

MOTIVATION, JOB SATISFACTION AND PERFORMANCE OF TEACHERS AT THE SECONDARY LEVEL**Dr. P. Selvam,**

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Abstract

The present study investigates the relationship between motivation, job satisfaction and performance of teachers at the secondary level. Survey method is used to select a sample of 303 teachers at the secondary level. Maddux Employee Performance Appraisal Model (Maddux, 2004) is used to study the performance of teachers, Teacher Motivation Scale (Jothismathi, 2011) is used to study teachers' motivation and Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967) to assess job satisfaction. The results of the statistical analyses show a significant correlation between motivation, job satisfaction and performance of teachers. A significant difference is found between teachers in different categories of schools pertaining to motivation, job satisfaction and performance of teachers.

Keywords: *motivation, job satisfaction, performance of teachers*

MOTIVATION, JOB SATISFACTION AND PERFORMANCE OF TEACHERS AT THE SECONDARY LEVEL

Selvam, P. and Chamundeswari, S.**1. Introduction**

The international community is demanding and challenging to the educators. They are forced to concern themselves on the front line with imparting knowledge, through quality teaching. This need and urgency has directed research on teacher predispositions, precipitations and outcome behaviours to gain the highest priority. School teachers face enormous problems in their daily job, such as students' disciplinary problems and misconducts or poor technical and administrative support of school (Brown and Ralph, 1992; Van Horn and others, 1997). To enable the teacher to choose the desired path, it has become necessary to investigate and unearth the existing conditions in teacher behaviour. The prominence of teacher behaviour is further strengthened by the fact that ultimately, it is the teacher who is imparting the knowledge at the right time, right age, with right methodology and with the right context. Teachers handle students with varied ethnic, racial and religious back grounds. The pressure on the teachers to adapt themselves to such diversities is a challenge to them. Updating knowledge is another pressure for the teacher, in order to enable students to develop new skills of knowledge which can be very rewarding. Thus the most highly motivated, satisfied and productive teachers are those who know what they are supposed to do and how well they are doing it. This is the foundation upon which the present research is built.

2. Need for the Present Study

The teacher being supreme and invincible in the process of education, it is needless to emphasize that teacher behaviour will have to be continuously monitored and evaluated. Teachers are treated as the human resource input in organizational terminology and their development and efficiency is of utmost significance for the educational institution. Hence concern for teachers becomes one of the primary human resource concerns and continuous vigil and research for interventions has taken place in education research. Thus a need is felt to investigate the motivation and job satisfaction of teachers leading to enhanced teaching performance.

3. Review of Related Literature

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies Related to Motivation and Teacher Performance

Teacher motivation is much related to the do with teachers' attitude to work and work environment, classroom climate. Teacher motivation could be referred to as those factors that operate within the school system which if not made available to the teacher could obstruct performance, cause stress, unhappiness and frustration all of which would subsequently reduce classroom effectiveness and student quality output. The issue of teacher motivation is important because of its correlation with the quality of education.

Shaari and others (2002) conducted a study on a sample of 245 secondary school teachers throughout Kedah. The findings prove that, job motivation of the majority of the respondents was high. This again suggests that these recipients possess the desired characteristics in a working organization. These findings seem to support Sederberg and Clark (1990) that job motivation will produce a teacher with high vitality. Individuals who have highly achievement motivation tend to be very conscientious in their work and very responsible.

The study conducted by Ofoegbu (2004) addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. Teacher motivation has to do with teachers' desire to participate in the education process. 772 (10%) public primary and secondary school teachers selected through strategic random sampling technique from the south eastern part of the country participated in the study. Data was collected using a survey instrument designed by the researcher. Analysis of data revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement.

According to a research paper by Javaid (2009) the number of teachers in Pakistan (primary, middle, secondary) is the largest workforce in the country after the army. Pakistan has a total of 1.3 million teachers out of which 33% are in the primary sector, 45% female and 55% male (Pakistan Education Statistics, 2006-07). The primary level is where generally the motivation levels are the lowest as compared to teachers who teach at the secondary level. Working and living conditions have a huge impact on teacher morale and motivation and thus their classroom performance.

Nzulwa (2014) sought to establish the motivational factors affecting teachers' professional conduct and work performance of high school teachers in Nairobi County. A descriptive survey design was adopted, with a sample of 150 teachers. The findings indicated teachers professional

conduct and work performance is greatly influenced by motivational factors and there is need to review the motivational tools in place to align them with the teachers need.

