Teachers Job Satisfaction and Motivation

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Literature Review

One of the most important feelings of an employee in the workplace is that they are pleased with their job. Satisfaction of job is essential for every employee regardless of their field. Job satisfaction can be described as the feeling of contentment a staff while he/she is at work in simpler words it can be said that when an employee is satisfied with his job it may be called job satisfaction. The main factors of job satisfaction are mostly occupational achievement and personal satisfaction, self-assurance, sense of importance, and personal growth (Mertler, 2002). The most apparent results of job satisfaction is a pleasant emotional state this result in a good performance by the employee. Recently professions like teaching have to face a lot of job dissatisfaction. Considering the above given definition, job satisfaction in teachers will be analysed. The paper shall analyze all the possible factors which have caused teachers to feel unsatisfied with their work.

Jobs satisfaction is something important in every field of work. However for teachers it holds a lot of importance because they have the important job of imparting education to youth. But nowadays teachers do not seem to be satisfied with their jobs. There are many factors which have caused them to feel so unsatisfied. This job dissatisfaction leads to shortage of teacher especially in countries like US. According to Mau et al (2008) the only method to handle the issue of teacher shortage is to recognise ability of people that are looking for teaching professions, and study their perseverance and satisfaction of job with their selected career.

Motivation is described as "some type of internal drive which pushes someone to perform things to obtain something" (Mertler, 2002). As defined through research, motivation is an
expression that is applied to describe the achievement or the failure of any complicated aim.

Mertler (2002) manage with three issues as defining motivation:

- What inspires individual behaviour,
- What channels or directs this behaviour and
- How this behaviour is sustained or maintained

Motivation is considered to be liable for why individuals determine to do something, how long they are eager to keep the action and how hard they are going to follow it. Ryan and Deci (2000) defined that to be inspired means to be moved to perform something. Unlike uninspired individuals who have lost inspiration and impetus to perform, inspired individuals are activated and energized to the end of an aim. Curiosity, Interest or a wish to obtain is the important aspects that comprised stimulated individuals. They consider that rising interest is not sufficient to be encouraged. This interest must be maintained. Moreover to this, energy and time must be supported and the impact which is needed requirements to be maintained so as to reach the task. According to Porter and Steers (1991), inspiration can be considered as follows:

- Expectations or needs,
- Behaviour,
- Goals, and
- Some form of Response

**Teacher Motivation**
Johnson (1986) defined that three theories are there for productivity and motivation that teacher inspiration are based on.

- **Expectancy theory**: It is possible for an individual to struggle for perform if there is an anticipated reward like promotion or bonus that is significance working.
- **Equity theory**: Unfair management for their attempts and accomplishments makes people displeased.
- **Job enrichment theory**: The additional differed and confronting their job is, the additional creative staffs become.

As career ladders and merit pay are managed with in the first two theories, the third one studies important staffing and reform-oriented employee development. There is a connection between performance-based pay and a profession ladder to be climbed to take higher status and higher pay. Moreover, merit pay is identified as a compensation method where staffs are paid in terms of their action (Crossman and Harris, 2006). In educational exercise, merit pay defines a bonus strategy that supplements that standard pay scale and rewards teachers for particular services, a multi track pay scale that presents fast salary development for important teachers, or a bonus strategy for achievements like contributing in extracurricular actions, or performing in-service training (Deci and Ryan, 2001).

Even Teachers will become an unsatisfied class of professionals; they too will start to look for better opportunities (Bogler, 2005). Whilst job satisfaction is a feeling that may be shaped as time passes, hence it results in turnover; current arguments imply that there are rash events, which are known as shock events. They may be able to be anything which they feel is demoralizing them like decision of a principal who was apparently unfair to a serious conflict
with a colleague. Wherever such events take place continuously they produce emotions which in turn may cause an employee to think about leaving the current employer.

A constructive procedure planned to raise the worth of education in schools through presenting teachers with increased job contentment, additional suitable in-service training, and developed development of career. A systematic process and continued planned to support teachers with their individual expert improvement and planning of career, and a method of assuring the in-service training and improvement of teachers matches the balancing requirements of individual schools and teachers (Joolideh & Yeshodhara, 2009).

