The Urban EFL Teachers' Motivation in Indonesia: Maslow's Hierarchy of Needs Theory and Herzberg's Motivational-Hygiene Theory

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Abstract

This paper aims at highlighting the urban EFL teachers' motivation in Indonesia viewed from Maslow's hierarchy of needs theory and Herzberg's motivational hygiene theory to fill a notable gap in the teacher motivation literature. Library research is used to review how motivation is essential in English teaching and learning process. The issue: teachers' motivation, conceptualized as job commitment and satisfaction and its relationship to teacher competency will be critically addressed. Commitment and satisfaction to teaching reflects the teachers' motivation as it is theorized that teachers to be committed and satisfied to their job based on the five levels given by Maslow's theory and Herzberg's motivational hygiene as the teachers' motivation affect the teachers' performance in the teaching and learning process. Teachers should be given the motivational factors that will positively influence their performance and productivity which will enhance quality assurance in the educational system. It can be concluded that teachers' motivation is a crucial factor which directly influences the teachers' performance, the level of student motivation and achievement in the target language concerned.

Key words: motivation; teachers' job commitment; teachers' job satisfaction; urban EFL teachers.

1. Introduction

There are many aspects contributing to the success of English teaching and learning process. One such aspect is the teacher. Teacher has a crucial role and is one of the main factors that contribute to the student achievement. It is important to realize that the role of teachers not only to teach, but also to motivate students, especially, students who live in urban areas where there are a lot of difficulties and challenges faced by the students and teachers as well. In the study of Atkinson (2000); Bernaus, Wilson and Gardner (2009); Guilloteaux & Dörnyei (2008), it is found that the ability of teachers to motivate students depends on how they motivate themselves. Dörnyei & Ushioda (2011) elsewhere emphasized that there is a good opportunity for students to be motivated in the teaching and learning process when teachers are motivated as well. This implies that teacher motivation is a significant factor that contributes to the student motivation and achievement in the target language concerned.

Unfortunately, there is a little attention to the issue of teachers' motivation in educational psychology. There are several publications discussing the nature of the motivation for teaching although some work is being done on related issues: such as teacher job satisfaction, stress and burnout (Dinham & Scott, 2000; Evans, 1998, 2001; Zhang & Sapp, 2008). There are quantitative and qualitative researches on teachers' motivation that have been done, but not in Indonesia. More specifically, little research has been implemented to investigate why some teachers can be relied upon to stay motivated in working and living conditions they particularly encounter in urban areas that the other is not conducive to be considered effective practice – how they are reliable to manage.

Urban educators often face unique and substantial challenges that can function as barriers to maintain their motivation to work as a teacher. So, highlighting motivation as conceptualization of job commitment and job satisfaction for teachers can help shed light on how this sub-construction may be related to the competence of teachers. The purpose of this paper is to review the importance of teacher motivation, conceptualized as teachers' job satisfaction and commitment. The study is expected to contribute theoretically to the theory of motivation, especially teacher motivation in the teaching and learning process in urban schools by filling the gap between how teachers' motivation and performance competencies relate to one another, especially in EFL Indonesian context. Thus, it is expected this paper provides overall condition how the motivation and competence of teachers takes place in Indonesian EFL high school in urban areas. The question that will be answered in this essay is: "How is the EFL teachers' motivation in Indonesia viewed in terms of Maslow's hierarchy of needs theory and Herzberg's motivation hygiene theory"

2. Methodology

Library research was used to conduct in composing this paper. Very related references are chosen as the paper support. The following steps adapted from Cornell University Library was conducted in composing this paper: (1) *Identifying and developing topic*. The writer identify the topic by stating the topic idea as a question: "What are the aspects of motivation viewed from the Maslow Hierarchy theory and Herzberg motivation Hygiene theory?" (2) *Finding the context: Background information on the topic*. After the author identifies the research topic and some keywords that describe it, the authors find and read articles on the subject encyclopedias, dictionaries, and handbooks. This article helped the writer understand the context of the topic. They are the foundations that support further research.

