



---

## HOW MOTIVATED ARE THE TEACHERS?

Rehana Khatun<sup>1</sup> and Dr. Kushal De<sup>2</sup>

<sup>1</sup>Assistant Teacher, Sankrail Azizia Girls' Junior High Madrassa Unit II.

<sup>2</sup>Assistant Professor, Dhruva Chand Halder College.

### ABSTRACT

*This paper is based on an original empirical study carried out by the authors to assess the level of need satisfaction or motivation according to Maslow's theory from a representative sample of fifty in-service secondary schoolteachers. The teachers are the backbone of any society and the future blueprint of a country is crafted by teachers in the classrooms and hence an analysis of their motivational level is essential for any society. The study is based on responses obtained from the teachers during personal interviews carried out with the help of questionnaire targeting specific issues on needs and motivational level. The summarised and tabulated results show that 86% of the respondents choose the job due to some benefits associated with it rather than looking for intrinsic satisfaction from teaching. Achievement from the job, recognition and feedback about good performance, responsibility and opportunity to grow and advance are considered to be major motivators at work. Analysing the ground realities it is found that none of these motivators are adequately presented to the teachers surveyed. Individual performance measurement and appraisal is rarely done. The teachers are only responsible for taking their allotted classes without any form of feedback about their performances. Few teachers have any idea about their achievements in years of service or their future growth prospects. Again, only a negligible few are willing to work hard for any future prospects. The focus of attention of most teachers are towards their salaries, working environment and the policies which although are extrinsic (hygiene) factors but still occupy most of their projections and energy. The managing committee rarely interacts directly with the teachers and even don't bother to provide appraisal for good performances. There is no stimulation for psychological growth or enhancement of the quality of experience at the workplace. The needs of self-actualisation and esteem are rarely fulfilled or addressed to which results in frustration or dissatisfaction at work.*



**KEY WORD:** motivation, need hierarchy, satisfaction, esteem, self-actualisation, commitment.

### INTRODUCTION

The degree of perceptual difference among individuals is so vast that what constitutes motivating factors for a particular person is difficult to predict with any degree of precision. The motivational psychology is tremendously complex and through ages, researches on motivation have been one of the priority focuses of personnel managers. Motivation in the simplest terms has been defined by Weiner (1990) as an internal state that arouses people to actions, pushes them in a particular direction and keeps them engaged in certain activities. According to Pintrich, Marx and Boyle (1993), 'motivation increases an individual's energy and activity level with which he engages himself in any activity intensively.' Inspiring people to give their best effort for the organization is the most challenging job of managers as in the age of cut-throat competition, optimum performance of all employees are essential. The word 'motivation' has been used in two meanings namely work-satisfaction/commitment to work and specific need satisfaction of

an individual. The expectancy models proposed by Edwards, Peak, Porter and Lawler, Vroom, and Patchen use the first approach; and the need-specific models of Maslow, Herzberg, and McClelland follow the second approach. Effort or intention (energy spent to perform certain task), reward (desirable states of affairs that a person receives), performance possibilities (task difficulties / ability of the person) and satisfaction (the extent to which the rewards actually received meet or exceed the perceived level of reward) are all closely linked with the degree of motivation of an individual and even minute variation in any one of these may lead to an overall change in behaviour of a person (Pareek, 1974).

Maslow's 'Hierarchy of Needs' is often cited as a possible basis for a fuller understanding of the individual's needs, particularly with regard to the quality of work-life. Maslow's central theory is very relevant to modern understanding of the human motivators, management training and personal development within an organisational setup. The absence of any serious challenge to this theory till date continues effectively to validate it. Three basic assumptions have been presumed to underline this theory. First, unsatisfied needs stimulate behaviour, while satisfied needs are not motivators. Second, people's needs range from most basic (physiological) upward to more complex need level (self-actualisation). Third, individuals must, at least minimally, satisfy a lower level of need before moving upward and activating a new area of need.

