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FACTORS INFLUENCING TEACHERS' MOTIVATION AND JOB SATISFACTION

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ABSTRACT

The general objective of this study was to identify factors influencing teachers' motivation and job performance in schools Hyderabad, India. Specifically, the study sought to identify factors of motivation that can lead to teacher's job satisfaction and dissatisfaction, assess factors of motivation. The study employed some descriptive survey research design & research techniques employed were mini questionnaires. The sample consisted 200 teachers randomly selected from schools. Data were analysed descriptive statistics such as tables, and percentages while the qualitative responses were coded, categorized and analysed into themes. The findings of the study show that motivation of teachers was affected by factors such as poor working conditions, low salary/pay, unfavourable policies of school management, delays in promotions and in general a negative perception towards teaching. Based on the findings, the study recommends various development measures to be undertaken by school managements to improve job satisfaction as well teacher retentivity.

KEYWORDS

promotions, training, salary, satisfaction.

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1. INTRODUCTION

Teachers are arguably the most important group of professionals for our nation's future. High quality education is emphasized as the key tool for the development of students with the competences they need to adapt to the globalized society and becoming global achievers. Several inputs contribute to the quality of education, which in turn determines the student's learning outcomes. However, the success and failure in achieving quality education lies primarily on teachers. Hence, Teachers play a vital role in ensuring high quality education. Nyakundi (2012) explains teacher motivation is the most important factor in the promotion of teaching and learning excellence. He adds, motivated teachers are more likely to motivate students to learn and to ensure the implementation of education goals. The quality of an educational system cannot outperform the quality of its teachers. While teacher motivation is fundamental to the academic process, research studies show that many teachers in the developing countries are not highly motivated. According to Michaelowa (2002), several factors negatively influence teacher motivation and job satisfaction in developing countries. This should be taken seriously and an investigation into teachers' motivation and job satisfaction is therefore necessary to achieve the educational goals. Ali and Ahmed (2009) explained the strong positive effects of rewards and recognition on job motivation and satisfaction. Same was applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if extra attention is given on employee's reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results. Performance cannot be judged through a single yardstick and that is dependent on various behavioural dimensions of an employees. There are no rules by which unusually good actions could be gauged, and it can be pleasant behaviour, helping colleagues or punctuality (Flynn, 1998; Ali & Ahmed, 2009). Considering recognition, it can be said that it is an important factor affecting employee motivation. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviours (Fisher, & Ackerman, 1998).

2. LITERATURE REVIEW

Related literature on teacher motivation and job satisfaction both national and international were reviewed. Various theories were also explored and the main factors that influence teacher motivation and job satisfaction were examined. Several researchers, for their studies have developed a working definition for teacher motivation and job satisfaction. Richardson (2014) defines teacher motivation as the internal and external factor that stimulate desire in teaching to be continuously interested and committed to make their best efforts to support students' learning goals. Whereas Guajardo (2011) describes motivation as the willingness, drive or desire to engage in good teaching. According to Gulnaz et al. (2015) the word "motivation" can be defined as the intrinsic and extrinsic drives or forces that determine focus, and direct behaviour of the learners towards a specific target or goal. Further, Nyakundi (2012) defines job satisfaction as the feeling by the employee towards the job they do about conditions of work and the rewards accrued. Employees' satisfaction in their jobs is essential for the company, which will prevent bad performance and huge losses. Several studies found that teacher motivation and job satisfaction play key roles in the success of teaching and learning process. According to Ololube (2005) teacher motivation and job satisfaction are crucial to the long-term growth of any educational system but as well very essential in the lives of teachers as they form the fundamental reason for working. Further, Nyakundi (2012) indicates that teacher motivation is the important factor for classroom effectiveness and school improvement. He asserts that higher levels of job dissatisfaction, stress and burn out negatively influence motivation and job performance. Sharif & Nazir (2016) ascertain that working environment, pay and promotion, job security, and level of fairness have significant relationship with job satisfaction. They further extend Low job satisfaction of the employees' leads to lack of productivity, job stress, poor overall performance, & employee turnover rate. They suggest by giving decent salaries and promotional opportunities, the performance of the organization, service quality and job satisfaction among employees can be increased. The review of empirical studies on teacher motivation in low income countries indicate that teacher motivation and job satisfaction is low and decreasing. Further, Arachchi and Edirisinghe (2011) emphasize that, motivation and satisfaction of teachers are vital to play their role in schools effectively. The present study was designed to explore motivation and job satisfaction of teachers in Hyderabad, India.

