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A Framework on Motivational Factors of Teachers as Knowledge Workers and Their Effects on Job Satisfaction

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Abstract
The motivational factors of knowledge workers and teachers has been the major interest in research world for many years. However, very few current research on motivational factors of teachers as knowledge workers. This paper reviews previous literature on motivational factors of teachers, previous framework and proposing a conceptual framework on the motivational factors of teacher as knowledge worker and their effects on job satisfaction. Based on previous literature, there are six independent variables identified, professional development, job autonomy, job security, monetary incentives, reward and recognition and working environment, while dependent variable is teacher job satisfaction. This review is significant to educational policymaker, school administrator and the government to have an insight into motivational factors of teachers as knowledge workers and how these factors can increase teacher job satisfaction.

Keywords: knowledge workers, teachers, autonomy, job security, reward and recognition.

1. Introduction

Previous studies indicated that teachers suffered lack of occupational satisfaction compare to others job profession. It is likely that dissatisfactions can be correlated with several factors that can demotivated them toward achieving job satisfaction. Intrinsic and extrinsic motivational factors can positively or negatively connect to teacher job satisfactions. Thus, it is important to carried out this study in orders to find out factors that lead to overall satisfaction of teachers as knowledge workers.

To many, teachers is not a knowledge workers. It is often overlooked and deemed unimportant as people often views knowledge workers as someone in more highly professional fields such as engineer, doctors, lawyers and information system designer. The recognition of teachers as knowledge worker was first made by Peter Drucker in 1999 that
mention the productivity of teachers is measure based on the quality of the performance just like other knowledge worker. Accordingly, Le Borgne (2012) portraying following traits associated with teachers as modern knowledge workers such as collaboration, best practices, knowledge mapping, cultures, information audits and others. This is supported by Whitby (2013) that stated teacher are knowledge workers that define their own needs and purposes and use their connections to gain information and formulate their knowledge.

However, there is lack of current research on motivational factors of teachers in the aspect of knowledge worker and in the context of primary school in Malaysia. Since teacher populate the centre position in primary education systems, therefore, it is crucial to identify what are the motivation factors of teacher as knowledge workers and how these factors improve their job satisfaction. The aims of this paper is to propose framework on motivational factors of teacher as knowledge worker and their effects on job satisfaction. Based from previous studies, there are six factors that can motivate teacher toward job satisfaction which is professional development, job autonomy, job security, monetary incentives, reward and recognition and working environment. Hence, the next section of this paper discussed the literature review, previous framework and proposed framework for this study.

2. Literature Review

Teacher as the backbone of the education industries need to be highly motivated to improve the school standards, students, quality of education, enhancing human capital development and nation building. There are several factors that can motivate teacher toward achieving job satisfaction, for examples professional development. Teacher professional development is the internal processes and activities designated to create and increase knowledge, expertise, skill and attitudes of teacher professionally (Guskey, 2000; Timperley
It can be exemplified by school-based teaching research group, teaching contest and public lesson (Wang and Paine, 2003; Hu, 2005; Paine & Han, 2010).

The primer factors that differentiate a knowledge worker with regular workers are their need to have job autonomy (Pyoria, 2005; Davenport, 2005; Mladkoya, 2011). Teacher autonomy is defined as the ability to employ in self-directed teaching and capacity to take charge of their own teaching (Gavriliuk, 2010). Different profession has different level of job security, while teacher can be categorized as one of the profession with high job security. A study revealed that teacher was satisfied to work in public school due to high job security, permanent assurance on position and pension grant (Ombeni, et al. 2016).

Bohlander et al. (2001) also emphasized that compensation incentives are the crucial element in motivating teacher and need to become the focal point of educational administrator. Whereas recognition for teacher should be publicly known and resulted in monetary gains for their achievement in academic and research (Rao, 2016). One of the highest reward and recognition for teachers in Malaysia is the Excellence Teacher Award that arouse teaching standards, increase teacher wages and increase job satisfaction (Ismail, 2017). Working environment is an optimal environment for teacher well-being associated with their productivity, input and happiness (Timms, 2013). It is compliance with a study on teacher perception about working environment such as nature of students, class size and school facilities are dominating their job satisfaction (Taylor & Tashakkori, 1995; Perie et al., 1997; Dinham & Scott, 1998, 2000; Collie et al., 2012).

3. Comparison of theoretical framework

3.1 Hygiene and motivators factors affecting excellent teacher job satisfaction

For the construction of theoretical framework for this paper, five theoretical frameworks from previous literature is selected, highlighted, review and analysed as the
basis. The first theoretical framework is proposed by Ismail Hussein Amzat, Yahya Don, Sofian Omar Fauzee, Fauzi Hussin and Arumugam Raman in 2017 for their paper entitled Determining Motivators and Hygiene Factors among Excellent Teachers in Malaysia: An Experience of Confirmatory Factors Analysis. This framework is one of the current study on teacher motivation factors toward job satisfaction and one of the latest study in Malaysia. This framework have the same variables with the proposed framework of this study. The variables adopted are recognition, personal growth, salary and working condition.