### APPLICATION OF THE NEED HIREARCHY THEORY IN ORGANIZATIONS

The motivational model developed on the basis of hierarchy of needs by Abraham Maslow in the 1940-50's remains valid today for understanding human motivation. Maslow described the hierarchy in five steps starting with lower order needs progressively moving to higher orders. Many researchers have used Maslow's model to test the level of need satisfaction at the workplace. One such study was carried out by Ivancevich, Szilagyi, and Wallace (1977) where they pointed out the variables in an organizational setup corresponding to each level of need as per Maslow's original five stage model. The model was as follows:

1. Biological / Physiological Needs: These are the most basic needs such as air, water, food, shelter, sleep, warmth, sex etc. When these needs are not satisfied, humans feel irritation, sickness, pain and discomfort and these feelings drives man to fulfil these needs. Humans think of other needs only when these basic needs are addressed. Ivancevich, Szilagyi, and Wallace (1977) proposed job characteristics corresponding to each level of need put forward by Maslow in his theory. According to them, financial compensation, heat, air conditioning and cafeteria were needed in an organization to satisfy the physiological needs of an individual.
2. Safety Needs: These needs are basically aimed to establish stability for the individual and are related to protection from elements, security, law, order etc. The job characteristics proposed by Ivancevich, Szilagyi, and Wallace (1977) corresponding to this level of need is security of the job and various other fringe benefits. Fulfilment of this need renders psychological stability to an individual at the workplace.
3. Belongingness or Love Needs: Humans want to have good relations at home and the workplace and desire to belong to groups, family and the society to share love and affection. The job characteristics corresponding to this level of need are the amount of liking and respect from the boss, peers, subordinates and the clients. Fulfilment of this need increases the attachment, loyalty and effort of the individual.
4. Esteem Needs: These needs arise from a person's sense of self-achievement and self-esteem. They are resultants of achievement, status, prestige, independence, reputation and higher responsibility. The job characteristics corresponding to this level of need are job title, responsibility, recognition and promotion. Fulfilment of this need increases the self-worth of the individual in the institutional/social setup.
5. Self-Actualisation Needs: These needs come out of the realisation of personal potential, self-fulfilment and personal growth. They relate to the maximum development of potential of the individual. The job characteristics corresponding to this level of need are challenging job, scope for creativity and achievement at the workplace. Fulfilment of this need increases the all round development and intrinsic satisfaction of the individual.

Maslow has also hypothesized a gratification/activation proposition. Once a need has been at least relatively satisfied, the need submerges and permits the next level of need to become activated. It can be

said that the higher the satisfaction with a specific need, the lower the importance of that need leading to higher importance to the next level of need. Maslow also stated that all the needs might be activated in an individual at varying degrees and it is not necessary that a lower order need has to be satisfied cent-percent first before progressing to the next order of need. An example to illustrate this concept was put forward by Maslow (1970), where he stated that an average citizen might satisfy 85 percent of his physiological needs, 70 percent of his safety needs, 50 percent of his love need 40 percent of his esteem needs, and 10 percent of his self-actualisation needs.

Based on the above discussion, this paper proposes to study the level of need satisfaction of teachers working in government-aided institutions and to find out their level of satisfaction from their job. The study is carried out on a representative sample of fifty teachers to assess their degree of satisfaction of the need hierarchy.

### OBJECTIVE OF THE STUDY

The teachers are the backbone of any society and the future of a country is crafted by teachers in the classroom. They create a future blueprint in the hearts and minds of the students and hence, their dissatisfaction can create an aura of negativity in the society. This paper proposes to examine-

1. The extent of satisfaction of the need hierarchy of teachers.
2. The basic motivators of secondary schoolteachers based on their perceptions.

### DATA AND METHODOLOGY

A total of 50 permanent schoolteachers of Howrah district serving in Government-Aided Secondary Schools with an experience of 3 years or more with a B. Ed degree were selected as samples for the purpose of this study. A total of 8 institutions were visited for this purpose. The research instrument (questionnaire) contained close ended questions with multiple options and the respondents were asked to choose the best alternative among those provided. The questionnaires were filled up by the researcher on the basis of the responses obtained from the respondents. The teachers were assured about confidentiality which enabled them to give frank replies and each interview lasted for approximately 30 minutes. The survey was conducted in October 2012.

