# Enhancing Teacher Motivation and Job Satisfaction at SHS 1 Timpeh, Dharmasraya Regency: Strategies for Better Educational Outcomes

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## ABSTRACT

This study aims to explore strategies for enhancing teacher motivation and job satisfaction at Senior High School (SHS) 1 Timpeh, Dharmasraya Regency, as a means to improve the overall quality of education. Employing a mixed-method approach, the study integrates qualitative insights from literature analysis with quantitative data from a survey. The survey involved a Likert-scale questionnaire distributed to all teachers at SHS 1 Timpeh, focusing on eight key factors influencing motivation and satisfaction: teaching quality, management support, work environment, professional development, recognition, interpersonal relationships, workload, and opportunities for innovation. Data analysis revealed that teaching quality (average score 4.2, 85% agreement), interpersonal relationships (4.1, 82%), and a positive work environment (4.0, 80%) were the most influential factors, in fostering motivation and satisfaction. However, workload (2.7, 40%) and limited access to professional development (3.5, 65%) were identified as significant challenges. Based on these findings, the study recommends implementing continuous training programs, establishing a fair reward system, and improving communication between management and teachers. These strategies aim to create a more supportive and productive work culture, reducing stress and enhancing motivation among educators. Ultimately, this study provides actionable insights for stakeholders to prioritize teacher welfare and achieve better educational outcomes.

*Keywords: Teacher motivation, Job satisfaction, Professional development, Workload management, School environment.*

## INTRODUCTION

Job satisfaction and motivation are essential elements in improving productivity and teaching quality in schools. At Senior High School (SHS) 1 Timpeh, Dharmasraya Regency, teachers encounter various challenges that hinder the achievement of these objectives. These challenges include excessive workloads, inadequate educational resources, and minimal support from the surrounding environment. These factors often lead to a decline in teacher motivation and job satisfaction, which subsequently negatively impact the learning process and student development. In the educational sphere, teacher motivation is influenced by both external factors, such as salaries and benefits, and internal factors, such as a sense of achievement and recognition for their contributions (Decy & Ryan, 2011). Thus, creating a supportive work environment where teachers feel valued and encouraged to innovate in their teaching is imperative.

Theories of motivation, as proposed by Maslow (1943); Herzberg (1966); McClelland

(1987), provide essential insights into the fundamental needs and intrinsic motivations that drive individuals. Maslow's theory highlights a hierarchy of needs ranging from basic physiological needs to self-actualization, demonstrating how fulfilling these needs can influence motivation. Herzberg's two-factor theory distinguishes between motivators (e.g., achievement and recognition) and hygiene factors (e.g., working conditions) that affect job satisfaction. Meanwhile, McClelland emphasizes three core motivational drivers: the need for achievement, affiliation, and power. As defined by Locke (1976), job satisfaction represents the positive emotional state derived from assessing one's work. This satisfaction is shaped by various factors, including the work environment, relationships with colleagues, and recognition of achievements. Studies have shown that job satisfaction not only impacts individual well-being but also contributes to the overall performance of an organization. Kahn's Theory of Engagement posits that job engagement occurs when individuals are emotionally and cognitively connected to their work. This theory highlights three critical dimensions: emotional engagement, cognitive engagement, and physical engagement. A supportive work environment can strengthen this connection, thereby fostering greater motivation and job satisfaction (Kahn, 1990). A positive work environment marked by supportive colleagues, management, and adequate facilities plays a vital role in enhancing teacher job satisfaction (Babin & Boles, 1996). The study underscores that a conducive work atmosphere not only improves motivation but also boosts productivity. Engagement in professional development programs enhances teachers' skills and knowledge, leading to improved job satisfaction (Schunk, 2003). Opportunities for continuous growth and learning also bolster intrinsic motivation, inspiring teachers to adopt innovative approaches in their teaching practices.

This article explores strategies to enhance teacher motivation and job satisfaction at SHS 1 Timpeh. Grounded in motivational and job satisfaction theories, the discussion examines key factors such as professional development, rewards, and effective communication (Judge & Bono, 2001). Moreover, the article provides practical recommendations for fostering a positive and productive work culture within the school environment. This article is expected to offer valuable insights for stakeholders, including school principals and educators, to enhance teacher motivation and job satisfaction. Ultimately, such efforts aim to improve the overall quality of education at SHS 1 Timpeh. This study ultimately aims to deliver comprehensive recommendations to improve teacher motivation and job satisfaction at SHS 1 Timpeh, Dharmasraya Regency. The proposed solutions are designed to foster a more supportive and engaging educational environment, benefiting both educators and students alike.

