Factors Affecting to Demotivation of Teachers and Their Work Productivity at Secondary Schools

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Abstract

Individual and organizational performance is crucially dependent on staff or members' motivation. A very competent and well-trained team member can not work efficiently until they are motivated to do so. Research into teacher motivation is restricted both globally. Rises in student enrollment, attendance statistics, and delivery of noon meals do not reflect the accurate image of our country's school system's condition. High dropout rates from secondary to higher-level education, the blame for that lies with the educators, who are demotivated and disheartened due to lack of parental collaboration and administrative inequality. The study investigates the productivity deviations based on demotivating factors for teachers at secondary schools. Demotivational factors such as personal variables, parental collaboration, administration, infrastructure, student performance, and behavior impact teachers' efficiency at secondary schools. To meet study objectives, secondary data (structured interviews, questionnaire, profile form) were collected from the literature review of both kinds, qualitative and quantitative, to evaluate the effects of such demotivational factors on teachers' performance. Descriptive data from the case studies analyzed and its relatedness is being compared with the prominent motivational theories. It's been concluded that parental collaboration, school administration, and infrastructure affect a lot more significant than the personal attributes and profile form. Studies elaborated that the primary cause of teachers' demotivation is parents and administration. These demotivating variables reduce the average success of the instructor, which also influences the student scoring. It is advocated for parents and administrators to provide educators with a productive workforce in which they can deal with their challenges.

Keywords: Demotivation factors; Teachers Efficiency; Teachers Productivity; Demotivation.

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1. Introduction

Improving education system is fundamental priority for nations, this includes learning about individuals of every age group, cast, creed, faith and area during their lives. It is the process of intelligence, principles, talents, convictions, and spiritual behaviors being attained. Improving teacher and student performance is key to make better education system. It helps an individual in life to learn awareness and raise the degree of trust. For the future of our country, teachers are arguably the most significant category of practitioners. It plays a major role both in our professional creation and in our personal growth. There is no limitation; persons of any age category may access education at any time. It encourages one to differentiate between positive and poor stuff. The present research study is aimed on determine the underlying factor that effects demotivate the teachers to give their peek performance. The research highlights possible underpinnings that can damage the whole academic setup leading towards a dark end for students as well as nation. Absolute conclusions and recommendations are made by reviewing the already existing literature.

2. Research aim

This study aimed at determining the factors affecting the demotivation and work productivity of secondary school teachers.

2.1 Research issue

The encouragement of teachers plays a major role in the pursuit of quality in teaching and learning. In addition, inspired teachers are most inclined to inspire students to succeed in the classroom, to ensure that curriculum changes are introduced and feelings of happiness and accomplishment are implemented. Although the commitment of teachers is central to the continuum of teaching and learning, many teachers are not strongly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation was therefore necessary to achieve the educational goals in every learning institution. Teacher motivation and demotivation determines the student's academic performance. However, demotivation leading to poor student performance is increasing day by day. According to Gullatt and Bennet in 1995, motivated teachers' need is rising in this technological society undertaking major changes. Furthermore, a motivated teacher is considered the pillar to enhance its effectiveness [1]. On the other hand, demotivation in teachers results in unwillingness in school activities, unregularity, and unpunctuality, leading to poor performance [2]. That's why it is important to identify and evaluate the factors that are demotivating secondary school teachers. Different factors such as work environment and salary package of teachers are perceived to be the demotivation causes. However, there are some factors that still need to be identified and addressed. The purpose of this research is to identify the factors that are affecting the teacher's demotivation and work productivity in secondary schools.

Research questions

What are the factors that affect teachers' dissatisfaction?

Does the teacher's demotivation effects the teachers work productivity in secondary schools?

Does the salary package has a significant effect on the teachers' demotivation in secondary schools?

Does working condition affect the teachers' demotivation in secondary schools?