After collection of data, the information was tabulated (Excel), summarised and analysed. Meaningful inferences are drawn on the basis of this data.

### FINDINGS FROM THE SURVEY

In this section, the questions from the questionnaire are presented along with the results for better understanding: (Full chart presented in the annexure)

Q 1. What motivated you to choose this job?

Result: According to the survey, 10% of the sample chooses to be a teacher as they were genuinely interested in teaching and only 4% choose an interesting profession in teaching. On contrary, the security of the job attracted 58% of the respondents and the salary and other benefits attracted 28% of the respondents.

Q 2. Why did you undertake training (the B. Ed course)?

Result: 68% of the teachers who undertook training did so to keep their increments intact (the prevailing service rules makes training mandatory within five years from the date of appointment or there is a freeze of additional increments) and 8% wanted to enjoy a year outside their school on full payment. Only 18% of the sample undertook training to learn new ways of teaching and 6% opted for this training to become a better teacher.

Q 3. Do you apply the methods learnt during training (making pedagogies, lesson plan, etc.) in your classrooms?

Result: Only 4% of the sample feels that they apply the methods learnt during training in their regular classrooms, 42% of the sample have some positive application of the methods while 54% of the sample never uses the methods learnt in their regular classes.

Q 4. Are you paid at par (salary, increments, bonus) with central government teachers?

Result: 94% of the sample is aware that their salary (basic, DA, HRA) is not at par with the Central Government schoolteachers whereas 6% have no idea on this issue.

Q 5. What is the most important secondary source of income available to you?

Result: Income from private tuitions is deemed to be the best available source of secondary income for most teachers (48%), followed by investments and shares (30%) and property /other side business (18%). Only 4% of the sample wants to develop intellectually to earn by writing books and get royalty in return.

Q 6. What do you dislike in your job?

Result: 38% of the sample finds their work to be dull and monotonous and 42% of the sample is unsatisfied with the working conditions. 12% of the teachers feel that their performance are not adequately rewarded and on verification it is found that they are mainly concerned with salary whereas, 8% are unhappy about the lack of growth opportunities.

Q 7. What would you change in your job if you are given a choice?

Result: 44% of the sample would like to change their salary structure and be paid at par with the central government teachers and 30% would like to change their working conditions. 16% would like to change their interpersonal relationships and only 10% would like to change the teaching learning situation.

Q 8. How do you communicate your problems to the management?

Result: Only 12% of the sample has direct interaction with the management and can talk to them regarding any problems whereas 88% of the sample has to depend on indirect means of communication (through the headmaster or teacher representatives). It is interesting to note that the teachers do not have any interaction with the parents regarding their problems which sometimes relate to the students as well.

Q 9. What do you dislike most in the present teaching atmosphere (situation)?

Result: The students studying in the schools surveyed belong to poor families and 46% of the respondent teachers feel that they lack any interest in their studies. Lack of intellectual stimulation is said to be the cause by 22% of the sample and lack of teaching aids was pointed out by 14% of them. Only 18% felt that they disliked the absence of direct feedback mechanism for their performance.

Q 10. What is most rewarding in being a teacher?

Result: Most teachers (72%) think that the respect for their profession by the society was the most rewarding factor for a teacher. Scope of independent activity and emotional satisfaction in helping students were said to be the causes by 12% and 10% of the sample respectively. 6% even felt that less labour in good conditions was the best part of their job.

Q 11. How do you plan to improve yourself in near future?

Result: Self improvement through research is considered an option by 4% of the respondents whereas another 4% want to write good quality books and articles. 64% of the sample has no idea about future improvements while 28% want to change their jobs.

Q 12. Where do you see yourself five years from now?

Result: 14% of the sample wants to become a headmaster in near future. 18% wish to teach in some college or university but such job requires additional qualification (NET/SET clearance or Ph. D degree) which only one respondent had. On verification it was found that only 6 teachers had resigned from these 8 schools in the past three years due to the above-mentioned causes.