## METHODS

This study adopts a mixed-method approach, combining qualitative insights from literature analysis with quantitative data from a structured survey conducted among teachers at SHS 1 Timpeh. The study focuses on identifying key factors influencing teacher motivation and job satisfaction, guided by theoretical frameworks and empirical findings. Data collection was structured into two phases: a comprehensive review of existing literature and a survey using a Likert-scale questionnaire. The literature review provided foundational insights into the relationship between motivational factors and job

satisfaction, exploring established theories by Maslow (1943); Herzberg (1966); McClelland (1987); Locke (1976). It also highlighted variables such as teaching quality, management support, work environment, professional development, recognition, interpersonal relationships, workload, and opportunities for innovation as critical influences on teacher satisfaction and motivation.

The survey was distributed to all teachers at SHS 1 Timpeh, using a census approach to ensure comprehensive representation. The questionnaire covered eight key factors identified during the literature review, with respondents rating each factor on a scale of 1 to 5. Additionally, respondents were asked to indicate their agreement with each factor's positive influence on motivation and job satisfaction. The survey achieved a high response rate, allowing for robust data analysis. Data analysis involved descriptive statistics to calculate average ratings and inferential methods to interpret the percentage of agreement for each factor. For example, teaching quality received the highest average score of 4.2 (85% agreement), while workload scored the lowest at 2.7 (40% agreement). These results were triangulated with qualitative findings from the literature review to validate the analysis and identify actionable recommendations. This comprehensive methodology ensured a balanced and in-depth understanding of the factors influencing teacher motivation and job satisfaction at SHS 1 Timpeh, providing a basis for evidence-based recommendations to enhance teacher welfare and educational quality.

# RESULTS

Teacher motivation and job satisfaction are influenced by multiple factors, each playing a critical role in shaping the work experience and productivity of educators. One of the most significant factors is the quality of teaching, which directly relates to a teacher's ability to effectively deliver material and support the learning process. Teachers who feel confident in providing high-quality teaching often experience a sense of achievement and personal fulfillment, which significantly enhances their work motivation (Darling-Hammond, 2000).

Another important factor is management support, which includes policies that promote professional development and provide adequate facilities. Teachers who feel supported through effective communication, resources, and management initiatives tend to exhibit higher levels of motivation and satisfaction (Leithwood & Jantzi, 2000). In addition, the work environment plays a crucial role in creating a positive atmosphere. Supportive relationships among coworkers and management, coupled with adequate facilities, foster job satisfaction by reducing stress and enhancing social interaction, ultimately contributing to a more productive work culture (Hargreaves & Fullan, 2012).

Professional development opportunities are also vital for increasing teacher motivation and satisfaction. Training programs that enhance skills and knowledge empower teachers to perform better in their roles. However, the lack of access to these programs remains a concern for some teachers, highlighting the need for equitable opportunities for professional growth (Vescio *et al.*, 2008). Similarly, awards and recognition for teachers' contributions are essential for motivation. When teachers feel their efforts are valued and appreciated, they are more likely to stay engaged and committed. Despite this, 30% of respondents indicated feeling underappreciated, suggesting room for improvement in

providing feedback and recognition (Johnson & Birkeland, 2003).

Interpersonal relationships among coworkers and with management also contribute significantly to motivation and satisfaction. Positive relationships create an environment of cooperation and collaboration, increasing teachers' sense of belonging and involvement in the workplace (Tschannen-Moran & Hoy, 2001). On the other hand, a high workload can negatively impact job satisfaction and lead to burnout. Many teachers reported feeling overwhelmed by their responsibilities, pointing to the need for better workload management to alleviate stress and enhance motivation (Ingersoll, 2001).

The opportunity to innovate is another factor that fosters motivation. Teachers who feel free to explore and implement new teaching methods are often more engaged and satisfied with their work. This aligns with the concept of Merdeka Belajar, which encourages teachers to innovate and adopt contextual learning strategies. However, challenges such as limited resources and lack of managerial support can hinder these efforts, underscoring the need for a more supportive infrastructure. From this analysis, it is evident that factors like teaching quality, management support, and a positive work environment significantly influence teacher motivation and job satisfaction. At the same time, challenges such as high workloads and limited access to professional development require immediate attention to improve teacher welfare and the overall quality of education at SHS 1 Timpeh. School management must address these factors strategically when designing policies and programs to support teacher well-being and professional growth.