3.2 Studies Related to Job Satisfaction and Teacher Performance

The topic of job satisfaction is one that has always had personal and organizational relevance to educators (Bloom, 1986). Researchers had difficulty determining the relationship between job satisfaction and performance. From the 1930s to the mid-1950s, the views on the job satisfaction--performance relationship can be summarised in the statement 'a happy worker is a productive worker'.

Cetin (2006) carried a research to find out if there is a significant difference between job satisfaction, occupational and organizational commitment of 132 academics related to (i) their gender, marital status, age, experience and title variances (ii) there is a relationship between the academics' job satisfaction, occupational and organizational commitment.

The research conducted by Chamundeswari (2007) on a sample of 620 secondary and higher secondary level school teachers in different systems of education, investigated job satisfaction as a moderating factor to stress and burnout experienced by teachers, and thereby influencing teacher performance. The investigation concluded that job satisfaction significantly contributed to the performance of school teachers both at the secondary and higher secondary levels. Corroborative studies were conducted by Kalyana Sundaram (2007), Venkatesa Chetty (2007) and Amudha (2008).

The study conducted by Suryanarayana and Goteti (2010) concluded that the teaching competency variable is related with the teacher's job satisfaction. Further, the results of the study reveal that the teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution do differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories also do differ significantly.

The study by Razavinejhad and Najafzadeh (2014) aimed at determining the relationship between empowerment and job satisfaction with performance of physical education teachers in East Azarbaijan province. 296 of teachers of physical education in the East Azarbaijan, voluntary filled out the Spreitzer empowerment, job satisfaction and Preston performance questionnaires. After data collection, data were analyzed using Kolmogorov-Smirnov, Pearson's correlation coefficient, and Multiple Regression. The results of correlation between variables indicated that there is a significant

positive relationship between the empowerment and performance of physical education teachers ($P > 0.01$). Also, the results showed a significant positive relationship between the job satisfaction and its components and performance ($P > 0.01$). The results of regression analysis indicated that performance has been affected 60.1% by empowerment components and 44.5 % by job satisfaction components. The competence component with a standardized coefficient of 0.55 and the working condition component with a standardized coefficient of 0.374 had the greatest effect on performance.

3.3 Critique

As the studies reviewed pertaining to motivation, job satisfaction and performance of teachers based on gender difference are inconclusive, it necessitates further investigation in the same lines.

4. Statement of the Problem

This study has its primary objective to assess the motivation, job satisfaction and their relationship to performance outcomes. The objectives of the present study are as follows:

- (i) To investigate if there is any significant relationship between the select variables of teachers in state, matriculation and central board schools at the secondary level;
- (ii) To investigate if there is any significant difference in motivation, job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level and
- (iii) To investigate if there is any significant difference in motivation, job satisfaction and performance of male and female teachers in state, matriculation and central board schools at the secondary level.

5. Hypothesis Formulated

Based on the objectives and review of literature, the following hypotheses have been formulated:

- (i) There is a significant relationship between the select variables of teachers in state, matriculation and central board schools at the secondary level.

(ii) There is no significant difference in motivation, job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level.

(iii) There is no significant difference in motivation, job satisfaction and performance of male and female teachers in state, matriculation and central board schools at the secondary level.

6. Method of Investigation

As the method of investigation is designed on the basis of the problem, objectives and hypotheses formulated, it warrants a psychometrically sound design, procedure, tools and execution. The investigation is planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

6.1 Research Design

The present study deals with the analysis of motivation, job satisfaction, and performance of teachers in different categories of schools, namely, state, matriculation and central board schools at the secondary level.

6.2 Sample selected

From the target population a sample of 303 teachers, where chosen from the secondary level teaching in different categories of schools, namely, state, matriculation and central board schools by adopting random sampling technique.

6.3 Tools used for the study

The research tools used for the present study to analyze motivation, job satisfaction and performance of teachers in different categories of schools at the secondary level are as follows:

(i) Maddux Employee Performance Appraisal Model (Maddux, 2004)

(ii) Teacher Motivation Scale (Jothismathi, 2012)

(iii) Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967)

7. Analyses of Data

The results of the analyses of data collected are compiled and presented in tables below.

