

Teacher Job Satisfaction and Motivation in Public Schools of Balochistan

Social Sciences

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Abstract

The study explores the motivation and job satisfaction among the public school teachers of Balochistan. The study illustrates the dismal conditions of school education in Balochistan and the different theories of motivation. A survey was conducted to find out the overall motivation and job satisfaction of school teachers in Quetta. The study ascribes to the view that school teachers in Balochistan are motivated by extrinsic factors instead of intrinsic factors. The study will be useful to find the shortcomings in teacher's level of job satisfaction and motivation as teachers are the most important group of professionals for our nation's future.

Keywords: *Enrolment, Absentee, self-actualization, physiological, accountability, extrinsic, intrinsic*

An Overview of Education and teachers motivation in Balochistan

Historically Balochistan has remained backward in education because permanent settlements were not many and a section of the population led a nomadic and semi-nomadic life. Most of the people lived in small hamlets and settlements and because of vastness of area, population was scattered. With the passage of time, some towns did grow and schools were established there. But in most of the areas, children had no access to formal schooling. What the children could read was the Arabic Qaeda and Quran (Nazerah) and sometimes Persian texts under the supervision of Mosque 'Mulla' (religious cleric). Before partition there were very few schools in some specific towns.

After partition in 1947, the successive governments did not prioritize education and the growth of schools in Balochistan was also creeping. In the

1960's, the educational institutions in Balochistan, though not large in numbers, were not far behind in their standards from the other educational institutions in the country. In the 1970's many colleges were opened in districts but the standard and quality of education started deteriorating and are now on the verge of collapse.

According to Akmal Hussain (2003) quoted in the publication FAO projects: USAID/Pakistan Nov. 2007, "Balochistan fares very bad in Human Development Index (HDI). The 2002 HDI concluded that Balochistan had the lowest literacy rate, the lowest school enrolment ratio, the lowest immunization ratio, the second lowest per-capita GDP, the lowest educational attainment index relative to other provinces".

Both the quantity and quality of education in the province is dismal. The province's vast spaces are home to only 5 percent of Pakistan's total population and the educational standard is very low; the best and undoubtedly inflated estimates put literacy as barely 24 percent, with female literacy at an astonishingly low 5 % (Cohen, 2004, p.220)

The literacy rate among rural women in Balochistan is bleaker. It is estimated that less than 2% of rural female in Balochistan are literate. (Anwar, 2014) Out of over 12000 schools in 32 districts of Balochistan only 3,400 schools are for females. (Pakistan daily, 2013)

The low literacy rate coupled with poor quality of education has retarded the human resource development of the province very badly. The following table shows a glimpse of the number of educational institutions/enrolment and number of teachers in Balochistan during 2008.

	Institutions			Enrolment			Teachers		
	Boys	Girls	Total	Boys	Girls	Total	Male	Female	Total
Primary/Middle/ Secondary (Public)	8,517	3,269	11,786	693,672	450,994	1,154,646	29730	12900	42,650
Private Schools				1,58,083	81,917	240,000			

Source: Education Deptt. Govt. Of Balochistan

According to and Education Department source: there are 5960 single teachers for schools with an enrolment of 211856 students. Further, there are 513 shelter less schools. The number of school age children (3-14) in the province is 3,078,247 and out of these children only 37.17% are enrolled while 62.83% children are out of school. On average there is only one middle school for 13 primary schools while normally there should have been one middle school for 4-5 primary schools.

The above figures indicate that the number of educational institutions is very less and not well spread over in the province and in consequence thereof enrolment in schools is very less. According to an estimate, there are a total of 15,000 settlements in Balochistan, out of these settlements, 7000 are equipped with the schools of formal education sector. (Haider, 2004, p-176)

This indicates that schools in Balochistan province are scarce and not sufficient. Population is scattered and live in small settlements, therefore, establishing and maintaining schools is difficult and costly and is a much difficult task.

