

# « THE INFLUENCE OF TEACHER MOTIVATION, COMPETENCE AND EXPERIENCE ON THE PERFORMANCE OF THE EDUCATION SYSTEM»

Case of private schools level III of the General Education of Madagascar

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## ABSTRACT

Economic incapacity has characterized Madagascar's development for several years. The impoverishment of the population has a negative effect on the academic success of young Malagasy. Public school wastage rates are high and academic performance is low, yet private schools show better results. These situations lead us to identify the determinants of the performance of private schools. Several elements of the private school can be the author of this performance, ranging from the manager and administrative personnel to the teachers, but for this research we limit ourselves to the role of the teachers in the academic success of the young. The objective of this research is to study the impact of teachers' motivation and experience on the success of the educational system. The analysis of the results of a survey of a sample of 222 teachers working in the Cisco of Antananarivo renivohitra, has allowed us to affirm the relationship between the performance of an educational system and the motivation, competence and experience of the teaching staff.

*Keywords: Education, Teacher, Motivation, Experience, Pedagogy.*

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## INTRODUCTION

No one can ignore the fact that for years, impoverishment seems to characterize the Malagasy people. The reality shows that a part of the Malagasy population, especially the underprivileged families, is affected by this illiteracy. It seems that there is a very close link between poverty, the child labor market, and their access to education. The adaptation of education to real life is now the main concern of education officials, parents and students.

The "education for all" policy is mainly about making parents aware of sending their children to school and improving the school completion rate. To achieve this goal, the Indian Ocean and East African countries have come together to seek effective strategies to ensure performance. However, in the face of educational reforms, several constraints have hindered progress. It is difficult to meet the demand for schooling with the available educational

resources due to the high rate of population growth. The inadequacy, incompetence and lack of motivation of teachers in almost all public schools are among the constraints that determine their inefficiency. Thus, children from disadvantaged families who attend public schools are rarely observed escaping the rule of academic success. This situation leads us to investigate the causes of the failure of the public education system. Thus, this research aims to determine the influence of the motivation, competence and experience of teachers on the performance of the educational system. The problem is therefore to detect: "In what ways does teacher effectiveness contribute to the performance of private schools? "

The main objective of this article is to analyze the pedagogical strategies of teachers as well as their ways of working under the directives and the control of the leaders.

In order to answer our question, the methodology of this research is divided into three stages. The first step is to conduct qualitative research. Documentation on the theme of education, pedagogy, strategy and performance are prioritized. The second stage is devoted to the field survey, the results of which will be analyzed and interpreted in the third stage.

The sample survey was conducted among 222 teachers working in the Cisco of Antananarivo renivohitra, with the aim of detecting the contribution of the motivation and experience of teachers on the performance of the school. Among them, information related to their gender, age, level of education, level of experience, and their way of working with students are to be collected. In this survey, other variables such as salary, and its relation to teacher satisfaction are highlighted. It is worth mentioning that cooperation with school officials allowed us to conduct our survey. The estimated proportion in the population is within the range (or confidence interval):  $43.42\% < p < 56.58\%$ . The potential error is therefore 6.58%. More generally, the maximum error (reached for a frequency of 50%) on this sample is 6.58%, which characterizes its precision. This result, established at a 5% risk, is based on the theory of random sampling. Open and closed questions are formulated in our interview guides and survey questionnaire. An open-ended question can be numerical, non-numerical, or semi-open-ended. A closed-ended question can be a single-choice question; the interviewer has only one answer for each question asked. When there are multiple choices, a multiple-choice question is preferable. In the case of opinion evaluations, a two-answer question called a dichotomous question is used. Based on the overall purpose, specific objectives, hypotheses, and findings of this thesis, the research tools adopted are the use of dichotomous closed-ended questions, ordered and unordered multiple choice questions, and the Likert scale where measures are generally set from 1 to 4, specifically from "strongly disagree" to "strongly agree". The use of group variables or latent variables was also of fundamental use in our study where the associated items are generally constructed by theoretical bases or the results of interviews carried out beforehand. The data processing was carried out with the data analysis software Sphinx and SPSS. Indeed, various tests must be carried out on the results obtained to meet the requirements of a doctoral research. Thus, the use of robust statistical tools, such as the Chi-2-test, linear regression, uni and multivariate analysis and, first of all, the analysis of the reliability of the items in the latent variables by the Cronbach's Alpha coefficient or the KMO index could prove judicious so that the scientific treatment or validation of the information obtained could be relevant.

## CONCEPTUAL AND METHODOLOGICAL BASE

The undeniable fact that led us to consider this theme related to education is that its social relevance is that, if we can prove that school success is not the product of chance, we can see the considerable benefits that can be derived, both for families and for schools. The same is true for policymakers.

Education is the act of developing the moral, physical and intellectual faculties, while teaching is defined as the action, or manner of teaching. **Guilhem M.**<sup>1</sup> emphasized the importance of the environment and the child, which are the strong value of education. The teacher, who chooses or has chosen to teach and raise, must be convinced that he is only one element in this work of education. If his individual action can be decisive in the awakening and development of the pupils' personality, there is a deep and lasting influence that slowly, but surely, forges minds and hearts: it is the action of the environment in which the child is immersed. The professional ethics of teachers is another fundamental issue.

Our theme leads us to be particularly interested in pedagogy Pedagogy is an act of transmitting knowledge arranged by one or more persons called transmitters to other persons called receivers<sup>2</sup>. It is an ability to transmit knowledge, but it can also be a gift that the teacher has in front of his students. Pedagogy is also situated at the intersection of

<sup>1</sup> **Guilhem, M.**, « *éduquer.....enseigner* », France 1966.

