

The Investigation of Job Motivation of Secondary School Teachers: A Cross-Sectional Study

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Abstract

Background: Teachers' motivation towards their jobs is one of the major challenges in educational systems. The purpose of this study was to investigate the motivation of teachers towards their job.

Methods: This is a cross-sectional study. The participants consisted of all teachers of secondary school of Bandar Lengeh city in 2016. The sample size of the study was 45 for teachers. The teachers were recruited through census sampling. Data were collected using the Hackman and Oldham's Job Motivation Questionnaire. The data were analyzed by descriptive and inferential statistics using SPSS 25 software.

Results: Of the 45 teachers, 41 (92%) were married and 4 (8%) were single; also, 29 subjects (64%) were males. The majority of teachers were (no: 19, 43%) between the ages of 31 and 40 years. 64% of the teachers had a bachelor's degree. 18% of them had low job motivation, 44% had moderate and 38% had high job motivation. The results of the T-test did not show a statistically significant difference between the teachers of public and gifted students schools ($P > 0.05$).

Conclusion: The results of the study show that the teachers' job motivation is important in their productivity. It is suggested that targeted and effective programs should be implemented to promote the mental health of this important group of society.

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Introduction

Secondary school is a critical period in terms of puberty features such as identity and independence, and extensive cognitive and physical changes, especially in girls. It can be claimed that adolescent girls' health has a particular importance during this period.¹ Lack of attention to the needs of students during adolescence causes psychological problems with long-term consequences in their lives, and it reduces the productive capacity and safety of societies, so paying attention to their psychological well-being is recommended.²

Teachers have a unique role in influencing students by having daily access to a large number of them.³ Teachers are one of the most influential people in a student's life because they can contribute to the students' physical, mental and spiritual health. They always strive to foster basic skills, thinking processes, healthy habits, positive attitudes, value-building, good judgment, and the abilities of students in any psychosocial environment. Therefore, effective education is the result of teacher effectiveness, and school influence is directly or indirectly related to teacher effectiveness,⁴ so teachers need to be motivated to perform well in their work.⁵

In the area of teacher competence and professional development, teachers' motivation is of great importance, suggesting that job motivation is even more important than professional competence in teaching and learning students.⁶ Çağrı San and Tok stated that people with a job motivation had a strong commitment to the organization, and they had an exciting and energetic approach to work, volunteerism, and discipline.⁷ As a result, job motivation can be said to be a very powerful factor that can be used to measure the abilities and determine the organization's orientation to perform well.⁸

Teachers are confronted with a variety of stressful resources from the school and from students and community that can negatively affect their job motivation, and the role of school administrators in promoting organizational behaviors and consequently teachers' job motivation is of particular importance.⁹ The purpose of this study was to investigate the motivation of teachers towards their job.

Methods

The present cross-sectional study is applied based on its purpose, descriptive in terms of method, and survey research in terms of the data collection method. The study design was approved by the research committee of Islamic Azad University of Bandar Lengeh Branch (code: 269206349522018). The statistical population of this study included all secondary school teachers of secondary school students in Bandar Lengeh city year 2016. Samples were selected by census method. The researchers visited the schools after obtaining the necessary permits and after explaining the method and purpose of the study and ensuring the confidentiality of the information, written consent was obtained from the teachers and the study questionnaires were distributed among them. The data were analyzed by SPSS 25 software. The following questionnaires were used for data collection:

1- Job motivation questionnaire: This questionnaire was developed by Hackman and Oldham to examine the attitudes of the employees towards their current job in the organization. The questionnaire consists of five core job dimensions including autonomy, feedback, skill variety, task identity, and task significance. This questionnaire consists of 15 questions, each scored on a seven-point Likert scale ranging from 1 to 7 (strongly disagree=1 to strongly agree=7). The minimum score of this questionnaire is 15 and the maximum is 105.⁹ After the validity of the questionnaire was confirmed by factor analysis, its reliability was estimated by Cronbach's alpha coefficient of 0.86.¹⁰

Descriptive statistics were used to examine the demographic characteristics of the participants and inferential statistics were used to test study hypotheses.

Results

Forty-five secondary school teachers in Bandar Lengeh filled out the questionnaires, comprising 29 (64%) males and 16 (36%) females. Of the 45 teachers, 41 (92%) were married and 4 (8%) were single; also, 29 (64%) were males. The majority of the teachers (no: 19, 43%) were between the ages of 31 and 40 years. The frequency distribution of the age group of teachers is shown in Table 1. Most teachers had a bachelor's degree (29=64%) and 16 (36%) had a master's degree. 25 teachers (55%) and 20 teachers (45%) have been teaching in public and gifted students schools, respectively.