Writers get the source of the most common background that comes from a collection of online reference and handouts. (3) *Finding books*. The writer found some books related to the theories of Maslow Hierarchy and Herzberg motivation Hygiene. (4) *Finding periodical articles*. The writer used on line databases to find articles in journals. The writer chose the database which best suited to the research topic. (5) *Citing*. The writer cited the quotations from some articles in journal and books. Then, they were organized by using the tool provided in the computer.

3. Discussion

3.1 Motivation

The teacher's role is not only to teach, but also to motivate the students. Therefore, it is necessary to understand why motivation is one factor among many contributing to the success of the English. Motivation stems from the Latin word "movere" which means "move" (Pintrich, 2003). This implies that it is a condition that requires someone directions, actions to move. Some researchers have explained the definition of motivation. Kleinginna and Kleinginna (1981) explain that "motivation is the internal state or condition, and is sometimes described as a need, want, or desire. Motivation activates and energizes behavior and gives direction to behavior. Meanwhile, Ryan and Deci (2000) perceive the basic meaning of the Latin word when they assert "to be motivated means to be moved to do something" (p. 54). Then, Reber and Reber (2001) also considered that motivation as "energizer of behavior" (p. 447). Furthermore, Harmer (2001) interprets that motivation as "a kind of internal drive that encourages a person to pursue the action." But, as he further says, someone driven internally when the goal he seeks to achieve is "quite interesting" (p. 51). All definitions seem to get to the point that no behavior without motivation. This implies that when people behave / act, he / she needs motivation. Thus, motivation plays a huge role to make people act. In education, motivation also contributes to make teachers and students behave/act. This paper will review the motivational factor based on the theory of Maslow's Hierarchy of Needs and Herzberg Motivation-Hygiene Theory.

3.1.1 Maslow's Hierarchy of Needs Theory

The theory of Maslow's Hierarchy is a well-established theory that has been accepted and applied by many researchers. This theory is one of the most widely recognized theories of motivation. Abraham Maslow (1954) theory based on the needs of motivation is probably the most cited theoretical content. The action to start, energize, direct, maintain and stop behavior is the central to this theory. This theory proposes that there are five main needs: physiological, safety/security, social/affiliation, self--esteem and self-actualization. The first need is physiological needs. It consists of basic biological needs. He went to see the need for someone to get food, water, air, sexual satisfaction and other primary needs such as shelter, clothing, good and comfortable working conditions etc. In the case of the school system, this requirement will be met when a reasonable salary received by teachers. These impacts on the productivity and quality of teacher in the workplace, that is, school.

The second requirement is the need for security / safety. This comes after the physiological needs have been achieved. These needs include the need to be safe, secure, protected from the dangers and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the event of internal physical and everyday life. At school, teachers need to have the feeling that his / her work is guaranteed and it is also secured by the school linkages. The third requirement is the need for social / affiliates. It comprises the need for love, affection, friendship, acceptance and friendship, a sense of belongingness in one's relationships with others. At school, the teacher's social needs can be realized when teachers are satisfied with their colleagues in the group, formal or informal; teachers participate in making decisions that encourage teachers' needs are met. The expertise of teachers in the group and delegates of the right tasks is also driving the need met. In other words, teachers need some kind of affective relationships.

The fourth is a higher requirement includes: ego or self-esteem needs. This requirement involves the need for respect, prestige, recognition, self-esteem, status, personal sense of competence. In schools, this requirement can be met when the teacher autonomy delegated by the lower ratings to assign power by a higher authority; the ability of teachers and competence to recognize; reward tasks and responsibilities; recognize financial performance through profit or paid services, compliments and praise. The fifth requirement is the need for self-actualization. It comprises the need for growth, achievement, progress and fulfills oneself (Peretomode, 1991). In the case of the school system, teachers need to maintain their competence, achievement and progress. To achieve this goal, teachers must have the training and development through short-term and long-term programs in academics, seminars, and conferences. Scholarship awards are also worth doing to get high quality performance of teachers. When the motivational needs are met, it will affect the quality of teacher performance and output coupled with a guarantee of quality assurance in the education system. It can be concluded that the requirement of motivation is very important for teachers to be met. Teachers may be more committed to the improvement of their teaching. When teachers are more committed and dedicated to teaching, it will affect the quality of the performance that will directly contribute to the outstanding teachers of students in the learning process.