The following Table 1 summarizes the research findings on teacher motivation and job satisfaction at SHS 1 Timpeh, highlighting key factors along with their average values and percentages of respondents.

Table 1. Average and Percentage of Factors Influencing Teacher Motivation and Job Satisfaction at SHS 1 Timpeh.

| Factor | Average (Scale 1-5) | Percentage of Respondents Agree (%) |
|---|---|---|
| Teaching quality | 4.2 | 85% |
| Management support | 3.8 | 75% |
| Work environment | 4 | 80% |
| Professional development | 3.5 | 65% |
| Awards and recognition | 3.9 | 70% |
| Interpersonal relationships | 4.1 | 82% |
| Workload | 2.7 | 40% |
| Opportunity to innovate | 3.6 | 68% |

The findings from the study provide a deeper understanding of the factors influencing teacher motivation and job satisfaction at SHS 1 Timpeh. The data, presented on a scale of 1 to 5, illustrates the average ratings and the percentage of respondents who agreed with each factor's positive influence. Teaching quality received the highest average score of 4.2, with 85% of respondents agreeing that it significantly contributes to their motivation and satisfaction. This indicates that teachers feel confident in their ability to deliver quality education, which fosters a sense of achievement and personal fulfillment.

Interpersonal relationships also scored highly, with an average of 4.1 and 82% agreement. This highlights the importance of fostering positive relationships among

colleagues and management to create an environment of collaboration and mutual support. Similarly, the work environment scored 4.0, with 80% of respondents agreeing on its importance. These results underline the value of a supportive and stress-free work atmosphere in promoting job satisfaction.

Management support, with an average score of 3.8 and 75% agreement, reflects the significant role of policies, resources, and communication in influencing teacher motivation. While this is a positive result, it also suggests room for improvement in providing consistent and comprehensive support.

Awards and recognition received an average score of 3.9, with 70% of respondents agreeing that it enhances motivation. Despite this, the findings indicate that some teachers still feel underappreciated, pointing to the need for better mechanisms to acknowledge and reward their contributions. Opportunities for professional development received an average score of 3.5, with 65% agreement. This relatively lower rating reflects a gap in access to training and development programs, which can hinder skill enhancement and career growth. Similarly, the opportunity to innovate, scored 3.6 with 68% agreement, showing that while many teachers feel they can explore new teaching methods, barriers such as limited resources still need to be addressed. Workload, on the other hand, received the lowest average score of 2.7, with only 40% of respondents agreeing it was manageable. This highlights a significant area of concern, as an overwhelming workload negatively impacts teacher motivation and job satisfaction, potentially leading to burnout.

The analysis demonstrates that factors such as teaching quality, interpersonal relationships, and a positive work environment are key contributors to teacher motivation and satisfaction at SHS 1 Timpeh. However, challenges remain in areas such as workload management, professional development opportunities, and the provision of adequate recognition. Addressing these issues through targeted policies and programs will not only improve teacher welfare but also enhance the overall quality of education at the school.

# CONCLUSION

Improving teacher motivation and job satisfaction at SHS 1 Timpeh is crucial to achieving better educational outcomes. A comprehensive approach is required to address this issue, focusing on creating a positive work environment, providing professional development opportunities, implementing a fair reward system, and encouraging a healthy work-life balance. By adopting these strategies, schools can help alleviate teacher workload, leading to improved motivation, higher job satisfaction, and better educational quality. A collaborative, needs-based approach is essential for fostering a supportive and productive environment where teachers feel valued and empowered to perform at their best. To achieve these goals, schools should prioritize the provision of ongoing training programs for teachers, ensuring that they have access to opportunities to enhance their skills and knowledge. Additionally, building a fair and transparent reward system is vital to recognizing teachers' efforts and boosting their morale. Lastly, improving communication between management and teachers is essential for fostering trust, collaboration, and mutual understanding. These recommendations, when implemented effectively, can significantly contribute to creating a better and more satisfying work environment for teachers at SHS 1 Timpeh.

# ACKNOWLEDGEMENT

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