3. RESEARCH OBJECTIVES

The study was designed to address the following objectives.

1. To identify the factors that related to teachers for the choice of their profession
2. To examine teachers' satisfaction in relation to their job

3. To investigate the special objectives that teachers have in their job
4. To suggest ways to improve job satisfaction of teachers

4. RESEARCH METHODOLOGY & SIGNIFICANCE OF THE STUDY

4.1 SAMPLE

The sample of the study comprised of 200 Teachers from various colleges (Males=112 and Females=88) randomly drawn from different schools /colleges (10 +2) in the city of Hyderabad. Their age ranged from 28-55 years and their experience ranged from 1-22 years. The study is a mix of descriptive and exploratory research design. Sample of 200 teaching staff/ administrators has been randomly selected from various schools/colleges offering 10 + 2 education at Hyderabad. Survey method was used for collecting the data from the respondents. Researcher designed survey questionnaire was used to collect data from teachers. The quantitative data from the questionnaire survey was analysed using simple descriptive techniques such as frequencies and percentages whereas the qualitative data for the open-ended questions were analysed by coding and categorizing into emerging themes.

4.2 SIGNIFICANCE

The purpose of the study was to examine teachers' motivation and job satisfaction.

5. RESULTS AND DISCUSSION

- The questionnaire survey was used to understand, analyse as well explore the motivation and job satisfaction of teachers. Table 1 summarizes the demographic information of the teachers participated in the study.
- Table II of the questionnaire survey deals with the factors related to teachers for the choice of teaching profession and their motivation towards teaching. The following table illustrates the findings.

TABLE 1: DEMOGRAPHICS OF THE PARTICIPANTS

	Independent variable	Frequency
GENDER	MALE	112
	FEMALE	88
AGE	28 – 35 years	85
	36- 45 years	94
	46 – 60 years	21
STATUS	ADMINISTRATORS	6
	TEACHERS	194
AREA OF SPECIALIZATION	SCIENCES	65
	COMMERCE	78
	ARTS & LANGUAGES	57
LENGTH OF SERVICE	1- 5 years	43
	5- 15 years	128
	16 – 25 years	29

TABLE 2: FACTORS RELATED TO THE CHOICE OF THE PROFESSION AND MOTIVATION

#	Item	Yes (%)	No (%)
1	Did you select teaching profession on your own choice?	89	11
2	Do you want to go to any other profession?	21	79
3	Are you involved in teaching with full satisfaction?	34	66
4	Did you leave any other job to continue teaching?	43	57
5	Do you like yourself as a teacher?	96	4
6	Are you satisfied with your present performance?	93	7
7	Do you feel yourself better than others?	83	17

- The findings in the above table indicates that, 89% of the teachers agreed that they selected teaching profession by their own choice. On the other hand, all of them stated that nobody has pressurized them to choose this profession. Surprisingly, 21% of the respondents indicated that teaching was not their most preferred profession and they wanted to go to some other profession.
- However, 43% of the teachers said that, they got some other jobs and left it and joined in teaching. Teachers have also responded to an open-ended question regarding the reasons for choosing teaching profession and their reasons are as follows:
 - Love to teach kids and be with them
 - Has vacations more compared to other professions and relatively less working hours comparing to other jobs.
 - No transfers
 - Almost a permanent job
 - 32% stated that they could not get any other job and so opted for this
 - Can be a part of service to society

The following table 3 explains the factors related to the job satisfaction of teachers.

TABLE 3: FACTORS RELATED TO THE JOB SATISFACTION OF TEACHERS

#	Reasons for the satisfaction	Yes (%)	No (%)
1	Teaching is passion	84	16
2	Getting awards through improving students' achievement	21	79
3	Self-satisfaction	14	86
4	Monetary benefits	34	66
5	Like to teach students and to improve their lives	88	12
6	Feeling happy to be with students	94	6

- Among the respondent teachers 84% indicated they involved in teaching with full satisfaction. They were asked to indicate the reasons for their satisfaction.
- From the above data, teachers preferred teaching as it is passion for them and they are interested in attaining student achievement & also they feel happy in being with students.
- Comparing to males, more female teachers stated that they loved teaching. 21% satisfied by getting awards through improving students' achievement. Most of the male teachers indicated this reason. Less than 15% stated that they involve in teaching for their self-satisfaction.

For the open-ended questions regarding the special objectives of teachers in their job, table 4 shows the responses.