Table 1: The frequency distribution of the age group of teachers

Variable	Teachers' age group	
	Frequency	Percent
21-30 year	10	23.0
31-40 year	19	43.0
41 year and upper	16	34.0
Total	45	100

The length of the employment of teachers ranged from 11 to 20 years with 21 (46%), 21 to 30 with 14 (32%) and 1 to 10 years with 10 (22%). Frequency distribution of teachers' job motivation is presented in Table 2. According to the frequency distribution table, 18% of the teachers had low job motivation, 44% had moderate and 38% had high job motivation. Frequency distribution of teachers' job motivation dimensions is shown in Table 3. Comparison of teachers' job motivation between public and gifted students schools is shown in Table 4. According to this Table, there is no significant difference between the two groups of secondary school teachers in public and gifted students schools in terms of job motivation ($P>0.05$).

Discussion

Results of the current study showed that 18% of teachers

Table 2: Frequency distribution of teachers' job motivation

Variable	Teachers' job motivation Mean (SD*)=59.7±13.30
Low, n (%)	8 (18.0%)
Moderate, n (%)	20 (44.0%)
High, n (%)	17 (38.0%)
Total, n (%)	45 (100.0%)

*Standard Deviation (SD)

Table 3: Frequency distribution of teachers' job motivation dimensions

Variable	Teachers' job motivation Mean (SD*)
Diversity of skills	11.70±2.50
Job identity	11.80±3.10
Job importance	11.90±2.80
Job independence	12.30±2.60
Job feedback	11.90±2.70

*Standard Deviation (SD)

Table 4: Comparison of teachers' job motivation between public and magnet schools

Variables	Independent samples T-Test						
	Frequency	Mean	Std. Deviation	Std. Error Mean	t	df	P value
Public school	25	58.90	14.10	2.824	0.440	43	0.662
Gifted students school	20	60.70	12.60	2.828			

had low job motivation, 44% had moderate, and 38% had high job motivation. In this regard, this finding is in the same line with the results of the studies of Davoodi et al.,¹¹ Moltafet and Khaier¹² and Kazemi.¹³ Also, Takasi and colleagues in their research found that job motivation can make teachers more productive.¹⁴

A study by Nyam and West, on psychosocial and motivational factors for teacher motivation, conducted on 50 public and private teachers in Nigeria showed that 80 percent of teachers entered the teaching profession because they had only one job to do and most tended to be just a teacher instead of a professional teacher. In this study, 70% of teachers had low job satisfaction. The researchers suggested that the school system should prioritize teacher motivation because promoting the students' learning is a result of increased teacher motivation.¹⁵

Khorshidi and colleagues study also showed that paying attention to the motivation of teachers to achieve school goals is of importance. They also found the organizational conditions important in improving teachers' motivation.¹⁶ Also, in a study, Bryaji and Nami found that there was a significant positive relationship between leadership, job resources and skill diversity with job motivation.¹⁷ Davoodi et al. also reached a similar conclusion.¹¹

In a study examining the psychological needs, motivation, and independence of teachers, researchers stated that if motivational need and job satisfaction were motivated in teachers, they would be more independent in their education and supportive-independence educational strategies such as listening to students' perspectives, use logical solutions to learning activities and provide time for students to solve their own problems. This action adds to the diversity of teachers' educational skills that will have a positive and direct impact on the students' mental well-being.^{18, 19}

Factors such as overwork, low pay, low teacher status in the community, too many students in the classroom, and extracurricular tasks cause dissatisfaction and reduce the importance of teachers. Most schools are faced with a crisis of teacher motivation that has bad consequences for the whole community. Therefore, organizations and managers should continually focus on encouraging, enhancing and promoting the importance and motivation of teachers, especially in developing countries where such factors are less addressed.⁵

Conclusion

In explaining the results of this study, it can be said that considering the needs and motivational factors of teachers and also their individual differences can help to improve their job satisfaction. Any failure and neglect will reduce the abilities of this important segment of the society, thus slowing the progress in the society. Thus, since many mental health problems of teachers are preventable, and despite efforts in the education system, there are still no integrated programs for teachers to promote mental health and job motivation and its dimensions. Therefore, it is recommended that appropriate policies and educational programs should be adopted in the Ministry of Education as well as in schools to promote mental health and job motivation for teachers.

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Conflict of Interest: None declared.

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