<sup>2</sup> **Reissman**, « *Sociology de l'éducation* », 1962 .

theoretical knowledge and practice in the field. It is presented as: "a set of theories combining reflections and experiences inspired by the contributions of the human sciences and professional experience and dealing with the concepts of education with a view to directing its practice and guiding its development »<sup>3</sup>.

According to the different points raised earlier, the educational profession is becoming an increasingly complex task. Children and young people come from different backgrounds and in several education systems, teachers are also increasingly assuming various responsibilities to which questions about their duties were raised.

Academic success is the stated goal of the entire educational institution. Student success, instruction, and learning are its primary mission. From **Duru-Bellat et Van Zanten**<sup>4</sup>, The notion of "academic success" is often correlated to graduation rates, to quantitative criteria for passing exams or continuing studies, and influenced by social and cultural inscriptions. Thus, any educational entity values the place of success at the heart of its mission and makes it part of its project.

As for academic performance, it is the results or set of skills and abilities expected from the student at the end of a learning process during a school year or a study cycle. According to **Scheerens**<sup>5</sup>, School performance refers to the performance of an organizational unit called a "school" measured by its output level, i.e. the success rate of students at the end of the formal school cycle. Furthermore, **Scheerens** noted that performance levels vary from school to school and is dependent on the quality of management, the degree of teacher commitment to setting and pursuing educational goals, the quality of teacher-student relationships, the quality of the principal's administrative and instructional management, and parent involvement. These elements combine to create an environment conducive to student learning and success.

**Duru-Bellat et Mingat** suggest that the evolution of school performance is based on a "teacher effect" that influences students' end-of-year results. These authors have shown that students' terminal level differs from one teacher to another. Moreover, the evolution of initial differences between students diminished in some classes and even stagnated in others. According to these authors, there is a correlation between the "school effect" and the "teacher effect. Other authors have suggested that the teacher's pedagogical training; the student's prior school experience; the nature of teacher-student interactions; the classroom climate; and the nature of the peer group play an important role in school performance<sup>6</sup>.

## RESULTS

### Education in Madagascar

Education, in its modern conception, began in the big island during the period of the Kingdom of Madagascar, more precisely under the impulse of King Radama the First (1810-1828). The first school was opened on December 3, 1820 in Antananarivo thanks to Reverends Jones and Griffiths of the London Missionary Society. With the establishment of the colonial regime at the end of the 19th century, the school was no longer only a place of social competition; it also constituted a major stake for the French authorities.

With the advent of the First Republic and especially after the granting of independence in 1960, the Malagasy people expected radical changes. This was not the case. The situation of before has been maintained on the whole. The school curriculum did not undergo any significant changes. The teaching remains largely dependent on the structures put in place during colonization. The language used was still French and most of the curriculum was still inspired by the national education of the former metropolis.

Borrowing a phrase of **Gonidec** in 1978, we can affirm that "(...) education has generally not been decolonized, which allows cultural alienation to persist, guaranteeing the influence of the former colonial states»<sup>7</sup>. In simpler terms, the distinction between the children of rich and poor families is still strongly felt. In addition, the gap between town and country widened to the point of creating a flagrant regional imbalance.

Education in Madagascar underwent its first major reorganization with the decree of 14 February 1916. In order to avoid any further uprising or conspiracy against the colonial power, several initiatives were taken, notably in the educational field

Often, when discussing the issue of education under the Second Republic,

<sup>3</sup> <http://louis.peye.over-blog.com/>

<sup>4</sup> **Duru-Bellat, M.**, (2003), « *Les apprentissages des élèves dans leur contexte : les effets de la composition de l'environnement scolaire* », Carrefours de l'éducation.

<sup>5</sup> **Scheerens**, "Improving school effectiveness", Institut international de planification de l'éducation, UNESCO, Paris 2000.

<sup>6</sup> **Boozer, M.; Rouse, M.**, « *Interschool variation in class size: patterns and implications* », Journal of Urban Economics, 2001.

<sup>7</sup> **Gonidec, P.**, « *Les systèmes politiques africains* », 2ème Edition, Librairie générale de Droit et de jurisprudence, Paris 1978.

One of the main impacts of the measures taken by the Democratic Republic of Madagascar in the field of education relates to the increase in the number of schoolchildren. Even if Education for All is far from being achieved, the democratization policy of giving all Malagasy children the same opportunities to access education has significantly increased the schooling rate<sup>8</sup>.

### **Teacher characteristics**

<sup>9</sup>The majority of teachers recruited by private schools are temporary employees and mainly literary women. Men represent only 32%. They are young, competent and generally have an average of 13 years of experience in education. Some of them come from the civil service and represent 12.5% of the educational staff in private schools. With their experience, these two categories of human resources promote the development of private schools.

The main criteria for recruiting these teachers were the diploma and the teaching license, respectively. The majority, i.e. 59.5% of the teaching staff, have a master's degree, but only 54.5% have a teaching license and 64.9% have signed an employment contract when hired. The comparison of these results with the requirements of the educational profession reflects the ephemeral status of teachers in private schools. The prudence of some managers forces some of their staff to comply with Article 6 of the Labor Code applicable in Madagascar to avoid any form of prejudice.