TABLE 4: TEACHERS' OBJECTIVES IN THEIR JOBS

#	Teacher's objective	Yes (%)	No (%)
1	Would like to be a great inspiring teacher	97	3
2	Develop society and create responsible citizens	98	2
3	Teach students for their high achievement	92	8
4	For my personal growth only	89	11

- Most of the teachers (98%) expressed that their objective in teaching is to develop good citizens. While 97% of them said they like to be a good teacher. Others stated that their aims in teaching are to teach students for high achievement and to create good society. 11% of the teachers' objective is their personal development. It can once again be seen that teachers are a lot dedicated professional.
- Teachers were asked to respond to a question regarding their expectations to improve their job satisfaction and they have suggested the following ways.
 - Conducting seminars and training workshops by the management to update their knowledge and to learn new technologies.
 - Participating in the in-service professional development programmes and learning communities and be rewarded for them
 - Hike in teachers' salary.
 - Motivating parents, society and other stakeholders to respect teachers and to value their service.
 - Transfer to nearby schools from the distant school
 - Should not be involved in govt related projects other than teaching

Table 5 summarizes the data of satisfaction of teachers in their profession.

TABLE 5: SATISFACTION OF TEACHERS IN THEIR PROFESSION

#	Item	Satisfied (%)	Just Okay (%)	dissatisfied/disagree (%)
1	Are you satisfied with your job?	28	62	12
2	Are you satisfied with the treatment by administrators of your schools?	9	45	36
3	Are you satisfied with the working conditions?	10	34	56
4	Are there adequate learning and teaching materials in your schools?	29	71	10
5	Are you satisfied with the training or orientation programs conducted by your school for your academic as well technology advancement?	41	23	36
6	Are you satisfied with the rewards you get from school authorities?	13	36	51
7	Are you satisfied with the salaries?	14	21	65

- Are our Teachers Satisfied:** Regarding job satisfaction, the results illustrate that, most of the teachers, (62%) said their level of job satisfaction was "just okay" meaning they were neither satisfied nor unsatisfied, and 28 % are satisfied while 12 % are not satisfied. By comparing the percentage of teachers who were neutral about their level of job satisfaction and that of teachers who were satisfied, it is evident that the teachers' level of job satisfaction was low. Referring to the findings on teachers' level of motivation above, one can deduce that there is a direct relationship between motivation and job satisfaction as low motivation might be a result of job dissatisfaction.
- Working Conditions:** Teachers' working conditions and basic infrastructure were reported not to be satisfactory. For example, only 10% are satisfied with the working conditions in their respective schools were satisfactory while 90 % of the teachers disagreed with the statement. This presents a serious and immediate need for teachers working conditions to be improved to facilitate effective teaching in schools
- Teaching and learning materials:** Adequate availability of teaching and learning materials is important for teachers to perform their work effectively thus producing results. However, results from this mini- survey indicate that teaching and learning materials are inadequate. School managements must focus on these, which are extremely important for the teacher to develop their skills.
- Teachers' Promotions:** Being promoted on time not only improves teachers' motivation and satisfaction but also helps to develop their careers. Results from this mini-survey show more than half of teachers (65 %) were promoted. However, only 20 % of the teachers reported that they were promoted on time.
- Teachers' Salaries:** Results show that teachers are not satisfied with their salaries as only 14 % of the teachers reported that their pay as teachers was satisfactory while 86% reported that their pay was poor or just manageable. Low salaries is one of the factors that cause teachers to quit profession. Challenges such as low salary and poor working conditions are thus among the reasons for teachers' job dissatisfaction. Unfortunately, it's a fact that teachers were always lowly paid as compared to other professions demanding same educational qualifications. A slow decline in respect for teachers in society is a concern and is a factor for many teachers to quit profession.
- According to teachers' view, Poor pay, frequent disputes between teachers & administrators, extreme expectations from parents & school managements, very low working conditions, overcrowded classrooms, very less training and inadequate materials for teaching, disrespect in society are all factors, which contribute to demotivating of teachers.

Teachers' views on motivation factor and improving job satisfaction

- An analysis of the proceedings of focus group discussions shows that most of the participants were of the view that improving the working conditions and paying of extra allowances to teachers is one way of improving teachers' motivation and job satisfaction.
- They also added that promoting teachers on time and paying their salary adjustments on time would improve their motivation and job satisfaction.
- The participants also said that treating teachers with some respect would help to improve their motivation and job satisfaction.
- Other participants believed that the government must take efforts to improve its relationship with teachers by framing teacher friendly procedures.

