

Teachers' motivation needs and role of administrative support for public primary school teachers

Insights from LEAPS Survey and Educational Department Policies

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Abstract

The study aimed to examine the needs that lead to teachers' motivation and the respective policies in place that address those needs.

The Government of Punjab has employed a number of reforms and policies in the area of public primary education. Research suggests that teachers' motivation or job satisfaction have a significant impact on student performance. This, in turn, highlights the necessity to develop a connection between teachers' motivation needs and administrative support to ensure that policies provide them with the motivation to work effectively. This study documents the motivation level and outcomes related to teachers' motivation needs and the impact the policies have on the outcomes.

The data is gathered from the LEAPS survey carried out on all public and private schools across 112 villages in Punjab. The participants of the study comprised 443 public school teachers. The study is explanatory in nature, teachers' job satisfaction level was collected from the 5th round of the survey done in 2011. The data was analyzed using descriptive analysis and multiple linear regression analysis. Policies related to respective needs are extracted from the school education department website.

The results of the study revealed that economic factors play a significant role in teacher satisfaction. The introduction of fixed-term contracts has also created disparities in job security and benefits, further impacting teacher morale. Infrastructure and support structures within schools are critical to teacher satisfaction. The role of school councils in addressing school-level issues and promoting parent-teacher interactions appears to be inadequate. The results highlight a notable disparity in outcomes based on gender, with female teachers experiencing lower levels of safety, inclusivity, and professional development compared to their male counterparts. Older and more experienced teachers tend to report better outcomes in areas such as safety and professional development.