Teachers like other professionals need satisfiers to motive them. These are either intrinsic or extrinsic. Hazberg's (1968) two-factor theory states that intrinsic may include achievement, acknowledgment, tasks, promotion etc and extrinsic satisfiers may include the policies of the organization, management, pay, position, job security, and so on. The majority research propose that teachers give more importance to intrinsic satisfiers, however other researches propose that teachers pay attention to a combination of both intrinsic and extrinsic satisfiers thus both may be reasonable for teacher's satisfaction of her work. The description of job satisfaction differs, from simply the realising staffs has about his/her worked to the following description: "an excellent response to a work that outcomes from the comparison of incumbent of real results with those that are wished" (Deci and Ryan, 2001).

**Intrinsic Motivation**

Study described intrinsic motivation as working approach for its individual sake to practice satisfaction and pleasure like the pleasure of working an especial action of pleasing
curiosity of one. Certainly an important connection is there between intrinsic motivation and expert teaching. Internal wish to educate individuals in teaching to pass with information to support students to communicate is at the heart of the career. Excellent transmission of information is the intrinsic reward that different teacher’s desire (Crossman and Harris, 2006). The intrinsic rewards presented through teaching are recorded in a research. Different researchers offer insight into ways in which teachers find the teaching environment motivating through close connection and dialogue. According to different researchers greatly constructive instants in teaching can support to discover and demonstrate on practices of their teaching (Joolideh & Yeshodhara, 2009).

The ostensible intrinsic motivation of teacher can also have an essential impact on student view and wish to know. One research of student assesses of teachers discovered that teachers who were supposed to be additional intrinsically inspired were additional eager to test and discover their areas of research. A research carried out by Tillman and Tillman (2008) in upstate South Carolina proved that intrinsic motivators were important, according to Tillman (2008) it results added to the information on research on job satisfaction, with an emphasis on the length of service, pay and management. According to Zembylas and Papanastasiou (2004) Cyprus teachers are also dissatisfied due to the centralized system and evolution system (intrinsic motivators).

Sometimes men don't find teaching as a suitable job as they think it does not fit their gender, thus they do don't feel pleased with their work. So it can be said that even gender plays an essential role in job satisfaction of teachers. Ellis (1984) described that intrinsic motivation as self-respect of achievement and individual development. That is, the personal and emotional advantages of the work itself are identified as intrinsic rewards. Latham (1998) focuses that
intrinsic rewards take an essential task in lives of teachers. Observing the development and improvement of students creates a teacher additional pleased, regardless of extrinsic aspects, when contrasted with a teacher who does not realise anything with the achievement of his pupils. The actions that please interest or guide to increase the efficiency are presented as intrinsically inspired approaches (Ryan and Deci, 2000).

Autonomy and competence are the essential concerns on intrinsic inspiration. Social-contextual actions like communications, feedback, rewards which cause sense of capability foster intrinsic inspiration (Ryan and Deci, 2000). As constructive performance response enhances intrinsic inspiration, unconstructive performance responses reduce it. Intrinsic motivation is possibly to be enhanced through logic of relatedness. Raffini (1996) describes relatedness as the level of emotional safety that teachers believe. Logic of acceptance and belonging is improved through assuring to the social and educational anticipations of their administrator and colleagues. A safe relational base is considered to be an essential concern for intrinsic motivation (Ryan and Deci, 2000).

**Extrinsic Motivation**

Ryan and Deci described that extrinsic motivation can differ greatly in its related autonomy. For instance, pupils who perform their homework as they observe its worth for their decided profession are extrinsically inspired, as are those who do the job simply because they are remaining to control of their parent (Timms, & Cottrell, 2007). The impacts on intrinsic inspiration for the educational aim will vary according to whether the extrinsic rewards involve individual support and a sense of option or whether they consequence from compliance with
external policy. Observing these impacts of individually important extrinsic rewards, Ryan and Deci suggested what they called “organismic integration theory” to involve particular styles of extrinsic inspiration and contextual aspects and how they could either encourage or obstruct internalisation and integration of the policy of approach (Crossman and Harris, 2006).