In carrying out their tasks, our results confirm that managers first favor internal promotion and rehiring. Women and men benefit from equal opportunities in recruitment. It should be noted, however, that most of the teaching staff have other activities, the main one being teaching in other schools. This case creates a pseudo organization for these teachers in which they develop a certain sociability and solidarity. To this end, the majority of the trainers in the private high schools have a multi-grade function, a situation that makes it difficult to manage their human resources. In fact, according to our results, faced with a motivating proposal, teachers are ready to leave the school at any time during the school year.

However, this multi-grade function of teachers optimizes their skills and know-how by comparing the various services, disciplines and obligations of the different schools in which they work, which justifies the existence of networked, mercenary, fragmented, community-based organizations<sup>10</sup>.

It should be noted that optimal student development occurs in a positive classroom climate that shows interest, respects and supports each student, and values the achievement of personal goals. The results of our observations of teachers confirmed that the majority of teachers are responsive to students who are working in small groups (Perrenoud, 1999).

A fundamental constraint in the teaching profession is the authorization of faculty members to teach. This authorization is subject to a request to the Regional Director of National Education, which can only be granted on presentation of diplomas or certificates such as:

The CAP or Certificat d'Aptitude Pédagogique is necessary to obtain the authorization. This certificate is required for those wishing to teach in general education colleges. The diploma of completion of the first cycle of higher education is a condition for obtaining a authorization to teach. It should be noted that the holder of this degree only teaches the first two years of high school. Bachelor's and Master's degrees are sufficient to be licensed to teach all levels of high school.

The holder of a Certificat d'Aptitude Pédagogique à l'Ecole Normale (CAPEN) issued by the Malagasy State can easily teach at the high school level.

Diplomas at least equivalent to one of the above are accepted. The equivalence is issued by the Ministry of Public Service in Madagascar.

### **Teacher profile**

Our study shows, according to the Chi-square test of conformity and the Fisher test of comparison of means or variances, significant differences between the percentages of men and women and their average age. Teaching in general private high schools is of greater interest to women (67.6%), who are on average 38 years old. The proportion of men in this profession is almost half and they are on average three years older.

### **Table 1: Distribution by gender**

<sup>8</sup> Ratsimihena, C., « *Les moyens pédagogiques de la malgachisation de l'enseignement à Madagascar* », Thèse de doctorat du troisième cycle, Paris 1978.

<sup>9</sup> Résultat de la recherche

<sup>10</sup> Goffee, R. ; Jones, G., « *Quel est le ciment de l'entreprise moderne ?* », Editions d'Organisation, Paris 2000.

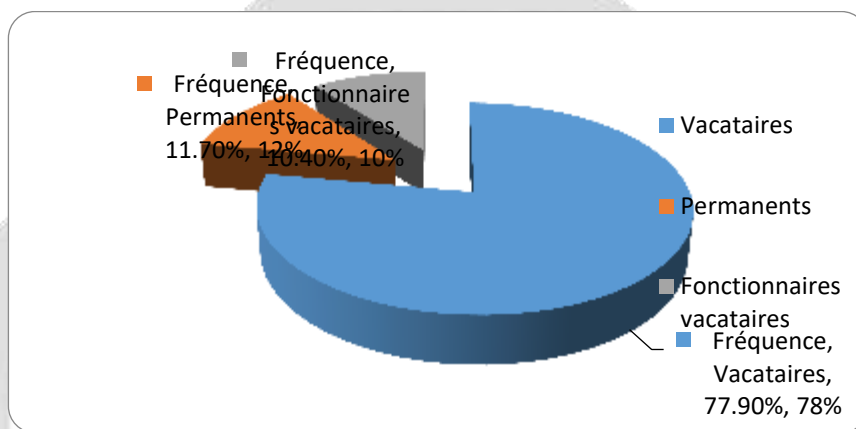


Gender	Frequency	Age
Female	67,6%	37,16
Male	32,4%	41,39
TOTAL	100%	38,53

Source : Author <sup>11</sup>.

Three categories make up the teaching force in the private education sector: part-time teachers, part-time civil servants and permanent staff. The results of the Chi-square test on the distribution of titles show that part-time teachers are the most common category in the educational profession. The latter are in the majority and make up 77.9% of the body, while only 11.7% are permanent teachers who generally work for religious and French schools. Civil servant teachers also reinforce the private teaching team and represent on average 10% of the teaching staff of each private establishment.

**Figure 1: Representation of the dominance of temporary workers in the private education profession**



Source: Author<sup>12</sup>.

Duru-Bellat et al., 1993 show that scientific orientation choices and the selection of hierarchical occupations are preferred by men, while literary orientation choices are preferred by women<sup>13</sup>. This result is confirmed by our research work. Indeed, the Chi-square test of independence shows a highly significant relationship between the choice of men and women in the discipline taught and evokes that 64% of women are in the literary branch and the majority of men (62.5%) ensure scientific studies.

**Table 2: Representative table of the dominance of women in the literary education sector**

Discipline Gender	Literary	Scientist	TOTAL
Woman	64,0%	36,0%	100%
Male	37,5%	62,5%	100%
TOTAL	55,4%	44,6%	100%

Source: Author <sup>14</sup>.

**Level of education of teachers**

In order to assess and evaluate the human resources management of the schools surveyed, results relating to teacher training, prior experience and teaching experience are provided in this subsection.

The analysis of the results shows that very few high school teachers have a DEA degree (9.9%) and that these teachers are doing both teaching and continuing their studies. One out of two teachers with this level confirms these

<sup>11</sup> Résultats du test de Fisher : Age : V\_inter = 870,01, V\_intra = 98,22, F = 8,86, 1-p = 99,66%.