6. RECOMMENDATIONS

The following are the key recommendations, which need to be considered to improve teachers' motivation and job satisfaction.

- Salaries have a direct impact on the attractiveness and prestige of teachers. Hence, to improve teachers' motivation and job satisfaction, the school management should take serious measures to improve teachers' salaries to enable them to improve their living conditions by enabling them to cope with the high costs of living.
- Also, schools must include mechanisms to recognize and reward teachers who perform exceptionally well compared to others should be put in place to motivate them.
- To motivate teachers, promote teacher's retention and better work performance the school management should consider paying hardship allowances/incentives to teachers working in difficult environments like in remote areas. Also, performance-based incentives must be introduced.
- Schools must provide a compulsory grant for every teacher and every year for their professional training or furthering their academic qualifications. Also, a certain amount of money must be allocated to buy their necessary teaching materials required in addition to the school supplies.
- To achieve better learning outcomes, the working and living of teachers in difficult environments should be improved. This includes making available housing, water, electricity, free education to children of teachers and necessary insurances etc.
- From this data, some people have considered joining teaching profession as the last resort, after plans to join other careers have failed. Teaching is the easiest career to join and therefore attracts people who are not devoted to the profession. Therefore, selection processes of those entering the teaching profession should be made rigid to attract more highly qualified and dedicated candidates from diverse backgrounds. This will help to improve the status of the teaching profession. Also, in service training programs should be well designed to allow more teachers to improve their professionalism and competence.

- Also, students must be encouraged to take up this profession. In countries like USA, a program called Teach for America was designed for young students with bachelor's degree. They work in school and the Board of education support for their fee for pursuing further courses along with their regular salary. Teach for India is also another program started in India and may be this program can be given more thrust by the necessary authorities to address the shortage of serious teaching professionals.
- Non-financial factors like; Good communication channels, value employees, positivity and secrecy of teachers' issues must be taken care properly by school management.
- Encouraging teamwork, propagating job security and good retirement plans. Providing a good retirement plan, family health insurance plans etc. will certainly become motivational factors to take this profession seriously especially for teachers working in private schools. Although Government school teachers may enjoy these benefits, but it still at large for private school establishments.
- Teachers' schedules need to allow for time to improve and reflect on their practice. Teachers who are overworked and are not given this time to reflect on their teaching are unable to review lessons taught, make necessary adjustments, and monitor and revise based on student needs. Teachers who aren't given time to prepare for and review their classes are also at high risk of burnout. Curriculum standards should be clearly articulated for the teachers, so that the skills addressed remain consistent from classroom to classroom, but teachers should be given the freedom to work beyond those standards to best meet the needs of their students.
- Teachers also need to be provided sufficient, high-quality professional development programs to perfect their skills. Few teachers already attend professional development sessions each year, but many of these are one-size-fits-all presentations that may not necessarily translate into a teacher's classroom engagement. Professional development needs to be differentiated as we differentiate for our students. Teachers should be able to dictate their needs and problems and work through them in small professional learning communities with master guides to advise them. Key teaching concepts of assessment, differentiation, and core content should be worked through in these learning groups, with relevance as close to the individual classroom experience as much as possible. If teachers are given the opportunity in teacher-centered learning environments to master their skills, then they will be more able to transfer these skills into their students. -
- Employees' welfare services such as lunch, tea, good furniture, spacious & ventilated offices and a distinct corporate image will be good for the professional pride. Respect and fair administration to the code of conduct by the school will ensure that teachers own the professional conduct. The employer should enlighten teachers on the code of regulations and ensure that they are conversant with it & deal with their issues with meaningful privacy.

7. CONCLUSION

Observing this data, it is recommended that awareness should be raised among parents and other stakeholders to respect and recognize the status and importance of teachers in education. Further, Teachers should be provided with appropriate training and professional development opportunities and be offered a better scale of pay at par with other professions. Employees must be given tasks as per their expertise, which may cause high satisfaction and motivation. Precisely, management should focus at transparent, equitable & competitive compensation system. The periodical salary increments, allowances, and other compensations on regular & specific periods keep their morale high and make them more motivated and satisfied. In summary, the school managements must put in place a sound professional and ethical management system for all teachers' welfare issues that envisage teacher's motivational needs, with a view of adequately meeting them.

There are certain limitations or constraints to the generalizability of the study, for example, consideration of inflation rate and unemployment rate. However, the research is very important in building the relationship between teachers and their respective management in local environment.

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