Figure 1: Theoretical framework for hygiene and motivators factors affecting excellent teacher job satisfaction by Ismail et al. (2017).

3.2 Factors affecting teacher motivation

The second theoretical framework is proposed by Muhammad Imran Rashed, Asad Afzal Humayon, Usama Awan and Affan ud Din Ahmed in 2016 for their research entitled Factors Affecting Teacher’s Motivation: An HRM Challenge for Public Sector Higher Educational Institutions of Pakistan (HEIs). The independent variables for the framework are compensation packages, job design and working environment, performance management system and training and development. These four variables are factors that affecting teacher motivation. Variables that is adopted are compensation packages, working environment and training and development which being applied in proposed framework as monetary incentives, working environment and professional development.
3.3 Teacher motivation, teacher job satisfaction and school performance

The third theoretical review is a hypothesized model between teacher motivation, teacher job satisfaction and school performance by Ali Yassin Sheikh Ali, Abdulkadir Mohamud Dahie and Ali Abdulkadir Ali for their paper entitled Teacher Motivation and School Performance, the Mediating Effect of Job Satisfaction: Survey from Secondary School in Mogadishu in 2016. The variables adopted are work environment, reward, autonomy and social benefits. This framework highlighted the relationship of teacher motivation such as work environment, cooperation and facilitation with teacher job satisfaction exemplified by rewards, job autonomy and social benefits.

Figure 3: Theoretical framework for teacher motivation, teacher job satisfaction and school performance by Ali, et al. (2016)
3.4 Factors that operate as teacher incentives

The fourth theoretical review is a model for factors that function as teacher incentives proposed by Vegas and Umansky in 2009 for their study entitle Teacher Motivation, Incentives and Working Conditions. The framework highlighted nine factors of qualified, motivated and effective teachers. The variables adopted are recognition and prestige, job stability, pension and benefits and professional growth. While adequate infrastructure and teaching material are part of working environment variables for proposed framework, however this framework is not up-to-date compared with three others.

Figure 4: A model of factors that can operate as teacher incentives by Vegas and Umansky (2009).

3.5 Work dimension and overall job satisfaction

The last theoretical review is taken from a study entitle Job Satisfaction of Secondary School Teachers in Tawau, Sabah written by Muhammad Madi Abdullah, Jegak Uli and Shahrul Nizam Salahudin in 2000. This framework is constructed 17 years back and could be irrelevant in term of currentness. The variables in this theoretical framework that being adopted are pay, working condition and promotion as part of reward and recognition.
4. Proposed framework

This paper is proposing and manifesting a theoretical framework based on the synthesis and adaptation of previous literature. The purpose of this paper is to determinant the intrinsic and extrinsic motivation factors of teacher as knowledge worker and their effect on job satisfaction. Independents variables are professional development, job autonomy, job security, monetary incentives, reward and recognition and working environment. Job satisfaction of teacher as knowledge worker are the dependent variables for this study. Figure 6 describe the theoretical framework for this study:
Based on previous literature and further reading on both teacher and knowledge worker motivational factors, fourteen factors are constructed as the variables in this study. From 14 motivation factors, six were chosen which is professional development, job autonomy, job security, monetary incentives, reward and recognition and working environment. These six variables are chosen to best representing the motivational factors of teachers as knowledge worker. Job autonomy or teacher autonomy is the vital representation of teacher as knowledge worker, the primer distinguished factors of knowledge worker with other types of worker. As for job security, teacher has high job security, which is in government school, the job is legally binding with the government and high certainty of permanent position. This study will further investigate either job security is also applicable to private primary school teacher and how job security motivates the government and private school teacher toward job satisfaction. For monetary incentives, reward and recognition and working environment, they are the similar motivational factors found for both teachers and knowledge worker.

5. Conclusion

In conclusion, teacher is the vital element in the building of high quality education, prestigious school standards, and developer of human capital and nation building toward highly educated country in 2050. Fulfilling the teacher job satisfaction is crucial to give them a sense of appreciation and recognition for the work they have done along this process. Thus, it is crucial for the education policymakers, school administrators and the government to have an insight on factors that motivated teacher toward achieving job satisfaction. Motivational factors come from two sources which is intrinsic and extrinsic (Reeve, 2001).

Motivational factors of teachers and knowledge workers have been proposed by several authors such as professional development, monetary incentives and reward (Rao,
2016), job security (Ombeni, et al. 2016), working environment (Muhammad, et al. 2016) and job autonomy (Lok & Crawford, 2006; Mosadegh & Yarmohammadian, 2006; Schyns et al., 2009). Through literature review we have proposed six factors that possibly and positively influence teacher job satisfaction which is professional development, job security, job autonomy, monetary incentives, reward and recognition and working environment. These factors are intended to effectively motivated teachers toward their job satisfaction and with the findings, the authorities can reinforce or change the present administration policies and practice by giving more opportunities and support for teacher professional development. This study can furnish new insight into ameliorating connections to improve educational system. School administrator should have some understanding on what are the factors that affect teacher job satisfaction and how satisfaction impact their work lives. The findings of this study should provide policy makers and educators with a cornerstone in retaining satisfied teachers and motivating teacher with low job satisfaction.

References