Teaching in Schools

Unfortunately we find that most of the school teachers in Balochistan lack job satisfaction and motivation. It is said that a large number of teachers of the present day have no interest in their profession but they continue in the profession as mechanical wage earners. (Rao, 2003). Teachers are arguably the most important group of professionals for our nation's future. Therefore it is disturbing to find that many of today's teachers are dissatisfied with their jobs. (Bishay, 1996)

A common malaise for which there is a lot of complaint is the absentee teachers. The situation is worst in 'single teacher schools' where the entire school gets closed when the teacher is absent. It is a big challenge for education department and local community at large. Education management is weak and the community is not sensitized enough to care about the loss of education and absentee teachers. The absenteeism of teachers has developed into a culture in rural areas of Balochistan. There is no monitoring system to check these practices (Haider, 2004.p.176). Finland and South Korea have the world's highest achieving high school students- thanks in large part to a focus on teachers: improving their selection, upgrading their training and concentrating on how they can best help individual students keep up. (Theil, 2009, p-37)

One can ask in these desperate situations that what are the causes of this teacher's dissatisfaction. How can one find these elusive and hard to find attributes like job satisfaction and motivation?

As a whole to root out the ills in school education is a Herculean task for which the government in Balochistan will need huge funds and sincere efforts. More primary and middle school are required to be opened in remote areas so the children both boys and girls could have access to basic education. Above all, the existing schools have to be revamped and the absenteeism of teachers have to be clamped down. Since the teachers have to pay a pivotal role in the success of a school therefore they should be well

acquainted with the concept of motivation and job satisfaction which can be elaborated as under

Motivation

Motivation plays a crucial role in increasing the level of teacher's job satisfaction. Motivation is a need or desire that serves to energize behavior and to direct it toward a goal. (Myers, 1993, p.270) Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something (Hammer, 2001, p.98)

Job Satisfaction

Satisfaction with teaching as a career is an important issue since it ultimately effects student achievement. Job satisfaction is the collection of feelings and beliefs that people have about their current job. (Njiru, 2014. p.175). Job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work (Rao, 2003.). Job satisfaction is a feeling with describes how content or discontent a person is with the job he/she does.

Theories of Motivation

(1) Maslow's Hierarchy of Needs

Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are (i) physiological needs (ii) safety or security needs (iii) social and belonging or affiliation needs (iv) self-esteem, ego or status needs and (v) the needs for self actualization.

(2) David McClelland

David McClelland identified three basic types of motivating needs present in people,

- (i) Need for achievement- where this is high then people have an intense desire to succeed and an equally intense fear of failure.
- (ii) Need for Affiliation - Where this is high people tend to seek acceptance by others, need to feel loved and are concerned with maintaining present social relationships.
- (iii) Need for power – people with a high need for power seek opportunities to influence and control others, seek leadership positions and are often articulate, outspoken and stubborn.

(3) ERG Theory

ERG theory of Clayton Alderfer is a modification of Maslow's hierarchy of needs. Alderfer proposed that basic human needs may be grouped under three categories, namely, Existence, Relatedness and Growth. Existence needs correspond to Maslow's physiological and safety needs, relatedness corresponds to social needs and growth refers to Maslow's esteem and self actualization.

(4) The Need for Social Respect

In 1979, Rom Harre argued that obtaining social respect from others is an important and much under-researched, human motivator. If we look at how people interact, it is possible to argue that it's the most important motivator of all: people want to be acknowledged and respected. Harre argued that it is more important for people to avoid being laughed at or made to look ridiculous than almost anything else. (Hayes, 1994, p.436)

(5) Two Factor Theory

In 1959, Herzberg published his Two Factor Theory, which builds on Maslow's work. The Two Factor Theory states that satisfaction and psychological growth are the result of two categories of motivation, which Herzberg called hygiene factors and motivator factors. Herzberg stated that people first seek to satisfy hygiene factors, such as safety, status, working conditions and so forth, before they can or will be driven by motivators such as achievement, advancement and increased responsibility. (Arneson, 2010, p.100)