Extrinsic motivation is a requirement coming from an external source, like the anticipations of others about one's action or possibility of accomplishment (De Nobile and McCormick, 2008). Extrinsic motivation applies that education will take position for the aim of obtaining different other aims. An extrinsically inspired individual will work on an aim even when he has some interest in it as the expected contentment he will achieve from different reward. It is of essential significance to observe that extrinsic inspiration does not mean that an individual will not achieve any enjoyment from working on or performing a goal. It only means that the enjoyment they expect from different external reward will keep being a motivator even when the goal to be performed holds some or no interest. Extrinsically inspired individuals are concentrated on the prize and not the performance (Timms, & Cottrell, 2007).

Latham (1998) defined that sociologically extrinsic aspects play a task in disparity in satisfaction of job. The study demonstrates that the teachers have a small standard class size and a much greater standard salary when contrasted to the Catholic school teachers. Teachers of public school do not believe satisfied and efficacious in spite of the excellent situation. Ryan and Deci (2000b) explained that extrinsic inspiration is related with the performance of an action to achieve in obtaining separable results, which compares sharply with intrinsic inspiration. Female teachers are found to be more passionately dedicated to the teaching profession as compared to males. Females are fond of this profession and consider it to be suitable for their personalities.
According to Okpara et al. (2005) in London, female teachers in their research had a more positive concerning their satisfaction with colleagues and occupation.

According to Karakus and Asaln (2007) in Elazig city's (Turkey) study as the teacher's external burden and tasks increase, their emotional and normative attachment to their occupation lessens; whereas their point of view regarding cost associated with resigning also increases. This highlights the fact that there are a few issues relating to females' assimilation in groups while fulfilling their duties as well as their weak attachment with the school in which they are currently employed. In order for schools to become highly effective, Principals have to try to make female teachers more involved with work group as they may think that group work is something which is for a male denominated society. These issues may even lead to job dissatisfaction.

The fact that they have low rank is also considered as a factor of job dissatisfaction in the field of teaching. Noble and Mears's (2000) study of the effect of the 1986 Australian Affirmative Action (Equal Employment Opportunity) act on employment of women in higher education. In Mears and Noble (2000) it was defined that 14 years after 1986 Australian Affirmative Action came into being, the glass ceiling concerns still stop female teachers from developing additional in their field. The above mentioned result is the same of the researches carried out in both UK and US. The above mentioned researches prove that women in the field of teacher tend to be a victim of glass ceiling and thus this leads to major job dissatisfaction.

Age is another factor which may be connected to work contentment, though the kind and intensity of relation is not apparent completely. Zembylas & Papanastasiou (2004) studied the differentiation in job contentment among different age groups, however the levels varied from the highest degree in teachers who were of the 22-30 age group, the lowest degree was found
among teachers of the 31-40 age group and then the level raised again to high for teachers in the 41-50 group, however it was not as high as the 22-30 age group. Mertler (2002) also experienced the same kind of fluctuations in his studies. Lowther et al. (1985) concluded that generally job satisfaction of teachers improved, more or less along with the age of the teacher.

Meyer and Allen (1991) came to the conclusion that employees who are aged or older compared to young employees have a strong emotional dedication for their organizations. As they may be more mature and experienced then employees who are younger than them. Rivera (1994) highlighted the fact that personal demographics play an important role in showing commitment towards the organization. Dornyei (2001) pointed out that both the age of the employee and the time he has served in the organization. This May serve as a factor of job satisfaction. As the younger teachers tend to expect a lot from their occupation as according to Dornyei (2001) research has found individuals perceptions and exceptions to play an important role in career development.

It can be argued that a teacher's job satisfaction is a relation between what one perceives he will get from teaching and what one wants from teaching (Zembylas & Papanastasiou, 2004). Thus from the above mentioned studies it can be defined that even age is essential factor in a teacher's job satisfaction. A teacher who is young may not be easily satisfied with the job or school. But teacher who have worked for ages in the field of education, especially those who have worked in as single school value their jobs and are highly satisfied also (Dornyei, 2001).

