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TEACHER MOTIVATION AND JOB SATISFACTION AS DETERMINANTS OF CLASSROOM EFFECTIVENESS: A STUDY OF SECONDARY SCHOOL TEACHERS IN MAHARASHTRA

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ABSTRACT

Teacher motivation and job satisfaction are widely recognised as important drivers of classroom effectiveness, yet they remain under-examined in the context of Maharashtra's secondary education system. This paper presents a theoretical study that draws on Herzberg's Two-Factor Theory and existing Indian research to explain how motivational and hygiene-related factors shape the daily classroom practice of secondary school teachers. The paper argues that low pay regularity in aided schools, heavy non-teaching workload, and limited recognition act as demotivating forces, while professional growth opportunities and administrative support strengthen teacher commitment. The paper concludes that sustained classroom effectiveness in Maharashtra depends on a combined policy focus on both hygiene and motivator factors, supported by stronger school leadership and periodic teacher training.

KEYWORDS: Keywords not detected.

Teacher Motivation, Job Satisfaction, Classroom Effectiveness, Secondary Education, Maharashtra, Herzberg's Two-Factor Theory, Teacher Performance

INTRODUCTION

The quality of classroom teaching in India depends heavily on the motivation and satisfaction levels of the teacher, since the teacher remains the single most important human resource inside a school. In Maharashtra, secondary education has expanded rapidly over the last two decades under the push of the Right to Education Act, 2009, and various state schemes aimed at improving enrolment and retention. However, expansion of access has not always been matched by an equal focus on the working conditions and psychological wellbeing of teachers who deliver this education every day. A teacher who feels undervalued, overburdened with non-academic duties, or uncertain about salary and career progression is unlikely to bring the same energy and creativity into the classroom as a teacher who feels supported and recognised.

This paper takes a theoretical approach to understand the relationship between teacher motivation, job satisfaction, and classroom effectiveness among secondary school teachers working in government, government-aided, and private schools of Maharashtra. The paper builds its argument on established organisational behaviour theory, particularly Herzberg's Two-Factor Theory, and situates this theory within the specific administrative and social structure of Maharashtra's school system. The purpose is not merely academic; understanding these linkages can help school administrators, block education officers, and state policymakers design interventions that improve both teacher wellbeing and student learning outcomes.

Theoretical Framework: Motivation and Job Satisfaction

Herzberg's Two-Factor Theory remains one of the most widely applied frameworks for understanding workplace motivation, including in Indian educational settings. The theory separates workplace factors into two broad categories. Hygiene factors, such as salary, job security, working conditions, and school administration, do not necessarily increase motivation when present, but their absence creates dissatisfaction. Motivator factors, such as recognition, a sense of achievement, responsibility, and opportunities for professional growth, are the elements that genuinely energise a teacher and encourage superior classroom performance. When this framework is applied to Maharashtra's secondary school teachers, it becomes clear that many teachers, particularly those in government-aided schools, face persistent hygiene-related problems such as delayed salary disbursement and unclear promotion pathways, which prevents the motivator factors from having their full positive effect.

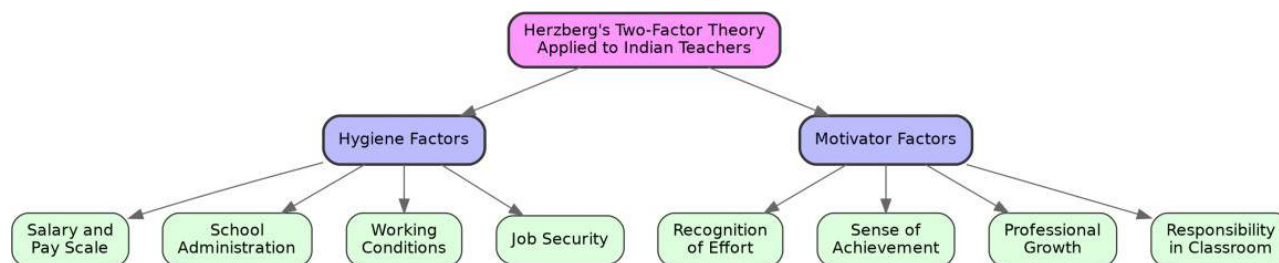


Figure 1: Herzberg's Two-Factor Theory applied to the Indian secondary school context.

Job Satisfaction Among Secondary School Teachers in Maharashtra

Job satisfaction among Maharashtra's secondary school teachers is shaped by a combination of financial, administrative, and social factors. Teachers working in government-aided schools frequently report irregularities in the disbursement of salaries and allowances, which creates ongoing financial insecurity despite the sanctioned pay scales being comparable to government

school teachers. Workload is another persistent concern, since many secondary teachers are assigned election duty, census work, and various administrative tasks that reduce the time available for lesson preparation and student mentoring. At the same time, teachers who receive consistent appreciation from school heads, the local community, and the education department tend to report noticeably higher satisfaction, even when material conditions remain modest. This suggests that satisfaction in the Maharashtra context is not purely a function of pay, but also of respect, recognition, and a sense of professional dignity within the school community.



Figure 2: Mind map of factors influencing job satisfaction among Maharashtra secondary school teachers.

Linking Motivation to Classroom Effectiveness

Classroom effectiveness can be understood as the extent to which a teacher successfully delivers lessons, engages students, manages classroom behaviour, and ultimately supports measurable learning outcomes. The theoretical link between motivation and classroom effectiveness follows a fairly direct chain of influence. A motivated teacher tends to invest more effort in lesson planning and shows greater willingness to use varied teaching methods

suited to mixed-ability classrooms, which are common in Maharashtra's secondary schools. This higher engagement translates into improved student participation, since students respond positively to teachers who appear invested in their learning. Over time, this cycle of motivation, engagement, and participation contributes to stronger and more consistent learning outcomes, which is the ultimate goal of classroom effectiveness.