3. Literature Review

The literature review section outlines different demotivating factors for secondary school teachers explained in the early researches. The investigator studied numerous literature on the variables affecting the demotivation of workers. In terms of the impact of job satisfaction on the motivation of teachers, wages, perceived fairness of the promotion method, nature of working conditions, social interactions, leadership and the job itself have been shown to influence employee job satisfaction. With regard to the impact of the compensation system on teacher motivation, it was noticed that the boss's misappreciation, less salary, no incentives, and the management of awkward activities and parents impact teacher motivation Training and growth of teachers has also been shown to influence their motivation, as training is shown to be associated with efficiency and retention. Lower attrition rates can be encountered by companies with robust training opportunities. On the considerations of the job situation, it was observed that the structure of the workplace and the provision of teaching and learning tools impact the commitment of students. Therefore, this research is aimed at figuring out other influences that affect the motivation of teachers in public secondary schools.

What is demotivation?

Different analysts have defined demotivation in different manners. For instance, according to Dörnyei & Ushioda (2013), demotivation is a certain external force that will reduce or diminish the motivational basis to perform uninterrupted work. Further, according to them, some factors are not responsible for demotivation that are (i) interest loss, (ii) stronger diversions and more appealing options or (iii) internal deliberation progressions without the specific external triggers influence [3]. Besides external factors, some internal factors can also be the reason for the demotivation. These demotivating factors are negative attitudes and decreased self-confidence [4]. The level of motivation begins to go down after recruitment, and the worker learns the tricks of the trade. This is the stage when the worker is not really motivated, but continues to do just enough to have no reason for the employer to fire him. Most individuals in organizations fall into this third stage. This stage is detrimental to growth. His productivity is marginal. He makes fun of the performers that are good. He is not receptive to new ideas and resists change. The demotivating factors can be the reason for the poor performance of secondary school teachers. According to Herzberg in1966, certain conditions can motivate or demotivate the employees that would have either a positive or negative effect on employee performance [5]. The demotivating factors leading to employee's poor performance can be inadequate salary and other benefits, problems related to curriculum, working conditions, problems related to colleagues and school administrator and the problems related to students and parents.

3.1 Inadequate salary and other benefits

A secondary school teacher's performance and retention pattern depend on the salary and incentive he is getting. When compared to a teacher's salary working at a similar level, salary drop leads to demotivation and hence poor performance of teachers. However, if this issue pertains for a long time, it would cause long-term difficulties. Another argument by Coolahan is that sometimes salary provisions have both long-term and short-term effects on the teacher's performance. According to him, sometimes teachers cannot understand the school's linking pattern for performance and salary [6]. It is not only the Coolahan who linked the low performance of teachers with low salaries. But many research pieces have also shown insufficient salary as the primary reason for the teacher's demotivation [7-10]. Further, low pay is the highest-ranking factor in determining the teacher's demotivation and performance in school. In the same way, another research showed that most teachers leave their jobs as soon as they found a high-paying job [11]. Different theories describe the job satisfaction relation with teacher's pay in diverse ways. For instance, according to the two-factor theory, a pay increase can decrease teachers' dissatisfaction [12]. Similarly, equity theory said that people's satisfaction increase when they're getting rewarded fairly [13]. Further, it's not only the low salaries that cause teacher's dissatisfaction, but insufficient career development chances can also be the reason for poor performance. Some other job incentives such as free health care service, housing, and opportunities for more education or training play a major role in teachers' job satisfaction as it creates belongingness in the teachers' minds [14]. In contrast, pay and other incentives are found to be insufficiently related to teacher's demotivation in some studies. For instance, it is found that salary positively affects the teacher's motivation [15]. While in some other studies, the pay is found to not affect teachers' performance [16]. That's why it's difficult to draw the exact conclusion while surveying the literature to build a relation between salary and teachers' demotivation. The effect of this factor can vary with culture and country.

3.2 Problems related to curriculum

The attributes of teachers (knowledge, personality, beliefs, etc.) are crucial factors in the efficient execution of every program [17]. This suggests the teachers who work may not have the contextual expertise required for successful teaching in the given environmental sustainability. Habibi and his colleagues [18] reported that there had been two primary teachers' demotivating causes with relation to the curriculum implementation. These are all the drastic shifts in the curriculum and the disappearance of resources that educate and help. The trend of frequent and complex shifts in syllabuses has had a significant damaging effect on administration in supplying teachers with instructional and other support resources in relation to teaching.