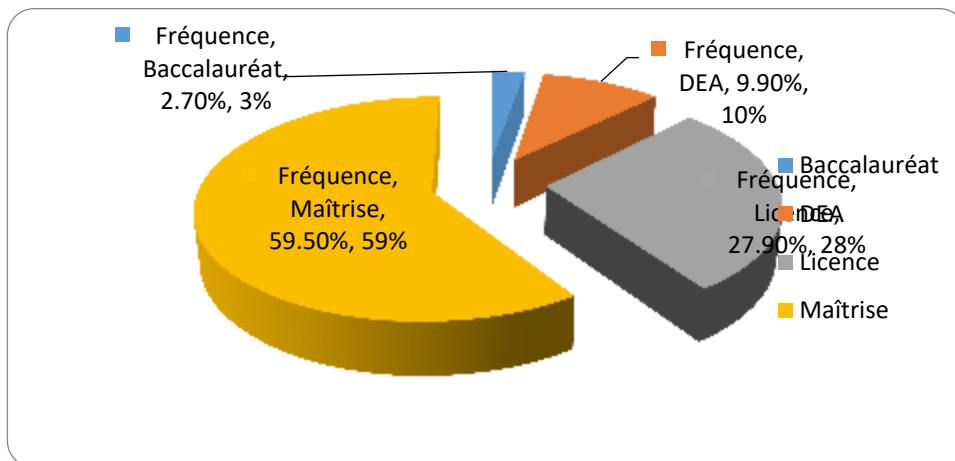
<sup>12</sup> La différence avec la répartition de référence est très significative. chi2 = 198,73, ddl = 2, 1-p = > 99,99%.

<sup>13</sup> <http://osp.revues.org/2600>.

<sup>14</sup> La dépendance est très significative. chi2 = 13,83, ddl = 1, 1-p = 99,98%.

results. Holders of the doctorate degree have little interest in this stage of education. The majority of teachers recruited are certified (59.6%) or licensed (27.9%). It should be noted that teachers with a bachelor's degree work in high schools, but they constitute only 2.7% of the educational body. These teachers, who are generally scientists, gain experience in the field of education because they practice their profession in parallel with their university studies. They choose their schedule according to their course at the faculty. The following graph expresses these results:

**Figure 2: Representation of the level of education of teachers in private education**



Source: Author <sup>15</sup>.

**Seniority**

The study shows that the average teacher stays at the same school for eight years. Slightly more than half of the teachers interviewed said they had worked at their high school for eight years or less. However, the maximum length of service of a teacher at a private general education high school in the capital is 29 years. This provision concerns in the majority of those who work for denominational and French schools, recruited permanently. Loyalty to the school is justified by the policy of the school directors, which is reflected in promotions such as salary increases or the allocation of new classes or teaching disciplines.

**Table 3: Representation of teacher seniority**

Seniority	Frequency
Less than 4 years old	19,8%
From 4 to 8 years old	37,8%
From 8 to 12 years old	17,2%
12 years old and more	25,2%
TOTAL	100%

Source: Author.

As for the number of classes held, we found one multi-grade teacher. The majority of teachers have two to four classes in their charge. Permanent teachers who work in the majority for a French school or for a denominational school are generally entrusted with more than ten classes.

**Teacher competence and experience**

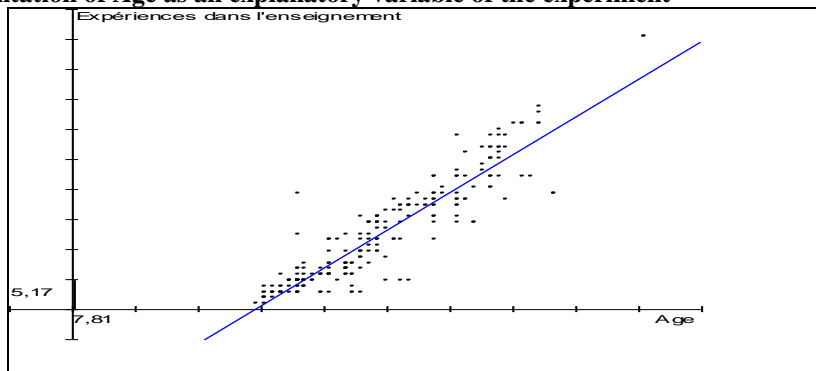
The results of the analysis of the survey data show that more than half of the teachers in general education high schools, i.e. 58.1% of the respondents, did not have any previous experience before practicing their profession<sup>16</sup>. They entered the labor market directly after their higher education. More than one in three women (37.8%) are in this situation<sup>17</sup>. To assess the contribution of age to teacher experience, a correlation analysis between the two variables was conducted:

<sup>15</sup> La différence avec la répartition de référence est très significative. chi2 = 170,58, ddl = 3, 1-p = >99,99%.

<sup>16</sup> Cf annexe 1

<sup>17</sup> Cf annexe 2

**Figure 3: Representation of Age as an explanatory variable of the experiment**



Source: Author

The results show that these two variables are highly correlated with a correlation coefficient of 0.92. Thus, age explains 85% of the variance in teaching experiences (the coefficient of determination  $R^2 = 0.85$ ).

The model is significant and is presented by the following mathematical equation:

Equation of the regression line:  $Teaching\ experience = 0,84\hat{A}ge - 19,06$

It should be noted that the minimum experience of this type of educational actor is one year. Less than 1% of those surveyed are in this situation. However, one teacher out of two (50.9%) has more than 12 years of experience in education without exceeding 47 years. Given that the average age of teachers in the private high school in the capital is 39 years according to the previous analyses, we deduce that the majority of the teaching staff in the schools is experienced.

