



## A STUDY ON THE FACTORS THAT INFLUENCE TEACHERS' JOB SATISFACTION AND MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN CHIBOMBO DISTRICT, ZAMBIA: A CASE STUDY OF SHIFWANKHUILA AND MOOMBA SECONDARY SCHOOL

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### ABSTRACT

The main objective of the study was to conduct an in-depth analysis of the factors that influence teacher job satisfaction and motivation at the Secondary school level in Zambia. A descriptive research design was adopted for this study as it accurately portrays the characteristics of the phenomenon. The Universe for the study was all the teachers from Moomba and Shifwankhula secondary schools and a total of 50 respondents were selected using simple random sampling. Data collection was done through semi structured questionnaire and the collected data was analyzed using SPSS.

The study results showed high levels of satisfaction with their abilities. There are a number of factors that have been found to contribute to teacher job satisfaction amongst the two secondary school and these are salary, promotion opportunities, Job grading systems and professional development activities. In terms of motivation it was found out that salary, relationship with Students, Administrative factors, nature of work, recognition and rewards systems, Promotion opportunities and relationship with colleagues are the major factors contributing to staff motivation.

**Key words:** Teacher, Motivation, Satisfaction, Factors

### 1.0 BACKGROUND OF THE STUDY

Education is a very important aspect for both human and national development of any country. Through education the potential of the human capital resources is enabled to contribute positively to the development of their country. Teachers are the most important professionals for any nation's development worldwide as without a teacher the national and global development goals will not be achieved. In order for teachers to effectively contribute towards any nation's development they need to be highly motivated and satisfied with their work as a satisfied and highly motivated teacher produces their best output at all times. Motivation is one of the forces that determine one's job performance. Mertler defined motivation as the desire to achieve a goal or a certain performance level, leading to goal-directed behavior. Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are, generally more productive and can influence students' achievement (Mertler, 1992).

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Finally, environmental factors such as having the resources, information, and support one needs to perform well are critical to determine performance. Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are, generally more productive and can influence students' achievement (Mertler, 1992). However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

## **2.0 STATEMENT OF THE PROBLEM**

Teacher motivation is a major determinant of job performance in secondary schools in Zambia. Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching —crisis proportions as today's technological society is undergoing fundamental changes. They added that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is very evident that currently there are minimal levels of job satisfaction and motivation among teachers in most public secondary in Zambia. Motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (1997), inadequate motivation among teachers has been manifested in teacher's unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Therefore there is great need to understand the factors that contributes to improved teacher motivation in Zambia.

## **3.0 OBJECTIVES**

### **3.1 General Objective**

To examine the factors that influence teacher job satisfaction and motivation at the Secondary school level in Lusaka

### **3.2 Specific Objectives**

- i) To identify factors that lead to teacher's job satisfaction in public secondary schools.
- ii) To identify factors that lead to job motivation amongst teacher in public secondary schools.
- iii) To assess the effectiveness of the current teacher motivation strategies in public secondary schools
- iv) To conduct a comparative analysis of job satisfaction and motivational factors amongst the two public secondary schools

## **4.0 SIGNIFICANCE OF THE STUDY**

The study is important as it will provide an insight on the factors that influence teachers' motivation and job performance in selected secondary. The study results will be very important to Government and other stakeholders within the Education sector as it will provide some insights on the factors that affect teacher motivation and job performance and will help the policy makers and administrators on how they can motivate teachers. Finally the study is very significant as it will contribute to the much needed body of knowledge on the factors affecting teacher motivation and job performance in Zambia

## 5.0 RESEARCH METHODOLOGY

A descriptive research design was adopted for this study as it accurately portrays the characteristics of the phenomenon. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. The Universe for the study was all the teachers from Moomba and Shifwankhula secondary schools and a total of 50 teachers were selected using simple random sampling. Data collection was done through semi structured questionnaire and the collected data was analyzed using Statistical Package for Social Sciences (SPSS)

## 6.0 KEY FINDINGS, CONCLUSIONS AND RECOMEMNDATIONS

### 6.1 General Information

In terms of academic qualifications, the study results shows that 20% are having grade 12, 64% are having a degree with Education, 8% are having degree without education and 8% are having a Master's degree. Furthermore in terms of teaching experience 38% were having between 1-5yrs, 20% had 6-10 years, 26% had 11-15 years, 8% had 16-20yrs and 8% had above 21years of experience. In terms of duration that they have been teaching at the current school 66% indicated between 1 to 5 years, 30% between 6-10 years and 4% 11-15 years.

### 6.2 Factors contributing to teacher's job satisfaction in public secondary schools

From the study findings it shows that 70% reported that they are satisfied and 30% reported that they are not satisfied. In addition 80% reported that they are teaching with full satisfaction while 20% reported that they are not teaching with full satisfaction. This shows high levels of satisfaction amongst the teachers. In terms of abilities as a teacher 96 reported that they are satisfied and 4% reported that they are not satisfied with their abilities as a teacher.