3.3 Working conditions

The work climate has an important effect on the efficiency and productivity of workers. By working climate, we mean certain procedures, methods, arrangements, instruments or workplace environments that have a beneficial or unfavorable effect on individual results. Policies, laws, history, resources, working relationships, workplace and internal and external environmental influences are all found in the work environment, many of which affect the forms in which certain workers conduct their job works. Clements-Croome and Kaluarachchi [19] proposed that the atmosphere wherein people work impacts job efficiency as well as employee performance. If provided with proper guides, infrastructure for teaching, and materials necessary for the classroom, the teachers can give

a better performance. The views of educators about the effect of inadequate facilities on learning and teaching in rural South African schools were investigated by [20]. The goal of this research study was to investigate the views of teachers from rural mathematics and science schools on the effect of inadequate infrastructure on their working climate. The findings indicate that educators have recognized a variety of challenges that they feel play a part in the sense of learning and teaching. In certain ways, with regard to inadequate infrastructure provisioning and the proper running of their classrooms, the educators presented a grim picture. This is claimed that there is an immediate need to resolve the questions of the stakeholders. In addition, the state can have sufficient and effective local schools in which classes, labs and libraries are designed to contribute to favorable learning experiences [20, 21]. Workplace is the place, where employees do job to contribute in the organisation. Working conditions invlolves certain factors such as employment satisfaction, which is the degree of a individuals' contentment in their work. Judge, 1993 defined employment satisfaction as a pleasurable or optimistic emotional condition arising from the evaluation of one's job or work experience. There are a number of variables that impact the degree of work satisfaction of an individual. Some of the fine examples are income, fair promotions, standards of employment, social interactions, leadership and the job itself. Medical practitioners' job fulfillment or frustration determines their interaction with co-workers, administration and patients. Less satisfied workers can lead to several congestions. Failure to find a clear link between work satisfaction and success is attributed to the limited means sometimes used to define job performance, while some of the studies shows that the There is an improved average association between work satisfaction and job results. The motivating method, work mood, corporate culture and atmosphere, social status, working environment conditions and organizational strategy at headquarters can contribute to an acceptable outcome of job satisfaction; and only social status and working environment conditions should be viewed as factors of job satisfaction, but other factors can be recognized as factors of job satisfaction. The most commonly investigated predictor in workplace activity has been work satisfaction [22]. Work happiness, in any event, is as unique as one's emotions or state of mind. Reference [23] suggested a number of variables, such as the nature of one's partnership with their boss, the quality of the physical atmosphere in which they operate, and the degree of fulfillment in their work, may affect job satisfaction. In the other side, increased workplace satisfaction will also decrease workload [24]. Factors correlated with the morals of agricultural teachers in the district of Machakos have been researched by [25]. Dissatisfaction with school administrators, low turnover and frequent vacancies, insufficient wages, weak job structure, lack of opportunity for advancement, lower academic infrastructure, inadequate school discipline policies, the school head and other teacher attitudes and conduct, and poor work attitudes and lack of interest in school among students are some of the factors described by [25] in his studies. A significant element in the motivation of workers is rewarding employees [26]. Many companies have achieved major advances by completely complying with their corporate plan through a well-balanced employee reward and appreciation scheme [27]. Employee morale and efficiency may be increased by supplying them with effective appreciation, which eventually results in improved operational success [28]. Levačić [29] find that teachers are absent 20 percent of the time in the survey they are researching in Kenya. In Uganda, absenteeism has been observed at a pace as large as 26 percent of the time. Madagascar is struggling with the same problems. A second work is most sometimes held by students. Wasiu and his colleagues [30] claims that the employee was inspired by both intrinsic and extrinsic incentives and resulting in greater efficiency. Management sometimes gives greater regard to extrinsic incentives, but intrinsic rewards are equally important

in the morale of workers.