**Licensing of teachers**

It should be noted that the possession of a teaching license is one of the obligations in the exercise of the teaching profession. This case concerns only those who have not been trained in education, specifically by the level III teacher training colleges. The results of the Chi-square tests show a non-significant difference between teachers who have this authorization and those who do not meet the condition. This result reflects a simple formality of its use. Indeed, it is clear that slightly less than half (45.5%) of the teachers in private high schools do not meet this condition.

However, the results of Fisher's tests indicate that the seniority and age of teachers determine whether they have a teaching license. Also, those who are just starting out and those who are younger do not rush into the administrative regulations of the educational profession.

**Table 4: Distribution of Teacher Licensure Provision by Teacher Seniority and Age**

Authorization	Seniority	Age
Yes	9,43	42,44
No	5,83	32,85
TOTAL	7,79	38,53

Source: Author<sup>18</sup>.

This study also revealed that the teaching activity cannot support the needs of teachers and therefore the market is not buoyant. A large majority (78.8%) of the teachers surveyed declared that they had parallel activities. Most of them work for several schools as part-time teachers<sup>19</sup>. Other teachers have created small businesses as a sideline.

**Level of teacher satisfaction**

In view of the results illustrated by the graph below, we note an overall satisfaction with a score of 6.59 out of 10<sup>20</sup> of teachers with respect to their work environment. In fact, slightly less than three quarters of the teachers surveyed (73.4%) stated that they were somewhat satisfied with their relations with the students, while one teacher in four stated that they were completely satisfied. This situation is marked by the existence of a very strict discipline that prevents students from violating the various school rules. Teachers' satisfaction with students' work is expressed

<sup>18</sup> Résultats des tests de Fisher :

Age:  $V\_inter = 4058,72$ ,  $V\_intra = 83,72$ ,  $F = 48,48$ ,  $1-p = >99,99\%$ . Ancienneté :  $V\_inter = 712,68$ ,  $V\_intra = 24,09$ ,  $F = 29,58$ ,  $1-p = >99,99\%$ .  
Donc, il existe une différence significative entre les résultats obtenus.

<sup>19</sup> Cf annexe 5

<sup>20</sup> Cf annexe 6

when they see that their students have completed their homework. It can be observed that the level of satisfaction expressed (72.1%) is always average, although 20.3% of teachers say they are completely satisfied. On the other hand, the professors show themselves to be. The majority of teachers were satisfied with the management of their courses. They consider themselves satisfied with having completed their program according to the school calendar, crowned by the pedagogical success of the students. This is the case for 70.3% of the teachers surveyed.

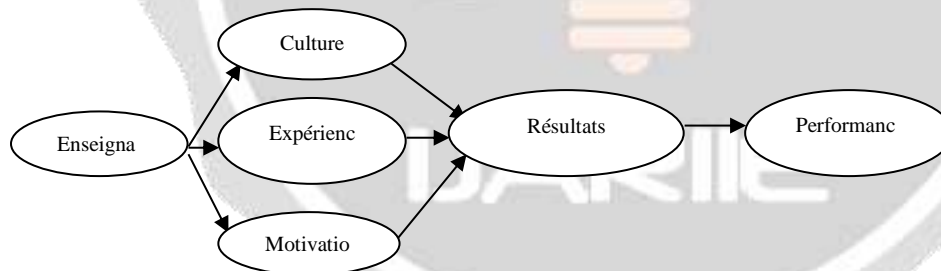
As for the salary, the satisfaction of the teachers is justified on the one hand by the consideration of the determinants of the salary setting between the two entities and on the other hand by the regularity of its payment which is generally made the following week of the due month. However, the inadequacy of the salary has been noted as a source of dissatisfaction<sup>21</sup>. Thus, we deduce from our survey that a little less than one in ten teachers (69.4%) are moderately satisfied with their salary, compared to 17.5% of teachers who are not satisfied. A situation that could be described as critical.

In summary, the survey of teachers revealed that the majority of teachers have a master's degree and the majority are part-time. The general education schools in the capital have a mature and experienced teaching staff, with an average age of 39 years. However, some teachers confirmed that they were unaware of the taxes they had to pay to the state, despite their willingness to assume tax obligations. In addition, the study reveals a salary policy of the schools that is not adequate to the needs of the teachers.

### IMPACTS OF TEACHERS' MOTIVATION AND EXPERIENCE ON THE PERFORMANCE OF THE EDUCATION SYSTEM

From our analytical results, it should be recalled that teachers logically and directly contribute to the educational performance of an institution, which is achieved both by the quality of their work on the one hand and the strategies of the managers on the other. In addition to the limited capacity of public schools to accommodate Malagasy children, this quality generates the choice of establishment by parents, which makes the development of the private sector and its success in accomplishing its mission unavoidable. We attempt to demonstrate the influence of the teacher's roles through his or her culture, experiences and motivations on productive and commercial performance (work productivity, quality of products and services, sales and profits from sales,...), which also distinguish financial performance (profitability, financial autonomy, debt structure,...), according to **Allouche, Charpentier and Guillot-Soulez**<sup>22</sup>.

**Figure 4: Teacher culture, experience and motivation as factors in school performance**



Source: Author.