Intrinsic and Extrinsic Motivation

Motivation to engage in an activity for its own sake, in the absence of external reward, is called intrinsic motivation. (Zimbardo & Weber, 1997, p.325) Intrinsic motivation is the ultimate goal in education at every level. Students who love what they are doing and who learn for the sake of learning are said to be intrinsically motivated. (Krause et al, 2003, p.220)

Extrinsic motivation is motivation to engage in an activity for some external consequence. In extrinsic motivation, behavior is useful for obtaining something else. (Zimbardo & Weber, 1997, p.325)

Methodology

The study explores the job satisfaction and motivation among high school teachers in Quetta. A survey research design was used in this study to find out the job satisfaction and motivation among school teachers. The study was conducted in Quetta city with a sample of three schools of differing

characteristics. The questionnaire was distributed to 39 class teachers to get information on years of experience, age, gender and overall job satisfaction and motivation. The subjects were asked to respond to a six-point scale ranging from highly unmotivating to highly motivating. All the necessary data was collected and analyzed for correct interpretation of the results.

Research findings

The findings reveal that teachers found the following factors as motivating and demotivating.

Motivational Factors	Demotivational factors
Recognition and receiving praise Salary Job security Status e.g professional status of teaching Improvement in students learning	Poor working conditions Work itself e.g aspects associated with teaching Supervision by superiors Sense of accountability

Factors that increase or decrease motivation

Table 1

		Percentage	No. of teachers
1	Job security	59%	23
2	Working conditions	44%	17
3	Status, status of teaching	41%	16

Table 1 point out the factors that teachers considered to be highly motivating. Teachers value job security as a one of the basic tenets of job satisfaction. In Balochistan we find that public school teachers are basically secure in their jobs. However, the working conditions of majority of schools are dismal and most of the schools lack basic amenities like furniture, and basic sanitation. The profession of a teacher lacks the same amount of status as that of a doctor or other government professions.

Table 2

		Percentage	No. of teachers
1	Work itself, aspects associated with tasks of teaching	31%	12
2	Supervision by superiors	21%	08
3	Sense of accountability	18%	07

Table 2 points out that teachers find the interference by supervisors and being accountable as highly un motivating factors. The disturbing fact is that teachers do not find their daily work as motivating and there seems to be disconnect between the teachers and his work.

Conclusions

We find that teachers in Balochistan are extrinsically motivated rather than intrinsically i.e salary, status of teaching, job security etc. It is a universal motivator that people want to be acknowledged, noticed and respected. But unless one looks for intrinsic factors in work, one cannot be truly satisfied and motivated. Work too, can be intrinsically motivated when an individual is deeply interested in the job to be done (Zimbardo & Weber, 1997, p.325).

Any work can be interesting and meaningful when we look upon it as so. True job satisfaction is derived from the gratification of higher-order needs, ‘social relations, esteem and actualization’ rather than lower order needs. (Bishay, 1996, p.147) While we cannot deny the existence of extrinsic factors in motivation of teachers, but even in the most desperate circumstances one can find job satisfaction. Everything can be taken from a man but one thing; the last of human freedoms- to choose one’s attitude in any given set of circumstances, to choose one’s own way. (Frankl, 1992, p.55) Nothing can rob a man of the happiness of successful achievement in an important piece of work, unless it be the proof that all his work was bad. (Russell, 1968, p.138)

Balochistan needs high-quality teachers since it lags far behind other provinces in education. It will be a difficult task to remove all the shortcomings in the education sector by the officials as education has suffered years of neglect in the province. In these strenuous circumstances teachers have to look at their job at a much profound level. Without self-respect genuine happiness is scarcely possible. And the man who is ashamed of his work can hardly achieve self-respect. (Russell, 1968, p.139)

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