Table-1: Analysis of Correlation between the Select Variables of Teachers at the Secondary Level

	Motivation	Job Satisfaction	Performance of Teachers
Motivation	x	0.77**	0.86**
Job Satisfaction	x	X	0.92**
Performance of Teachers	x	x	X

**significant at 0.01 level

In the above table (Table-1), all variables selected for the present study, namely, motivation, job satisfaction and performance of teachers are found to correlate significantly and positively among themselves.

Table-2 Analysis of Variance of Motivation of Teachers in different Categories of Schools at the Secondary Level

Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Between groups	2	101994.41	50997.21	324.25**
Within groups	300	47183.18	157.28	
Total	302	149177.59		

**significant at 0.01 level

In Table-2, for the analysis of variance different categories of schools are treated as different groups the F-ratio is 324.25 which is significant at 0.01 level thus there is a significant difference in motivation among teachers in different categories of schools at the secondary level. In order to establish the actual degree of difference critical ratios were worked out and the actual difference between mean scores was established. The table below (Table-2a) thus indicates the mean difference between teachers in the different categories of schools at the secondary level.

Table-2a: Statistical Analysis of Means of Motivation of Teachers in State and Matriculation Board Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	100	52.73	10.77	1.07	1.45	2.80**
Matriculation Board	103	56.80	9.91	0.98		
State Board	100	52.73	10.77	1.07	1.93	21.12**
Central Board	100	93.65	16.10	1.61		
Matriculation Board	103	56.80	9.91	0.97	1.87	19.69**
Central Board	100	93.65	16.10	1.61		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

From the above table (Table-2a), it is evident that teachers in central board schools are significantly better in their motivation when compared to the teachers in state and matriculation board schools at the secondary level.

Table-3: Analysis of Variance of Job Satisfaction of Teachers in different Categories of Schools at the Secondary Level

Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Between groups	2	62362.62	31181.31	659.83**
Within groups	300	14176.89	47.26	
Total	302	76539.51	-	

**significant at 0.01 level

In Table-3, for the analysis of variance different categories of schools are treated as different groups the F-ratio is 659.83 which is significant at 0.01 level thus there is a significant difference in job satisfaction among teachers in different categories of schools at the secondary level. In order to

establish the actual degree of difference critical ratios were worked out and the actual difference between mean scores was established. The table below (Table-3a) thus indicates the mean difference between teachers in the different categories of schools at the secondary level.

Table-3a: Statistical Analysis of Means of Job Satisfaction of Teachers in State and Matriculation Board Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	100	37.31	6.61	0.66	1.10	12.00**
Matriculation Board	103	50.56	8.90	0.87		
State Board	100	37.31	6.61	0.66	0.78	44.60**
Central Board	100	72.28	4.20	0.42		
Matriculation Board	103	50.56	8.90	0.87	0.98	22.10**
Central Board	100	72.28	4.20	0.42		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

From the above table (Table-3a), it is evident that the teachers in central board schools are significantly better in their job satisfaction when compared to the teachers in state and matriculation board schools at the secondary level.

Table 4: Analysis of Variance of Performance of Teachers in different Categories of Schools at the Secondary Level

Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Between groups	2	7182.582	3591.291	921.69**
Within groups	300	1168.929	3.896	
Total	302	8351.512	-	

**significant at 0.01 level

In Table-4, for the analysis of variance different categories of schools are treated as different groups the F-ratio is 921.69 which is significant at 0.01 level thus there is a significant difference in performance of teachers in different categories of schools at the secondary level. In order to establish the actual degree of difference critical ratios were worked out and the actual difference between mean scores was established. The table below (Table-4a) thus indicates the mean difference between teachers in the different categories of schools at the secondary level.

Table 4a: Statistical Analysis of Means of Performance of Teachers in State and Matriculation Board Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	100	7.21	1.58	0.158	0.20	23.48**
Matriculation Board	103	12.10	1.37	0.136		
State Board	100	7.21	1.58	0.15	0.31	37.96**
Central Board	100	19.13	2.71	0.27		
Matriculation Board	103	12.10	1.37	0.13	0.30	23.41**
Central Board	100	19.13	2.71	0.27		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

From the above table (Table-4a), it is evident that the teachers in central board schools are significantly better in their performance of teachers when compared to the teachers in state and matriculation board schools at the secondary level.