### INTERPRETATION OF THE FINDINGS

Most teachers choose the profession due to some benefits and perquisites associated with it. Only a few teachers choose the profession due to genuine and sincere interest towards the job. The primary reason for selecting the profession was to avoid the hassles found in other jobs. Most teachers are compelled to undertake training which is evident from the fact that they are reluctant to use the methods learnt during

training in their regular classes. On-duty paid training which is supposed to increase the self-worth or esteem of an individual is actually perceived as a threat by the teachers, who undertake training to avoid the adversities which they have to face otherwise.

Salary is one of the physiological causes in an organizational context and knowledge about the differences in salary with central government schoolteachers is a source of frustration for many teachers. Many teachers (44%), if given a choice, would like to change the salary structure of their jobs which shows their dissatisfaction towards the issue.

Most teachers are not satisfied with the quality of the students they teach and this leads them to assess their jobs as monotonous. While talking about dissatisfaction, they are mainly concerned about the working conditions and their dull jobs which are physiological factors but still occupy most of their discussions and projections.

The sample was selected from government-aided schools and the teachers were contended with their job security and payment of other benefits (provident fund, gratuity, bonus etc.) which are to be paid by the state.

There is very little direct communication between the teachers and the management and most problems are conveyed through the headmaster. The institutional policies provide the teachers with little scope of interaction with the guardians. The teachers surveyed are separated or cut-off from their employers (government/DI/managing committee) on one hand and from the guardians of the students on the other. The teachers have direct contact only with the students and their co-workers. Thus, it may be said that their third level of need (love and belongingness) is not adequately satisfied.

There are no chances of automatic/performance oriented promotion of a teacher and most teachers stagnate in their current positions. The only responsibility given to the teachers is to take their allotted classes and they are not directly accountable for the performance of the students. There is little interaction between the teachers and the parents which, if present, might lead to better motivation through direct feedback and increased social interaction with responsibility. There is no feedback mechanism to appraise the good performances of the teachers. As a result, the teachers have insufficient knowledge about their performances after years of service and their fourth level of need (esteem needs) are thus very rarely addressed in the present institutional setup.

Few teachers are willing to grow professionally. This is evident from the fact that they lack interest in research/enhancement of professional qualification. Moreover, few are willing to earn royalty from writing books. Appointment as headmaster/lecturer is the best probable alternatives available to the schoolteachers but few are found to be really ambitious to work hard and achieve such goals. Thus, it can be concluded that the fifth level of need (self-actualisation) is ignored by most teachers and they do not try to bring out the best within themselves.

## CONCLUSION

Analysing the ground realities and testing it against the five point need hierarchy model, it is observed that the teachers are mostly preoccupied in satisfying their lower order needs. It is known to all that the higher the need satisfaction of the majority in a given profession, the higher is the quality of work or the resultant product. The survey reveals that the major causes of dissatisfaction among the teachers revolves round their lower order needs like payment, working conditions, quality of students, organizational policies, monotonous job etc. A detailed analysis shows that these needs are not fully satisfied and are causes of major concern for many teachers. Many activities of the teachers are directed to stimulate the unsatisfied basic needs.

The higher order needs are rarely fulfilled or are addressed to. The feedback mechanism is ill structured and rewards are not given for good performances. Few teachers had any idea about their achievements in years of service and their future growth prospects. Again, only a negligible few are willing to work hard for any future prospects. They are contended being stagnant in their professional career. The managing committee rarely interacts directly with the teachers and even don't bother to provide appraisal

for good performances. There is no stimulation for psychological growth or enhancement of the quality of experience at the workplace.

Since the lower order needs are not satisfied, the higher order needs are less activated among most teachers which in turn affect their morality, skill and personal development. The needs of self-actualisation and esteem are rarely fulfilled or addressed to which results in frustration or dissatisfaction at work.

### LIMITATIONS OF THE STUDY

The study did reveal the state of motivational hierarchies in schools in Kolkata. However, the following limitations cannot be ruled out:

- The study was restricted within the jurisdiction of Howrah covering certain select category of schools. A better scenario and analysis could have been provided had it been carried out on a larger scale.
- Due to time and resource constraints, the study has taken into account only eight schools and 50 teachers as sample which is considerably small when compared to the total population.
- The presumption that every teacher has perfect knowledge about all the questions asked during the survey is not always true. Many were also hesitant to speak against the management on a few issues.