3.4 Problem related to colleagues and school administrator

In some cases, the mentality of dominance tends to arise in interdepartmental teachers at various stages, and in order to fill the difference, fresh or mostly inexperienced teachers are recruited. The difference in mindset between qualified and newly hired teachers has created a [31]distance that has a general effect on the success of the instructor. For newly hired teachers, such variables may build demotivational circumstances. School principals are faced with a multitude of challenges when they provide their classrooms with guidance and organisation. There is increasing proof that good school leaders affect achievement by encouraging and cultivating successful teachers and by introducing efficient organizational procedure. It needs clear leadership behaviors from the principal on occasion to begin to address the problems; it involves behavioral and managerial expertise at all occasions. In this instructional module, the classroom exercise is intended to provide an educator with options to build context awareness and details in order to provide leadership and/or interpersonal and management expertise required for candidates for educational administration to begin creating personal approaches to organizational actions. Reference [32] examine the interactions for newly recruited teachers in urban schools between adjustments in perceptions of self-efficacy, instructor attributes, and school activities. Earlier studies suggested that new teachers 'self-efficacy values usually diminish during the first year. The effects of the current analysis show that the decrease is not uniform. Ideologies were influenced by maturity and previous experience of the instructor and by school activities, such as opportunities for student teachers to communicate with students, exposure to guidance by superiors, and the amount of support available throughout the community. The implications of the impact of school activities and instructor traits on the perspective of the induction year are explored. Change has been unavoidable. And given the advances in technology taking place in today's environment, leaders and executives would have to make choices to keep going ahead at an ever-increasing rate. It's not sufficient to be on the right road, as Will Rogers said. You will also be struck by a train while you are not driving.

3.5 Problems related to students and parents

Today's school leaders are dealing with a number of challenges on a regular basis, from how to enforce the latest Common Core State Standards (CCSS), how to communicate with frustrated parents, to how to help exhausted staff. To a large degree, how they react to these challenges dictates their performance or failure as school administrators. Building principals are accountable for being the educational and innovative champions that every group needs and for overseeing the day-to-day activities that take place in every school effectively. That's nothing new here. This is a well-designed declaration that parental collaboration and interest in student studies will improve the success and optimistic attitudes of the instructor towards the child's education. The instructor is more inspired and courageous in teaching students who has parents to follow their teachers productively and pay attention to their studies [31, 33, 34]. Reference [35] studies primary schooling, the professionalism of teachers and social groups surrounding encouragement and demotivation. In the early 1990s, substantial change has been made with respect to schooling in India. However, this promising change is in direct contrast with the way government teachers themselves think of education and speak about it. The studies evolved that most

educators are dissatisfied and sometimes self-critical, rather than having confidence and happiness. Kainuwa and his colleagues [36] studied the effect of parental socioeconomic background and parents' literacy rate onto the academic scoring of their children. A review of the literature, including the factors determining the academic scoring, was also being given. The knowledge and discussions they brought into this publication is based on the theoretical framework of conflict theory. This theory presents a suitable explanation for knowledgeable and ordinary people that parental social background and their educational perspective impart significant challenges to children's education. Their study aimed to examine the pitfalls in children's education coming through their parents' socioeconomic status. All of the conclusions were drawn out from the literature review.

3.6 Determination of dissatisfaction factors

Teachers play a critical part in the agenda for social change. This teacher's agentic role requires an agenda for sustainable initiatives that places them in the position of this dynamic obligation. There always stays some of the dissatisfactory attributes while working in public and private sectors of either kind [37, 38]. In order to gain the viewpoints of teachers on workplace frustration, a qualitatively approached case study analysis methodology was used by [39]. The study aims to explore a deeper interpretation of the triggers of work discontent among teachers, the researchers adopted a semi-structured interview method. Via the narrative interpretation model, data was interpreted. Results suggest that teachers were serious causes of frustration with a shortage of funding, overcrowded classrooms and lack of discipline among learners. Organizational problems, lack of appreciation by administrators and parents for successful work conducted in this study have induced unhappiness among students. It was also suggestive that work frustration reflected in certain teachers being disengaged with a consequent loss of emphasis on work interests and being critical in their work. The report concludes that for the success of social change, teacher happiness is demanding.