3.1.2 Herzberg's Motivational-Hygiene Theory

Herzberg, Mausner and Snyderman's (1959) two – factor theory suggested that the fulfillment of this requirement is the interest in how to make the workers are satisfied. This theory includes the company's policy - administration, technical supervision, salary, interpersonal relationships with supervisors and working conditions. Herzberg et al. (1959) also show that these factors are associated with job content or what people actually do in their workplace. These include achievement, recognition, work itself, responsibility and advancement. When these factors are met, it is likely the possibility that the workers are working hard. Achievement is represented by the drive to achieve, accomplish challenging tasks and achieve the standard of excellence. Individual needs for progress, growth, increased responsibility and self-employed are said to be a motivating factor.

School improvement depends on many factors. It depends, fundamentally, on the improvement of teaching, ways to improve teacher motivation and ability. In addition, when teachers have high motivation and needs are satisfied, the teacher can create a climate of social, psychological and physical well in the classroom. They appears to be able to integrate professional knowledge (the subject matter and pedagogy), knowledge of interpersonal (human relations), and knowledge of intrapersonal (ethics and capacity reflective) when he is satisfied with the work (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989). At school, the recognition factor in the workplace, job enrichment, advancement and achievement leads to job satisfaction.

While the company's policy and administration, strict supervision, interpersonal relationships and poor working conditions lead to job dissatisfaction, which is known as the hygiene factor.

3.2 EFL Teachers' Motivation

Erkaya (2013) found that ESL / EFL teachers' motivation research, not much was found. According to Erkaya (2013), the topic of student motivation has been a topic of interest for around thirty years. At that time, many researchers found that students' motivation to be the only requirement for the success of language teaching and learning processes. Because of its importance, Gardner and Lambert (1959) proposed a theory of motivation. They classified students' motivation in integrative and instrumental. This implies that the topic of teacher motivation got less attention at the time. But in the 1990s, researchers began to realize that only a few studies on teacher motivation. They also found that teachers' motivation affect students' motivation that directly contribute to the achievement of students in the learning process. This was also confirmed by Dornyei (2001) that teacher motivation is an important factor in the classroom: "... the level of enthusiasm and commitment of teachers is one of the most important factors that affect learners' motivation to learn" (p.156).

Studies conducted by Lam et al., (2009) showed that the teachers' motivation contributed to the practice of teachers, which then contributes to student motivation. There are several studies conducted by several researchers. Among them, the results of the study Bishay (1996); Czubaj (1996); Pinto & Pulido (1997); Scott, Cox, & Dinham (1999); Scott & Dinham (1999); What makes teachers tick? (2002); Su (2012) showed that the motivation of teachers contribute to the success of the learning process. Unfortunately, the problem of teacher motivation, conceptualized as a job commitment and job satisfaction and its relationship with teacher competence has been less written and studied since the 1990s, especially the study of English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers motivation. This paper will review the teachers' motivation on the dimensions of teachers' job commitment and teachers' job satisfaction. Teachers' job commitment will be based on the Maslow's Hierarchy of Needs Theory, while teachers' job satisfaction will be based on the Herzberg Motivational – Hygiene Theory.

3.2.1 Teachers' Motivation and Job Commitment

Teachers' commitment is closely related to the teachers' competency and their ability to innovate and integrate new ideas into their own in terms of practice, absenteeism, staff turnover, as well as having an important influence on student achievement and attitudes toward school (Firestone, 1996; Graham, 1996; Tsui & Cheng, 1999). Commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson,1990).