However, in spite of above-mentioned limitations, the importance of the present study cannot be overlooked. The issue is far from being transparent but the present study has made an honest effort to fulfil its objectives

### REFERENCES

1. Ivancevich, J. M., Szilagyi, A. D. and Wallace, M. J. (1977): Motivation and Performance, Santa Monica, Goodyear Publishing Co., CA.
2. Maslow, A. (1943): A Theory of Human Motivation, Psychological Review 50, 370-396.
3. Maslow, A. H. (1954): Motivation and Personality, Harper and Row, New York.
4. Maslow, A. (1970): Motivation and Personality (2<sup>nd</sup> Edition), Harper and Row, New York, 53 – 54.
5. Pareek, U. (1974): A Conceptual Model of Work Motivation, Indian Journal of Industrial Relations 10 (1), 15 – 31.
6. Pintrich, P. R., Marx, R. W. and Boyle, R. A. (1993): Beyond Cold Conceptual Change: The Role of Motivational Beliefs and Classroom Contextual Factors in the Process of Conceptual Change, Review of Educational Research 63, 167 – 199.
7. Weiner, B. (1990): History of Motivational Research in Education, Journal of Educational Psychology 82 (4), 616 – 622.

### ANNEXURE

Results of the survey		
	N=50	Percentage (x/N*100)
<b>Q 1. What motivated you to choose this job?</b>		
a. Government job with high security	29	58%
b. Good salary and pension	14	28%
c. Interesting and challenging work	2	4%
d. Interest in teaching and students	5	10%
<b>Q 2. Why did you undertake training (the B. Ed course)?</b>		
a. Threat to increments	34	68%
b. To become a better teacher	3	6%
c. To enjoy 1 year of paid leave	4	8%
d. To learn new ways of teaching	9	18%
<b>Q 3. Do you apply the methods learnt during training in your classrooms?</b>		



a. Yes	2	4%
b. No	37	54%
c. Sometimes	21	42%
d. Did not answer	0	0%
<b>Q 4. Are you paid at par with central government teachers?</b>		
a. Yes	0	0%
b. No	47	94%
c. Do not know	3	6%
d. Did not answer	0	0%
<b>Q 5. What is the secondary source of income available to you?</b>		
a. Tuition	24	48%
b. Royalty from books	2	4%
c. Investments and shares	15	30%
d. Property/other side business	9	18%
<b>Q 6. What do you dislike in your job?</b>		
a. Dull and monotonous	19	38%
b. Performance not rewarded	6	12%
c. No scope for growth	4	8%
d. The working conditions	21	42%
<b>Q 7. What would you change in your job if you are given a choice?</b>		
a. The salary structure	22	44%
b. Teaching-learning policy	5	10%
c. Interpersonal relationships	8	16%
d. The working conditions	15	30%
<b>Q 8. How do you communicate your problems to the management?</b>		
a. Through the headmaster	26	52%
b. Through the teacher representatives	18	36%
c. Through the parents	0	0%
d. Talk personally	6	12%
<b>Q 9. What do you dislike most in the present teaching situation?</b>		
a. Lack of intellectual stimulation	11	22%
b. Lack of student interest	23	46%
c. Lack of proper feedback for performance	9	18%
d. Lack of teaching aids	7	14%
<b>Q 10. What is most rewarding in being a teacher?</b>		
a. Emotional satisfaction in helping the students	5	10%
b. Less laborious work in good working conditions	3	6%
c. Scope of independent activity without constant supervision	6	12%
d. Respect and regard from the society	36	72%
<b>Q 11. How do you plan to improve yourself in near future?</b>		
a. Write books and articles	2	4%

b. Go for research	2	4%
c. Shift to a more rewarding job	14	28%
d. Have not planned yet	32	64%
<b>Q 12. Where do you see yourself five years from now?</b>		
a. In the headmaster's chair	7	14%
b. Teaching in some college or university	9	18%
c. Serving as teacher in this institution	19	38%
d. I have not yet decided	15	30%