#### ***Relationship between results and culture***

The results of the Fisher test indicate a significant difference<sup>23</sup> between the averages of teacher satisfaction scores and academic performance. These variation positively with their grade level, a fact established from our analysis results on the quality of school results, which showed that the higher the percentage of teachers with higher education, the better the results<sup>24</sup>.

**Figure 5: Distribution of teacher satisfaction scores in relation to their level.**

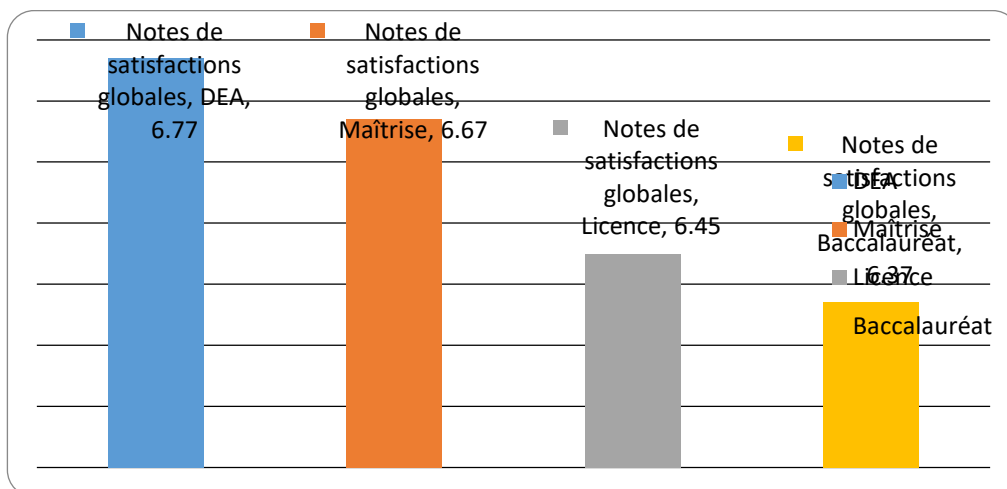
<sup>21</sup> Idem.

<sup>22</sup> **Allouche, J.; Charpentier, M.; et Guillot-Soulez Ch., (2004).** Un panorama des études académiques sur l'interaction performances sociales / performances économiques et financières – gestion des Ressources Humaines et performances de l'entreprise : l'improbable lien ?

<sup>23</sup> Résultats du test de Fisher : Notes de satisfactions globales :  $V_{inter} = 2,5$ ,  $V_{intra} = 0,79$ ,  $F = 3,17$ ,  $1-p = 99,97\%$ .

<sup>24</sup> Cf annexe 7





Source: Author.

In addition, the explanatory analysis of the schools' academic results, based on multiple regression, in relation to the different levels of education of the teachers made it possible to establish a relevant model (the multiple correlation coefficient  $R^2$  is 0.622). On the other hand, the results of Student's t tests on the exogenous variables associated with the percentages of teachers according to their level of education showed significant contributions to the explanation of the model.

Regression equation:

$$\text{Score for academic achievement} = 0.42 * \text{DEA level} + 1.85 * \text{Master's level teacher rate} - 0.78 * \text{Bachelor's level teacher rate} - 1.23 * \text{Bachelor's level teacher rate} + 14.756$$

The 4 variables explain 62.2% of the variance of the score for school results.

Significance of the parameters:

DEA level': coefficient = 0.42, standard deviation = 0.28

Master's level teacher rate': coefficient = 1.85, standard deviation = 0.17

Bachelor's level teacher rate': coefficient = -0.78, standard deviation = 0.43

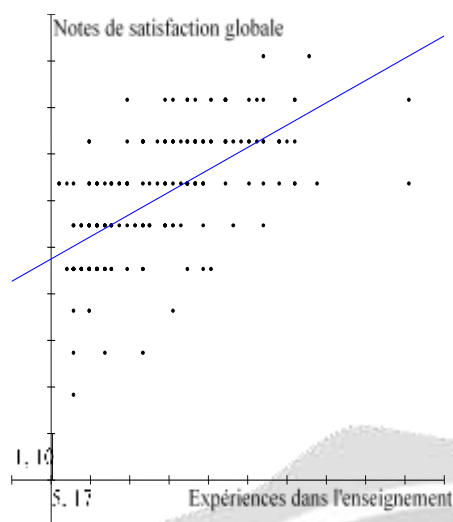
Baccalaureate teacher rate': coefficient = -1.23, standard deviation = 0.7

These results show the predominance of the teacher's culture or level of education that generate positive effects on the quality of his or her work.

### **Teacher Experiences and Student Outcomes**

One of the rather surprising results of our studies confirmed that the saying "value does not wait for the number of years", more precisely in the Malagasy educational field, experience is judged as an inescapable factor in the exercise of the educational profession. In fact, the results of a linear regression between the teacher's satisfaction scores in relation to school results and his or her experiences show that these two variables are moderately correlated with a correlation coefficient of 0.64. Also, the experiment explains 41% of the variance of the teacher's satisfaction scores in relation to the students' academic results with a coefficient of determination  $R^2 = 0.33$ .

**Figure 6: Influence of teacher experiences on student outcomes.**



Source: Author.