Table 5a: Statistical Analysis of Means of Motivation, Job Satisfaction and Performance of Male and Female Teachers in State Board Schools at the Secondary Level

Variable	Gender	Sample Size	Mean	SD	SEM	SED	CR
Motivation	Male	53	51.08	9.93	1.36	2.14	1.64 ^{NS}
	Female	47	54.60	11.46	1.67		
Job Satisfaction	Male	53	32.58	5.02	0.69	0.86	11.65**
	Female	47	42.64	3.31	0.48		
Teacher Performance	Male	53	5.98	0.86	0.11	0.17	14.59**
	Female	47	8.60	0.92	0.13		

NS-Not Significant

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

From the above table (Table-5a), it is evident that there is no significant difference between male and female teachers in their motivation in state board school teachers at the secondary level. On the other hand it is observed that the female teachers are significantly better in their job satisfaction and their teaching performance compared to the male teachers in the same state board schools.

Table 5b: Statistical Analysis of Means of Motivation, Job Satisfaction and Performance of Male and Female Teachers in Matriculation Board Schools at the Secondary Level

Variable	Gender	Sample Size	Mean	SD	SEM	SED	CR
Motivation	Male	53	54.19	9.84	1.35	1.88	2.84**
	Female	50	59.56	9.29	1.31		
Job Satisfaction	Male	53	42.92	1.76	0.24	0.81	19.33**
	Female	50	58.66	5.64	0.79		
Teacher Performance	Male	53	11.21	0.81	0.11	0.20	9.04**
	Female	50	13.04	1.21	0.17		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

Thus it is evident that the female teachers are significantly better in their motivation, job satisfaction and teaching performance when compared to the female teachers in matriculation board schools at the secondary level.

Table 5c: Statistical Analysis of Means of Motivation of Male and Female Teachers in Central Board Schools at the Secondary Level

Variable	Sample Size	Mean	SD	SEM	SED	CR
Male	48	83.29	8.48	1.22	2.53	15.58**
Female	52	103.21	15.58	2.16		
Male	48	69.19	3.17	0.45	0.59	9.98**
Female	52	75.13	2.78	0.38		
Male	48	17.21	1.38	0.20	0.39	9.29**
Female	52	20.90	2.41	0.33		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

Thus it is evident that the female teachers are significantly better in their motivation, job satisfaction and teaching performance when compared to the male teachers in central board school teachers at the secondary level.

8 Discussion

School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and apt training. Besides these, job satisfaction plays a very major role in imparting excellent education to the students as it acts as a motivating factor. Studies have suggested that dissatisfaction with a job is due, in part, to the stressful nature of particular occupations (Plax and others, 1986). Several researchers have attributed job turnover, absenteeism and job burnout to a lack of job satisfaction (Lawler, 1977; Porter and Steers, 1977; Newcomb, Betts, and Cano, 1987; Davis and Newstrom, 1989).

In the present investigation it is seen that the teachers in central board schools are found to be significantly better than their counterparts in other two categories of schools, namely state and matriculation board schools pertaining to motivation, job satisfaction and their performance. The central board schools, governed by the Central Government, have adequate infrastructural and instructional facilities to facilitate better teaching and learning in classrooms. The teachers being paid well and with a good school environment are well motivated and also being satisfied with their

jobs are able to perform significantly better compared to their counterparts in other two category of schools.

On comparing the male and female teachers in different category of schools, the female teachers are found to be significantly better in their motivation, job satisfaction and teaching performance compared to the male teachers in state, matriculation and central board schools at the secondary level. It is natural that women teachers are more adjustable and tolerant to all working conditions when compared to male teachers. Teaching is a profession that requires a lot of patience and tolerance to deal with young adults. It is the women folk who would be more tolerant than by nature. There may be many discomforts, pressures and overloading work and many other administrative responsibilities at place of work. Apart from all these the teachers who have to play the role of a second mother at schools should be very accommodative and compassionate towards the students, giving a patient hearing to all their problems, giving them the required counseling and motivating them to study better and put on their best efforts in their academic achievement. Thus, women teachers are by nature more suitable to the teaching job and so their motivation, job satisfaction and their effectiveness are significantly better when compared to the male teachers at the secondary level in schools following different systems of education.

9 Conclusion

Teaching is an art as well as a skill. There is a growing consciousness in public and professional circles that the “goodness” of an educational programme depends largely on the quality of teaching done in the classroom. Identification of qualified and able teacher personnel is therefore the most important of all other education concerns. Effectiveness may be taken as one’s hold on the circumstances as well as on himself. It is related to his power of influencing the environment. Teachers to be effective and to perform the best they have to be adequately motivated and satisfied with their jobs.

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