach the goals	13%	53%	27%	7%	0%
Treated fairly	40%	37%	17%	5%	2%
Exciting tasks important	41%	36%	12%	7%	2%
Wage important	8%	22%	45%	13%	12%
Values of school important	20%	33%	23%	15%	8%
Becoming a teacher = goal in life	17%	27%	27%	17%	13%
Work harder if more feedback	7%	33%	30%	13%	17%
Work harder if higher salary	8%	37%	23%	13%	17%
Would switch sector if possible	10%	15%	38%	12%	23%

	Positive answers	Negative answers
Communication with manager	65%	8%
Independent work	47%	22%
Learn new things	48%	10%
Knowledge attractive in future	58%	12%
Wage affected by work result	22%	37%
Clear organizational goals	63%	7%
Know what goals to achieve	74%	7%
Participated when goals were set	51%	23%
Personal goals = Organizations' goals	48%	10%
Reach the goals	67%	7%
Treated fairly	77%	7%
Exciting tasks important	76%	8%
Wage important	30%	25%
Values of school important	52%	23%
Becoming a teacher = goal in life	43%	30%
Work harder if more feedback	40%	30%
Work harder if higher salary	45%	30%
Would switch sector if possible	25%	35%

Appendix 6 - Weights

	Number of teachers	Number of answers	% answers of total teachers	Weights
Torpa förskola	6	6	100%	1,0
Talavid	28	16	57%	1,8
Junedal	96	19	20%	5,1
Per Brahegymnasiet	119	19	16%	6,3
Total number of teachers within these public schools	249	60	24%	
Hallonett AB	12	10	83%	1,2
Strandskolan	25	14	56%	1,8
Prolympia	23	15	65%	1,5
John Bauergymnasiet	42	9	21%	4,7
Total number of teachers within these independent schools	102	48	47%	

Appendix 7 - Answers to question 18, not weighted

Public	Talavid	Torpa	Per Brahe	Junedal	Total	No answer	8
Wage	47	20	66	57	190	Nr 4 Nr 5 – Least important Nr 2 – Second most important Nr 3 Nr 1 – Most important	
Position	40	21	78	62	201		
Values of Organization Structure of Organization	31	10	49	41	131		
Use own ideas	18	7	30	24	79		
	165	75	285	225			
Independent	Prolympia	Hallonett	Strandskolan	John Bauer	Total	No answer	2
Wage	41	28	54	18	141	Nr 3 Nr 5 – Least important Nr 2 – Second most important Nr 4 Nr 1 – Most important	
Position	47	40	53	24	164		
Values of Organization Structure of Organization	38	14	27	23	102		
Use own ideas	30	24	23	12	89		
	209	136	196	105			