Equation of the simple regression line:

$$\text{Overall satisfaction scores} = 0.10 * \text{Teaching experiences} + 5.25$$

Standard deviation of regression coefficient: 0.01

### **Results and teacher-student relations**

Since a variety of factors come into play in the process of learning installation for learners, including factors related to parents, students, teachers, and schools<sup>25</sup>. If the target of school education remains the student, the teacher nonetheless plays an important role. The teacher is an identifying pole for the child, whether male or female; he or she offers the child "another" with whom he or she can identify. According to **Roquefort D.**<sup>26</sup>: "It is only in the first stage that the educator will be able to play the social role devolved to the man or the woman and to offer to the child or the teenager an identifying pole. "In other words, it is in a second phase that this identification intervenes imaginary of the child to the educator. Here, the educator imposes his or her own rules on the group and creates a relationship, generating motivation in the student. For **Jues, J. P.**<sup>27</sup>, this motivation is a set of conditions that triggers and maintains behaviors. According to **Frances, R.**<sup>28</sup>: « Motivation is what sets the individual in motion. "The more competent a child feels, the more motivated he or she will be. Also, the student who likes his teacher will be more motivated and receptive to the teacher's teachings. By showing the learner why he or she is motivated, the teacher will do so extrinsically through praise and rewards.

However, he will not fail to arouse intrinsic motivation in the student in order to be able to give a training that will make him autonomous and responsible.

In this type of relationship, it can be noticed that the children play a role in order to confront what the educator is asking. A form of anxiety can develop which goes against the true personality of the child. The student subject to this type of relationship sometimes becomes either shy or rebellious, and as a result cannot easily follow the lessons; hence his performance will not improve at all; on the contrary, it will regress. It is for these reasons that we analyze the importance of the teacher's role in the quality of the results through his relationship with the students.

The results of Fisher's test analysis illustrate a significant difference between the means of the teachers' satisfaction scores and their relationship with the students, justifying the importance of the communication between the learner and the teacher on the improvement of the school performance. The more favorable the student-teacher relationship, the closer the teacher satisfaction scores to 10.

**Table 5: Teacher satisfaction with outcomes in relation to their relationships with students**

<sup>25</sup> Guèye, (1997) ; UNESCO, (2004); Barahinduka, (2006) ; Kantabaze, (2010)

<sup>26</sup> **Roquefort, D.**, « *Rôle de l'éducateur* », éd, l'harmattan, Paris 1995.

<sup>27</sup> **Jues, J. P.**, « *Gestion des ressources humaines* », Edition Ellipses 2002.

<sup>28</sup> **Frances, R.**, « *Motivation et satisfaction au travail* », édition EAP, 1988.

Satisfaction with teacher-student relationships	Satisfaction ratings on academic performance
Not at all	5,88
Somewhat	6,45
Quite a bit	7,33
TOTAL	6,59

Source: Author.

### **Results and motivation**

Employees are involved at all stages of the value creation process, and their motivation is one of the major concerns of human resources managers. In this sense, the role of human resources management practices is essential. They contribute to the creation of organizational value by stimulating employees to develop effective work behaviors while maintaining the organizational climate to ensure their professional well-being. It should be noted here that for **Cadin, Guerin, et Pigeyre**.<sup>29</sup>, the organization's objectives are manifested in the form of social norms internalized by the individual. The employee believes that it is necessary to be loyal to the company because it is normal and it is his duty (external pressure). Because of this moral and normative obligation, it would seem that loyalty to the organization describes a state of "dependence". Our study reveals that motivation is not only a means of maintaining a stable and lasting relationship with a worker, but a recognition of the work done, which is generally concretized by a cash payment, creating consequences on performance. The results of Fisher's test show a significant difference between the average scores of overall satisfaction with the results provided by the teachers and their motivation based on remuneration. These crescendoing averages explain the influence of teachers' rewards on the quality of their work and academic performance. The more they are paid, the more they invest themselves and become more involved in the accomplishment of their missions. However, it should be noted that the increase in the number of shifts is the main source of satisfaction on the salary, and therefore motivation, and the number of classes, which makes it possible to increase the volume of the salary, has no influence on this motivation according to the results of the Fisher test analysis<sup>30</sup>.

**Table 6: Teacher satisfaction with academic performance versus motivation**

Compensation satisfaction	Satisfaction ratings for academic performance
Not satisfied	6,26
Somewhat satisfied	6,58
Satisfied	7,03
TOTAL	6,59

Source: Author.

Our analysis results also showed that other human resource factors have impacts on the quality of teachers' educational service.

### **Effect of teacher age, experience and seniority on outcomes**

**Bressoux**<sup>31</sup> et **Fausner**<sup>32</sup> have found that teacher quality positively affects school performance, and the most successful schools have teachers who have mastered the subjects. Indeed, it is the duty of the school principal to find teachers who meet these requirements.

The multiple regression analysis, more specifically the partial significance analysis of the exogenous variables, confirmed that the number of classes held did not have very significant effects on academic performance, whereas "seniority", "age", "number of classes" and "teaching experience" contributed to the explanation of the variability in the quality of academic performance. The respective standard deviations of 0.02, and 0.03 help to justify the

<sup>29</sup> **Cadin ; Guerin ; Pigeyre** , « *Gestion des Ressources Humaines, pratique et éléments de théorie* », 2002.

<sup>30</sup> Cf annexe 8

<sup>31</sup> **Bressoux, P.**, (1995), « *Les effets du contexte scolaire sur les acquisitions des élèves : effet-école et effets classes en lecture* ». Revue française de sociologie, n° 2.

<sup>32</sup> **Fausner, P.**, « *L'école en Haïti : les questions qui se posent* », 2006.

homogeneity of the profile of these teachers. In addition, the correlation coefficient of 0.63 for age in relation to academic performance shows that this factor is very relevant in the search for educational performance.