3.7 Barriers contributed to low performance of teachers

Not unexpectedly, in vulnerable contexts, the biggest obstacle to quality professional growth is the challenging environments in which teachers operate. The absence of payment, overcrowded schools, the opportunity for (or risk of) sexual assault or bullying, the lack of regard for school officials and representatives of the community, crime in, to, and from school, so many students in need, and the lack of teaching and learning resources all add to these challenging working environments. These environments, as they can be for others, are also extremely demotivating for teachers, both discreetly and cumulatively, and have a detrimental influence on three major teacher attributes, all of which are vital to successful teaching efficiency. The new study has established a range of challenges to successful clinical education, including time limitations, insufficient institutional financial funding, lack of access to experts in education, and lack of access to three appropriate spaces and services for education. As discussed above, parental intervention, non-cooperative, poor management, bad academic atmosphere, poor classroom behavior, students who do not have enough teacher attention or time, crime outside school, students who do not have enough confidence, students who do not have enough incentive, punishment methods, and the way people stereotype schools serve as possible obstacles to teacher success [40-42]. Considerable researchers found remarkable pieces of evidence that students' socioeconomic background is a crucial factor in determining learning outcomes. High schools success rates mainly depend on the elementary

school scoring linked to the families' social and economic background. A well-settled group of families with a considerably wealthier background can provide appropriate academic infrastructure to their children [43]. Even though previous literature has brought insights into individual-leveled mechanisms, the whole comparative perspective of the phenomenon is neglected, which is experienced differently in different contexts [44]. The author here is more concerned with the intergenerational consequences of parental unemployment. Boxer and his colleagues [45] published a book that explores the socioeconomic barriers, geographical and cultural discrimination in gifted ones' educational status. This book presents the possible theoretical considerations and recommendations for the education of children affected by external factors. Geographical isolation, economic quality, and cultural diversity impart a significant difference to the children's mental development and learning capacities. Whether there is any type of professional development, problems relating to communication between entities dealing with professional development or between entities assessing teachers can nullify its results. The consistency and range of the devices used to monitor and supervise teachers and provide them with input on their teaching are also troublesome.

3.8 Teacher development strategy applied by modern and successful school

Insight meditation activities are meant to enhance the well-being of staff, and will lead to a positive social classroom atmosphere and better results for students. Teacher leadership services could include the opportunity for preservice teachers to build and practice knowledge before joining the classroom as lead teachers [46]. Arifin [46] purposes the study to discover and evaluate the effect of expertise, inspiration, and organizational competence on work satisfaction and success of high school teachers in Jayapura District, Papua, Indonesia. The analysis was carried out using a questionnaire on 117 respondents out of 346 teachers. In the AMOS software, researchers evaluate data using the SEM analysis process. The results suggest that teacher work satisfaction is favorably and insignificantly influenced by competence and organizational culture. While work motivation has a positive and significant influence on teacher job satisfaction, it has not had any significant impact on teacher results. Competence and work satisfaction have a strong and important influence on the success of teachers, in reality corporate culture has only a positive yet marginal impact on job satisfaction. Complicated employment conditions, low prestige, gender inequality, and teaching in hierarchical circumstances also cause teachers to search for alternative work and/or resist any efforts to enhance professionalism, especially when teachers are not compensated for additional hours or when they see professional learning as not contributing to any changes in their own practice This lack of professionalism is compounded by bureaucratic, rigid education structures, by treating teachers as a challenge, not seeking their advice or voice on decisions impacting teachers, and by ignoring questions regarding wages or working conditions or protection. This absence of instructor professionalism also represents the absence of professionalism in the education sector itself. Essentially, often educators, too drained and broken down by this loss of discipline, along with the circumstances under which they operate, will reject some type of improvement, any kind of systemic interventions, or any kind of innovative thinking, since they are merely struggling to live in the face of so much hardship, physically or emotionally. There is an emerging need for our educational system to take action to inspire and enhance the performance of teachers. In order to determine weather pupils, some elements of the school environment should be assessed and teachers are supplied with the appropriate items needed for the classroom, such as space for students, lighted and accessible spaces, sufficient student strengths, etc. In addition, their motivating gestures

can be applied to the workforce and administration to clear the air between the two. In order to provide the students with a healthier atmosphere and academics, all sides need to cooperate with each other [47]. Incentive packages could be produced by the Department of Basic Education to improve the commitment of teachers to teach in senior high schools. Increasing teacher wages should be given particular consideration because most of them (teachers) protested about the insufficiency of their salaries to satisfy their needs.