Teachers who are committed have a tendency to do their role effectively that their work is needed to establish a good relationship between teachers and students in accordance with their professional values. As Astuti (2013) found that Motivating students to learn is the duties of a teacher. It means that teachers of English in the context of Indonesian high school give effect to the success of students in the teaching and learning process by building a good relationship between teachers and students. This approach facilitates the learning and development of student behavior. Basic objectives and the values of the teacher as a profession form a change in student behavior in accordance with the principles of education. Commitment to educational institutions can be seen from a teacher who feels like part of the school, and be loyal to the school. A successful school teacher is a teacher who has commitment to the school and their profession. Commitment forms the basis, the driving force, and resources in the restricting. Fried show what makes a teacher great is (2001, p.54): " This caring about ideas and values, this fascination with the potential for growth within people, this fervor about doing things well and striving for excellence".

3.2.2 Teachers' Motivation and Job Satisfaction

Greenberg and Baron (1993), defines job satisfaction as a reaction to the cognitive, affective and evaluative individual to their work. Also, Organ and Bateman (1991) showed that job satisfaction is a constellation of their attitudes towards work that they do. According to them it is a function of satisfaction or dissatisfaction with different aspects of the job (salary, supervision, work itself) and of certain components. According to Spector (1997) job satisfaction is viewed as a universal trait among employees and thus Spector (1997) defined job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) for their work. Therefore, this definition indicates that job satisfaction is a general or global namely affective reactions an individual who keep their jobs.

Michaelowa (2002) defines job satisfaction as "an indication of teachers" well-being induced by the job" and motivation as "their willingness, drives or desire to engage in good teaching [to examine] whether job satisfaction does or does not translate into motivation" (p.5). Similar to job satisfaction, the concept of teacher motivation is not uniform. Evans (1998), who researched teachers in a primary school over five years in the UK, defines motivation as a condition that encompasses inclination towards engagement in activity.

Hoy and Miskel (1991 cited in Bennell and Akeampong 2007, p.4) define motivation as a combination of factors that "start and maintain work-related behaviors toward the achievement of personal goals." Alternatively, Bennell and Akeampong (2007) emphasize motivation as a teacher's state rather than the set of factors themselves that influence such a state.

According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. It can be summarized that teacher job satisfaction and commitment are essential to achieving the millennium development goals for quality education. There is evidence to prove that when teachers are satisfied with their jobs, they become committed to their work and therefore there is effectiveness in the work they do, thereby benefiting the students.
Teacher job satisfaction and commitment is a matter of necessity, because it will help reduce the effects of the turnover in the various schools.

3.3 EFL Teachers' Motivation and Competency in Indonesia

Teachers' competency, especially EFL teachers, is also supported by three aspects argued by some experts (Hoyle, 1980: Shulman, 1987; Anderson, 1989; Fish, 1989; Morain, 1990; Richard & Nunan, 1990; Bolitho, 1991; Wallace, 1991; Berliner, 1992; Schelfhout et al, 2006). The three important aspects of qualified EFL teachers are as follows: (1) Personal qualities (attitude) inherent personal qualities possessed by each teacher. Moral responsibility or attitude to teaching is the most important factor for EFL teachers have to transfer not only the subject but also the values that deserve to students in an enjoyable atmosphere (Kyriacou 1997 cited in Alwasilah, 2011). Bolitho (2002) showed that EFL teacher competent should have a good sense of humor, care, patience, pulling, pushing, committed, be understanding, be creative, stimulating, being a good listener, hard-working, fair, honest, and innovative. (2) Process (education and skills). EFL teachers who are competent should have high academic standards; at least, has an educational background in teaching. They are involved in every training to improve themselves as lifelong learning effort. They also need to improve their knowledge and skills (Fish, 1989; Richard and Nunan, 1990; Schelfhout et al, 2006). (3) Products (knowledge and skills). EFL teachers who are competent should have a good knowledge and extensive as that proposed by Shulman, 1987; Moraines, 1990; Bolitho, 1991 and Berliner, 1992. According to Berliner (1992), qualified EFL teachers are teachers who leave the teaching model of success that can use scaffold for other teachers to achieve a greater level of skill.