There are a number of factors that have been found to contribute to teacher job satisfaction amongst the two secondary schools. From the F values it can be concluded that the major factors affecting teacher job satisfaction are Salary ( F- 2.643) , promotion opportunities (2.401) , Job grading systems ( F-2.534) and professional development activities (F- 2.770). These factors are followed by student's achievement, ICT facilities, Opportunities to pursue advanced degrees and Status of teaching in society. The other remaining factors also contribute to teacher satisfaction but not to a great extent.

### 6.3 Factors that lead to job motivation amongst teacher in public secondary schools

Staff motivation is an important element for the successful delivery of lessons by teachers. According whether they are motivated with their job 48% reported that they are motivated with the job while 52% reported that they are not motivated and this shows that more than half of the teachers are not motivated with their job. From the Anova test conducted it can be concluded that salary (F-4.119), Relationship with Students (F-1.97) , Administrative factors (F-1,281), nature of work (F-4.291), recognition and rewards systems (F-1.418) , Promotion opportunities( F 3.245) and relationship with colleagues (F 1.862) are the major factors contributing to staff motivation

### 6.4 Comparative analysis of job satisfaction and motivational factors amongst the two public secondary schools

As identified above there are many factors that are affecting teacher motivation and satisfaction therefore in this context the researcher's focus is on conducting a comparative analysis factors on the top four factors that are affecting teacher satisfaction and motivation in the two schools. The three factors affecting teacher job satisfaction are salary, Promotion

opportunities, job grading system and Professional development opportunities while the top four factors affecting teacher motivation are salary, other staff members, promotion opportunities and nature of work. The analysis is presented using the cross tabulation below

#### **6.4.1 Satisfaction factors**

According to the cross tabulation it shows that In Shifwankhula Secondary school the in relation to salary satisfaction, highest number of respondents which is 44 indicated that they are satisfied with the salary while in Moomba 40% reported that they are neutral

according to the cross tabulation on promotional opportunities it shows that In Shifwankhula Secondary school the in relation to promotional opportunities, highest number of respondents which is 36 indicated that they are neutral and the same applies to Moomba 4 where 360% reported that they are neutral.

According to the cross tabulation on satisfaction with job grading system' it shows that In Shifwankhula Secondary school in relation to job grading system , highest number of respondents which is 36 indicated that they are extremely satisfied and in Moomba 4 where 48% reported that they are neutral.

According to the cross tabulation on satisfaction with professional development opportunities it shows that In Shifwankhula Secondary school in relation to professional development opportunities, highest number of respondents which is 36 indicated that they are extremely satisfied and in Moomba where 28% reported that they are satisfied

#### **6.4.2 Motivational factors**

According to the cross tabulation on motivation with job salary it shows that In Shifwankhula Secondary school in relation to motivation with salary, highest number of respondents which is 48 indicated that the salary is not motivating to them and in Moomba where 44% reported that they are neutral.

According to the cross tabulation above on motivation with nature of work it shows that In Shifwankhula Secondary school in relation to nature of work , highest number of respondents which is 36 indicated that they are neutral and in Moomba 36% reported that they are neutral and other 36% reported that's its motivating.

According to the cross tabulation on motivation with other staff members it shows that In Shifwankhula Secondary school in relation to motivation with other staff members , highest number of respondents which is 40 indicated that they are neutral and in Moomba where 56% reported that they are neutral.

According to the cross tabulation on motivation with promotion opportunities it shows that in Shifwankhula Secondary school in relation to promotion opportunities, highest number of respondents which is 40% indicated that they are neutral and in Moomba where 40% reported that they are also neutral.

#### **6.5 The effectiveness of the current teacher motivation strategies in public secondary schools**

From the study it has been found out that the school engages on a number of strategies in order to improve teacher job satisfaction and motivation however it has been noted that the challenge that the schools are facing are that most of the factors that have a highest impact on teacher job satisfaction and motivation such and salary, promotional opportunities and job

grading system are not under the control of the head teachers. There this is having a negative impact on teacher job satisfaction and motivation

## 6.6 CONCLUSION AND RECOMMENDATIONS

There are a number of factors that affect teacher motivation and job satisfaction. However, it has been found out that the major factors affecting teacher satisfaction and motivation includes salary, promotional opportunities, and nature of work, job grading system and relationship with other staff members. The table and figure 4.10 shows the distribution of respondents according to if they want to go for another profession and their results show that 36% reported yes and 64% reported No

In view of this the researcher makes the following recommendations:

- Government should improve the salary of teachers so that the teachers are well motivated
- There should be deliberate efforts for teachers to be given opportunity to participate in professional development activities
- Efforts need to be undertaken to strengthen the team of the staff members as it has been found that relationship with other staff members do have a very strong bearing on teacher job satisfaction and motivation

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