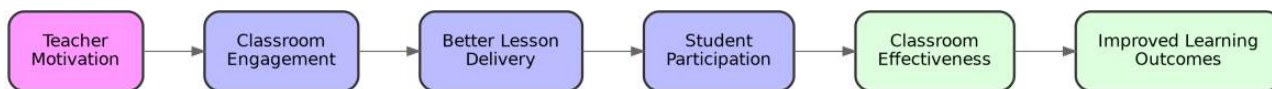


Figure 3: Theoretical pathway from teacher motivation to classroom effectiveness and learning outcomes.

Contextual Challenges Specific to Maharashtra

Maharashtra's school system is administratively diverse, comprising fully government-run schools, government-aided private schools, and unaided private institutions, each of which presents a distinct motivational environment for teachers. Teachers in government schools generally enjoy greater job security but often face bureaucratic delays in matters such as transfers, increments, and grievance redressal. Teachers in aided schools frequently experience irregular release of government grants, which affects timely salary payment and reduces trust in the administrative system. Rural secondary schools across districts such as Vidarbha and Marathwada face an additional layer of challenge, since limited infrastructure, teacher shortages, and long commuting distances add to the psychological burden on teachers, even when their intrinsic commitment to the profession remains high. These structural differences mean that any policy response aimed at improving teacher motivation in Maharashtra must be sensitive to the specific administrative category and geographic context of the school in question.

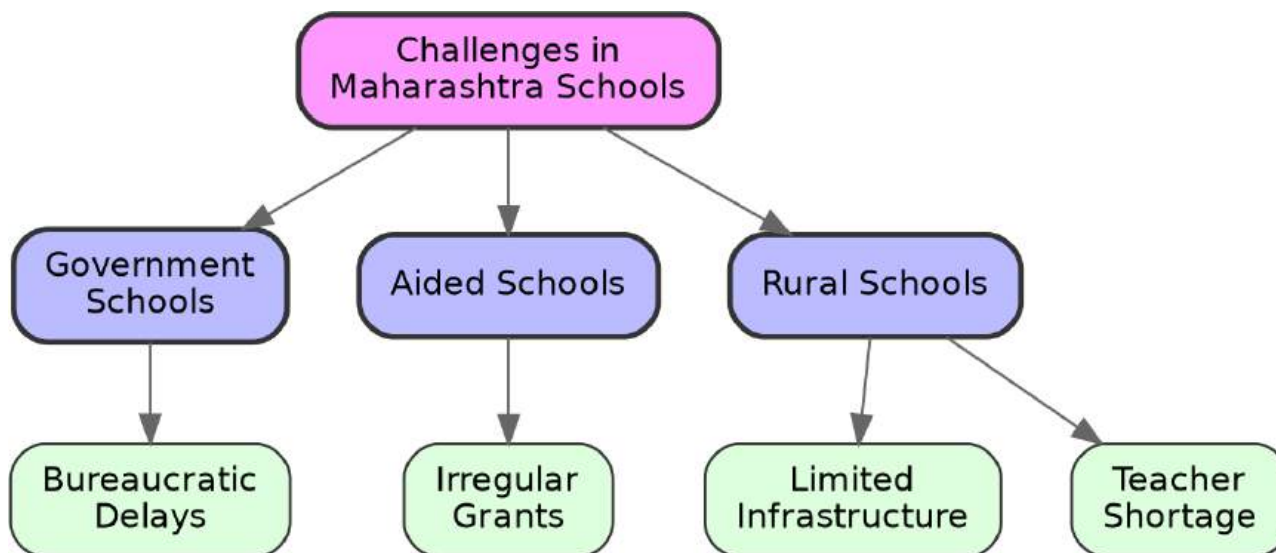


Figure 4: Structural challenges affecting teacher motivation across different school categories in Maharashtra.

Policy Implications

The theoretical discussion above suggests several directions for policy attention within the existing framework of Indian school education. Ensuring timely and predictable salary disbursement in aided schools would directly address one of the most persistent hygiene-related sources of dissatisfaction. Reducing the burden of non-teaching administrative duties, or at least distributing such duties more fairly among school staff, would allow teachers to devote greater attention to core classroom responsibilities. Strengthening in-service teacher training programmes, in line with the objectives of

the National Curriculum Framework, 2005, would support the motivator factors identified by Herzberg's theory by giving teachers a genuine sense of professional growth. Finally, school leadership plays a crucial mediating role, since head teachers who actively recognise good classroom practice and involve teachers in decision-making tend to create school environments where both motivation and job satisfaction are naturally higher.

CONCLUSION

This paper has argued, on theoretical grounds, that teacher motivation and job satisfaction are closely tied to classroom effectiveness among secondary school teachers in Maharashtra. Applying Herzberg's Two-Factor Theory to the Maharashtra context shows that hygiene factors, particularly salary regularity and administrative support, must first be addressed before motivator factors such as recognition and professional growth can meaningfully improve classroom performance. The structural diversity of Maharashtra's school system, spanning government, aided, and rural institutions, means that policy responses cannot be uniform and must instead be tailored to the specific challenges faced by each category of school. Future empirical research could build on this theoretical foundation by collecting primary data from secondary school teachers across different districts of Maharashtra, allowing for a more precise measurement of the relationship between motivation, satisfaction, and actual classroom performance.

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