In Indonesia, the term "*competency*' is based on the Indonesian Government Regulation number 14 Year 2005. It is stated in the law, "Competence is the set of knowledge, skill and attitude which teacher and lecturer should have to do their professional duties" (Law number 14 year 2005). Later, through the Regulation of Minister of National Education number 16 year 2007, government sets four competencies that a teacher should own. They are pedagogy, professional, social, and personal competencies. Pedagogy competence deals with teachers' understanding on how the learners learn, planning, conducting and evaluating the learning process. This competence turns to be very crucial since it will determine the success of teaching and learning process (Maksun, 2012; Yasin, 2011). The next competence is social competence which enables a teacher to communicate effectively with her or his students, colleagues, students' parents and community. Further, this competency influences the students' social attitude and motivation (Setiawati, 2011; Riyati, 2011). Personality competence is another competence that a teacher has to own. A good teacher has good personalities, such as honest, discipline, wise as a teacher is a role model for the students. The last competence a teacher should acquire is professional teacher. Professional competence means a competence of the basic concept of knowledge and teaching methodology. Those competencies are holistic and related with each other. Thus, a good teacher needs to have those competencies.

According to the Ministry of Education and Culture of Indonesia Regulation Number 52 of 2012, Teacher Competence includes teachers' pedagogic competence and professional competence of teachers. Teacher pedagogical competence consists of a teacher's ability to (a) identify students' characteristics and their potential, (b) control of learning theory and principles of effective learning, (c) master plan of curriculum and development, and (d) control of systems, mechanisms and the assessment procedure. Teacher professional competence consists of a teacher's ability to (a) control of the content, structure, concepts, and scientific thinking to support the lessons, (b) mastering scientific methodology suited to the task assigned, (c) master the true essence of the profession as teacher. Teachers are expected to have competencies that qualify this. And no doubt that one of the factors to achieve this is motivation. Teachers must have a high motivation to improve and maintain their competence. Lockheed and Verspoor (1991) found that even if teachers are trained, they may not be competent, effective and efficient. This implies that it is not only to train teachers to make them competent, but how to engage motivated teachers to become the dominant fear.

In addition, most of the teachers as their profession as a teacher, but in reality, they are not enthusiastic about staying in the profession of their own for the long term. Many of them seemed frustrated, complaining about their salaries and conditions of the school. Teachers, especially in urban schools, face many difficulties and challenges due to many differences such as ethnicity / race, religion, language and a diverse population. Kincheloe (2004, 2010) also found that compared with suburban areas and rural, urban schools are often characterized by higher concentrations of poverty, racial and ethnic differences were larger, a greater concentration of the immigrant population and the diversity of languages and levels more often than student mobility. It is implied that teachers in urban schools face more difficulties and challenges. Therefore, it should be realized that the role of teacher motivation plays an important role in English teaching and learning, especially in urban schools.

There are several studies that show teachers' motivation plays an essential role in the learning process. First, in Tanzania, there is strong evidence that most teachers are not satisfied with their salaries, housing arrangements, benefits, workload, and status in their society (Davidson, 2004, 2005; Sumra 2004b; HakiElimu 2005 quoted in

Davidson, E. (2007). The poor living and working conditions have, over time, seriously erode motivation of many teachers to perform the role of teaching and non-teaching them in a way that is unacceptable. it is also supported by a report from the VSO that the situation in Tanzania is similar to that in many other developing countries, including Zambia, Papua New Guinea, and Malawi where "it was very clear that teacher motivation is best fragile and at worst extremely deteriorated" (VSO 2002). Then, the qualitative research approach employed by Gheralis (2003) to identify and document the effects of different motivations affects the motivation of EFL teacher in Greek. A series of in-depth qualitative interviews with teachers of the Greek state and non-EFL EFL performed in this study. It was found that the intrinsic aspect of teaching is more satisfying and more motivating than extrinsic motivation factors. However, the findings also highlight areas that have not paid much attention in the literature, the temporal dimension of teacher motivation, which plays an important role in the development and motivation of teachers due to the fact that teaching as a profession is a lifelong involvement.

An extensive teacher motivation and its influence on Quality Assurance in Nigeria were discussed by Ofejebe Education System (2010). Nigeria educational system of the school is also an arena that accommodates a variety of resources (human and material). Human resources, including students, teachers and non-teaching staff are an input that operates in the desire and caprice of this arena. The most important of these inputs are teachers who facilitate the teaching - learning process for the achievement of educational goals and outcomes. Given adequate teacher motivation will improve the quality of instructional delivery, quality of output and quality assurance in the school system.