A lot of teachers these days are over worked. When teachers like any professionals have a lot of burden on their shoulders they tend to be exhausted. Exhaustion is a physical, emotional, and cognitive practice of being over overwhelmed and extended and is the essential stress
practice for the individual. This feeling of exhaustion is known as burnout. When a professional goes through being burned out, he feels as if he is not satisfied with his job. He may even go into depression. The same is the case with over burned teachers of today; they are being buried with everything, extra actives, class courses and exam as well as test paper. The fact that most teachers feel that teaching is a 24 hour jobs is a sign of being burned out. According to Timms (2007) in Australia it would appear that even though teachers have pointed out that they feel stress in taking on co-curricular work, the school is not believed to make this a part of the distribution of school duties which are extra teachers average classroom stress.

According to Bogler (2005) another factor for job satisfaction of teachers is the management style of the principal, they are more satisfied if the management style is a transformational style and involves the staff in decision making. When the teachers feel as if they are a part of the system they will be satisfied with their job. According to Bogler (2005) teachers in Arabia and Israel are satisfied with their jobs due to the transformational leadership style of their principals. But if they have a principal with democratic style of leadership then they will start thinking that their job is just a burden. This thought is start of being unsatisfied with their job. Sometimes teachers take administration courses which cause them much confusion about their occupation. This leads to a feeling of dissatisfaction regarding their jobs.

Lack of inspiration can cause teachers to be less thriving in teaching. Illogical requirements of administrators, disappointing team spirit, ignoring rewards, monetary complications are the aspects connected to deinspiration (Kottler and Stanley, 2000). It must not be overlooked that every teacher is not inspired completely through the similar requirements and demands. Job satisfaction of every staff is particular from the other. Without having intrinsic motivation, shortage of achievement is expected. If there are not any aspects inspiring teachers,
the efficiency will reduce dramatically. It is clear that intrinsic rewards balance extrinsic ones in educator inspiration and satisfaction of job (Zembylas & Papanastasiou, 2004).

Conclusion

Teachers have always been professionals who love their work, but recently as the above given analysis shows they are beginning to be dissatisfied with their jobs. The fact that they need to be motivated and less burdened seems to be the reason behind their dissatisfaction. Apart from this extremely young teachers who expect too much from the occupation also seem to be a reason behind this. From the above given analysis it may concluded that, teachers need to be paid more as well as appreciated for their hard work. Apart from this the principals of schools should realize that teachers need to apart of the decision making process. This is extremely important as the children are in direct interaction with the teachers and thus they feel that they can be helpful to the principal. Thus, teachers are the people who mould the young minds of children and so they so are given what they need to remain satisfied with their job and work environment.
Questionnaire

1. How valid and reliable was the instrument for calculating the intrinsic aspects teachers supposed as influencing their inspiration to teach?

2. What intrinsic features do teachers suppose essential for inspiring them to educate?

3. Were the perceptions of teachers of intrinsic motivational features affected through their marital status, gender, and the grade level educated through teachers?

4. How pleased are you with teaching as a career? Why?

5. How pleased do you consider with your work this present school year? Why?

6. If you defined that you were ‘very pleased or ’somewhat pleased [with your work], what is the number one motive you aspect to this contentment? Why?

7. If the chance arose, would you leave the career of teaching for another profession? Why?

8. Presented that you have been a teacher for over 5 years, what is your number one motive for still in this career? Why?

9. How long do you prepare to keep in teaching? Why?

10. How well inspired are teachers, normally and in particular styles of local situation?

11. What is their standard of work happiness and how does it differ according to style of local situation and standard of qualifications?

12. What do teachers and other stakeholders recognise as the main aspects in motivation of teachers and satisfaction of job?

13. What are the approaches of teachers, in various styles of local situation, to their salaries, working situations and chances for development of career?

14. How essential are the relationships of teachers with their managers and with their local
societies as aspects in their inspiration and satisfaction of job?

15. What are the current styles in motivation of teacher and satisfaction of job as informed through teachers and other stakeholders?

16. What proof is there about the impacts of teachers’ inspiration on their behaviour, performance and retention?

17. What actions to develop teacher inspiration would be sensible in every nation?

18. What must be completed to develop the satisfaction of job and inspiration of teachers at school?

19. What is your general standard of contentment with your work as a teacher?

20. If you had the possibility to begin over in a latest profession, would you decide to become a teacher?

21. Do you think that the teachers with whom you work are inspired?

22. How many teachers that you recognise or work with would you categorize as uninspired?
References