4. Methodology and analysis

First, I can not argue that I am simply drawn by research based on consistency and appraisal. More than numbers and statistical analysis, I am intrigued even more by structures and relationships. Instead of analyzing established theories, I am interested in seeking rich examples of ideas and experiences to construct current hypotheses or develop new theories. My goal is not only to make valuable contributions to the field academic performance evaluation of teachers impacted by demotivating factors but to have time for other people interested in the process to reflect and learn. According to Strauss & Corbin in 1998, researchers' common characteristic is that they enjoy the learning process, conversation, debates, and play of ideas included in a study community. First, it aims to shed light on unexplored factors which limited the teacher's performance by demotivation, and reduced inspiration.

4.1 Research design/ Framework

This study is a comprehensive review of analysis in that we have picked numerous literature published on the topic to achieve the best possible outcome. We also gathered evidence and literature-based information from numerous study papers and books that assess the variables that minimize the effectiveness of teachers by demotivating them.

4.2 Data Collection Sources

A theoretical research method was built based on comprehensive literature, which is proposed in this study. It is a systematic review analysis. This study conclusion has drawn from data collected from additional research in the past thirty to forty years and quality-based data taken from the linked reports, semi-structured interviews, research articles, and books. This study aimed on determining, and highlighting factors that decreases teacher performance by cutting motivation, and inspiration. Relatable attributes with the aim of study were chosen to be collected by such data extraction techniques.

4.3 Sample Size and description

Secondary data is kind of data which is extracted through pre-existed literature articles, present study selected 25 articles related to demotivational factor in secondary school teacher performance. The dataset is extracted and reconstructed in order to place current research.

4.4 Data analysis

In the chapter of the literature review, data interpretation involved analyzing data and deriving an analytical inference from all data sources accessible. Data analysis by reviewing the extensive literature on factors that hinder education system by demotivating the teachers.

5. Results and discussions

Next, the results revealed that the teachers faced some difficulties linked to the demotivation variables correlated with working environments [48]. This aspect is caused by the monthly cash that teachers carry to their homes every month and the teaching hours they have to face every week [49]. As an instructor, the fact that most teachers are contract workers is a major factor affecting their salaries [50]. In addition to the financial problems confronted by the teachers, the workload is undoubtedly another big challenge in the success of the teachers [51]. There are several lessons that they have to teach within a week on a daily basis. They often plan all the content and lectures, overwhelmingly, by themselves [52]. Secondly the curricular changing adds up into the demotivating factors, which limit the teachers performance. They've to prepare for all new coming lessons and study plans in order to better deliver the subjects, which becomes a challenging situations for the teachers. Hence decreasing the basic performance [53]. The studies reveal less parental collaborations as a potential factor that decreases the chances of teacher to perform accurately. Public sector teacher are more tend to more lazy and unproductive due to the reasons, that students belong to illiterate families and parents doesn't require to pay head onto their studies. Another fundamental factor is the environment of class, with more students in one classroom and without coolers in the halls, it was impossible for teachers to pass their expertise to the students.

6. Conclusions

From the results of the analysis, it can be concluded that teachers's demotivation is affected by workplace satisfaction, parental participation, administration, reward programs, technical preparation and growth and work situational variables. The encouragement of teachers plays a major role in the pursuit of quality in teaching and learning. In addition, inspired teachers are most inclined to inspire students to succeed in the classroom, to ensure that curriculum changes are introduced and feelings of happiness and accomplishment are implemented. Although the commitment of teachers is central to the continuum of teaching and learning, many teachers are not strongly motivated. In order to achieve the instructional objectives in any learning organization, this finding should be taken seriously and an inquiry into the factors affecting teacher engagement is therefore required. Teachers in diverse countries, school backgrounds, and topic areas experience greater degrees of depressive symptoms compared with other occupations.

7. Recommendations

It is proposed that the government should have sufficient and adequate school facilities with the ramifications of the problems posed here by such complications. In this respect, for example, as classes, labs and libraries are designed, they should not be basic buildings, but they must contribute to favorable learning environments. It is proposed that such classes, labs and libraries can provide an atmosphere where learning is important, imaginative and provides learners with lively experiences. Finally, the study recommended that the

administration of the school should guarantee that the school atmosphere should be favorable. This can be achieved by upholding high levels of conduct among students and by maintaining consistency with school rules and regulations.

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