The pattern of educational outcomes from this analysis is defined by:

Regression equation:

$Overall\ Satisfaction\ Scores = +0.022 * Seniority + 0.029 * Age + 0.004 * Number\ of\ classes + 0.062 * Teaching\ experiences + 4.448$

The 4 variables explain 42.6% of the variance in overall satisfaction scores.

Multiple correlation coefficient:  $R = 0.65$

Significance of the parameters:

'Seniority': coefficient = 0.02, standard deviation = 0.02 ;

'Age' : coefficient = 0.03, standard deviation = 0.02 ;

'Number of classes': coefficient = 0.00, standard deviation = 0.03;

'Teaching experience': coefficient = 0.06, standard deviation = 0.02

**Tableau 7 : Contribution des variables explicatives aux résultats scolaires**

	Satisfaction rating	Seniority	Age	Number of Classes	Experiences
Overall satisfaction ratings	1, 00				
Seniority	0, 52	1, 00			
Age	0, 63	0, 71	1, 00		
Number of classes	0, 11	0, 13	0, 16	1, 00	
Teaching experience	0, 24	0, 74	0, 32	0, 15	1, 00

Source: Author.

## CONCLUSION

We deduce from these facts that the experience, age and academic quality of the teachers characterize the effectiveness of the human resources of private schools. They have good teachers, who take the students seriously in their aspirations within the institution, adapt a listening character and do not cease to remind them of what they want to live (success), and to count with them to allow their success. In short, teachers are a source of confidence. On the other hand, students will do everything they can to get good grades, if only to please the teachers. And being considered by their educators, they will feel like "somebody" and will strengthen their self-image. This ambition for the success of all children has led teachers to believe that it is their duty to share it with parents. This means that, in addition to their attitude towards pupils, teachers try to involve parents in their children's schooling, and seek to find in them effective partners. This is justified by the existence of an open door organized by school leaders, which encourages parents and teachers to meet during the distribution of report cards. This brings us to the justification of the importance of the role of teach

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## ANNEXES

### ANNEXE 1

*Survey results on prior teacher experience*

Previous experiences	Frequency
Yes	41,9%
No	58,1%
TOTAL	100%

Source : Author <sup>33</sup>.

### ANNEXE 2

*Survey results on teachers' prior experience by gender*

Previous experiences Gender	Yes	No	TOTAL
Woman	71,0%	37,8%	67,6%
Male	29,0%	62,2%	32,4%
TOTAL	100%	100%	100%

Source : Author <sup>34</sup>.

### ANNEXE 3

*Distribution of teacher experience in education.*

Teaching experience	Frequency
Less than 2	0,9%
From 2 to 4	10,4%
From 4 to 6	16,2%
From 6 to 8	11,7%
From 8 to 10	5,4%
From 10 to 12	4,5%
12 and more	50,9%
TOTAL	<b>100%</b>

Source : Author.

### ANNEXE 4

*Licensing as a condition of employment in private education*

Authorization	Frequency
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<sup>33</sup> La différence avec la répartition de référence est significative.  $\chi^2 = 5,84$ , ddl = 1, 1-p = 98,43%.

<sup>34</sup> La dépendance n'est pas significative.  $\chi^2 = 0,84$ , ddl = 1, 1-p = 64,18%.

Yes	54,5%
No	45,5%
TOTAL	100%

Source : Author <sup>35</sup>.

## ANNEXE 5

### *Results of the survey on teachers' involvement in other activities*

Parallel activities	Frequency
Yes	78,8%
No	21,2%
TOTAL	100%

Source : Author <sup>36</sup>.

## ANNEXE 6

### *Distribution of teachers' satisfaction scores with the work environment*

Overall satisfaction ratings	Fréquence
Less than 2.67	0,5%
From 2.67 to 4.00	1,4%
From 4.00 to 5.33	24,3%
From 5.33 to 6.67	22,5%
From 6.67 to 8.00	22,1%
From 8.00 to 9.33	28,4%
9.33 and over	0,9%
TOTAL	100%

Source : Author <sup>37</sup>.

## ANNEXE 7

### *Distribution of teachers by level of education*

School results	Teacher rate DEA level	Teacher rate Master's level	Teacher rate Bachelor's level	Teacher rate Baccalaureate level
Not satisfactory	4,33	33,33	44,67	5,67
Somewhat satisfactory	8,50	58,23	33,32	2,68
Satisfactory	12,85	79,42	28,93	0,55
TOTAL	8,97	58,86	29,25	2,66

Source : Author.

<sup>35</sup> La différence avec la répartition de référence n'est pas significative.  $\chi^2 = 1,80$ , ddl = 1, 1-p = 82,05%.

<sup>36</sup> La différence avec la répartition de référence est très significative.  $\chi^2 = 73,80$ , ddl = 1, 1-p = >99,99%.

<sup>37</sup> Minimum = 2, Maximum = 10

Moyenne = 6,59

La différence avec la répartition de référence est très significative.  $\chi^2 = 150,07$ , ddl = 6, 1-p = >99,99%.

**ANNEXE 8**

*Result of the salary satisfaction survey in relation to the number of classes*

<b>Satisfaction with compensation</b>	<b>Number of classes</b>
Not satisfied	2,90
Somewhat satisfied	3,18
Satisfied	4,24
<b>TOTAL</b>	<b>3,27</b>

Source : Author <sup>38</sup>.



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<sup>38</sup> Résultats du test de Fisher :  
Nombre de classes :  $V_{inter} = 16,99$ ,  $V_{intra} = 5,95$ ,  $F = 2,85$ ,  $1-p = 94,18\%$ .