Alam & Farid (2011) conducted a study to examine the factors that affect the level of motivation of teachers in secondary schools in the city of Rawalpindi. The study concluded that teachers are not satisfied with the socio-economic status, choice of profession, student behavior and examination stress. Some teachers feel that they are not paid according to their abilities. It is recommended that teachers should receive training teachers, should be given due respect and shall be paid according to their qualifications and abilities. Christopher (2012) conducted a study that aims to determine the level of motivation of teachers, the relationship between teacher motivation and language learning and teaching, as well as the factors that can affect them in the two states in the Nigerian federation. This study shows that most teachers more intrinsic than extrinsic motivated in their exhibition classroom behavior commendable. Teachers claim that they are not motivated to teach supported by a negative assessment of several variables in the teaching / environment are important in improving and maintaining the motivation of teachers, teaching and learning efficiency and effective language learning. A quantitative research with correlational approach done by Abbas (2013) stated that the higher the intrinsic and extrinsic motivation of the teachers in the context of Indonesian high school can certainly boost competence. But conversely, if the lower intrinsic and extrinsic motivation of the teachers in teaching, automatically would slow overall competence.

It can be concluded that teacher motivation is the impetus for reviewing other than filling an important gap in the literature teacher motivation. Studies conducted by the Organization for Economic Cooperation and Development (OECD, also confirmed that the motivation of teachers in developing countries, conducted by Voluntary Service Overseas (VSO) in U.K in 2002, is fragile and declining. Based on this fact, it can be clearly seen that the motivation of teachers is a significant concern to explore. The problem of teacher motivation, conceptualized as a work commitment and job satisfaction, and its relationship with the competence of teachers has received relatively less attention in educational psychology literature on urban EFL teacher in Indonesia. Limited studies conducted on teacher motivation in this population calls for more exploration of this topic; especially for teachers in schools organized in the new city center.

Taking into consideration the problems illuminated by the literature and reports from government institutions, the interest to investigate the motivation of teachers of English 'was born. Sergiovanni and Starrat (1993, pp.67-69) suggests that teachers are motivated to have a positive impact on the education of students, is able to create an atmosphere appropriate class, has a reasonable control of their work activities, are willing to accept responsibility and personally accountable for results. As a result there is less likelihood for poor performance (Fiddler & Atton, 1999, p.192). This means that when teachers have a strong motivation, it will affect the performance and student achievement. Only a few studies have been done to solve this problem for EFL teachers in urban schools; thus, it is important to explore what makes some teachers are committed and dedicated to teaching in urban schools, while the majority of them appear not to be, and how it can contribute to teacher performance and competence.

It is hoped this research will be useful for teachers to increase their motivation to be more committed and dedicated to teaching in urban schools where there are more challenges and difficulties faced by teachers. It will also be very important for teachers because they will know how different factors that trigger their motivation. This will assist them in deciding to adjust to the prevailing situation to improve student performance. It was also expected that this study will contribute to the motivation of students in English teaching and learning process.

4. Conclusion

It is no exaggeration to claim that teacher motivation plays a huge role in the success of English language teaching and learning process in Indonesia. Therefore, it is necessary to propose a teacher motivation factors' that contribute to classroom activities. This paper aims to highlight the urban EFL teacher motivation 'in Indonesia in terms of Maslow's hierarchy of needs theory and Herzberg's motivation hygiene theory filling an important gap in the literature of teacher motivation. The study only focused on reviewing urban EFL teacher motivation 'in Indonesia in terms of Maslow's hierarchy of needs theory and Herzberg motivation hygiene theory. It is just to fill a significant gap in the literature teacher motivation. Thus, it would be interesting if future research on teacher motivation views of Maslow's hierarchy of needs theory and Herzberg motivation hygiene theory be carried out in various grade levels to see what motivates teachers and how they could be improved motivation in the learning process of their processes.

5. Acknowledgment

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