Factors Causing a Decrease in Teachers' Productivity and Hindering to Retention

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Abstract

This paper will discuss different factors that cause the teachers to display low productivity. For that purpose, the study considered a mixed method that used both qualitative and quantitative research. The Researchers took views of forty principals through a survey that were serving elementary schools. This study collected their opinions regarding various factors affecting the teacher's productivity. According to the results obtained, low teacher productivity was mainly related to veteran teachers who have gone through an external or internal shift in their careers. A second major factor was teachers going through a crisis in their own lives that affected their professional career performance and productivity. The following research will look into a proper theoretical framework related to the decrease in teacher's productivity and will even try to suggest some solutions and remedies. This research's second primary purpose is to look into different causes that hinder teachers' retention and job satisfaction. Once more, for this study, the study applied a mix of qualitative and quantitative research methods. A total of 119 teachers participated in this survey who answered a questionnaire composed of different factors that negatively impacted a teacher's motivation and will to stay in their profession.

Keywords: Professional development; Teachers; Poor performance; Mentoring; Principals; Teacher motivation; and Teacher retention.

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1. Introduction

The author in [1] concluded that problematic teachers are a massive challenge for school principals to handle. Teachers with low productivity negatively impact the other teachers, decrease other staff's credibility at school, and deteriorate the school's performance and results [1,2, 3]. They keep the other teachers who might be more beneficial for the school from getting into the school by blocking a teaching position and consume a lot of the principal's time. Usually, a principal will have to put in extra effort to communicate with them. Yariv and his collegues concluded in [4] that incompetent teachers make 5-10% of a school's teaching workforce [4, 5]. The researcher in [6] said that even though all-around the world teacher's productivity is under the microscope in recent years and massive efforts are being made to improve them, school administrators still face numerous difficulties to overcome the lack of teacher's productivity[5-7]. The following study will look into different factors that cause the teachers to display poor productivity [7-9]. According to the author in [10] each year, a teacher decides against working in the same organization or finding employment in a different environment.[10] It is not easy for a teacher to decide whether to stay in one job, change departments, or change fields, but many factors influence the decision [11].

Many factors impact teacher retention, including

- Workload.
- Administrative support.
- School culture.
- Morale.

A significant part of teacher retention involves inequitable funding between school districts. The expenditure of funds on training and recruitment of new teachers diverts funds from student resources [12, 13]. Furthermore, increased turnover of teachers causes a change in school culture and a rise in school dropout rates. The achievement data in ELA and Math is usually lower in schools with high teacher turnover [14, 15]. Recently, news reports of teacher shortages and concerns by politicians about the impact of teacher scarcity on schools, student achievement, and other teachers have highlighted the growing gap between supply and demand to rise in education discourse [16, 17]. Therefore teacher retention has been a major problem for education sector [18, 19].

2. Literature review

This section will discuss the Literature review, emphasizing the factors that contribute to decreased teacher productivity and teacher retention.

The antecedents of becoming a poor-performing teacher

This section will discuss different factors that cause a teacher to perform poorly. Professional difficulties are a multi-faceted phenomenon, which may stem from external and internal influences [20-22]: Professional difficulties cast an impact on all job sectors and teaching is no exception. Some of these difficulties are listed as

[4, 23, 24].

- Shortcomings of the Principals or the supervisor.
- Weaknesses of the teachers.
- Outside or non-job-related forces are affecting the employee [25, 26].

2.1.   *Ineffective Management*

Lack of good management skills and incompetent supervision are critical external causes of poor performance. Some principals aren't influential leaders and fail to deal effectively with the needs of their teachers [27, 28]. They fail to take corrective measures at an early stage when it might still be possible [25, 29, 30]. Besides, administrators blame previous administrators who may not have known how to deal effectively with incompetent teachers or were reluctant to help them [31-34]. Fidler and his colleagues concluded in [35] that common managerial errors are mistakes made in the selection process, induction process, motivation, mentoring process, appraisal process, and newly hired teachers, therefore causing future difficulties [35, 36]. It is essential to point out that Fidler & Atton's conceptualization shows that lack of investment in development, can lead to initial shortcomings only getting worse [37, 38]. A detailed discussion of managerial practices that might lead to degrading teachers' performance is beyond this study's scope [29, 39]. Two examples help clarify the role organizational behavior plays in governing teachers' shortcomings [40]. Research suggests that teachers may become less motivated when performance does not meet the Principal's expectations. As a result, management becomes more directive [41-43]. Teachers become resentful of authority. Communication appears to be one-way, and results in a reduction Teacher's loyalty and motivation [25, 44, 45]. Many studies suggest that principals collect extensive information about their teachers but are reluctant to provide them with negative feedback[24, 46]. Poor performing teachers fail to improve their performance through structured feedback, so they attempt to function without it, thus causing the situation to worsen progressively [47].

2.2.   *Shortcomings of the teacher*

Typically, we must progress career development through specific stages to attain particular objectives [47]. Novice teachers are expected to become influential members within the organization quickly, overcoming their inexperience. Senior staff should remain technically competent while serving as mentors [48, 49]. According to school administrators, their most pressing problem is low motivation, followed by low abilities and skills. Poor performers may not have sufficiently developed mental capacity to perform job requirements. Bridges and his colleagues concluded through their work in [2] that some administrators portrayed them as 'trying hard but simply not getting any results [2, 50]. People lacking meta-cognitive abilities and emotions, especially unrealistically high self-esteem [41, 43], find it difficult to perceive overt and hidden judgments of their work. Nearly half of the teachers Bridges studied had dealt with had some emotional disturbance that adversely affected their performance in the classroom, in addition to low motivation and weak skills [2, 51]. Emotional distress, burnout, and health problems are widespread, and administrators are often unaware of the causes of poor performance (e.g., low motivation or lack of skill), which impeded their ability to help because each pattern requires a different response [43, 50].

2.3. Outside influences

Additionally, unsatisfactory performance may be due to outside influences and inadequate supervision, with abrupt transitions and shrinking learning curves.

Teachers need to go through the following stages:

- Choosing a career.
- Initial exposure to teaching as an educator.
- Teaching for the first eighteen months.
- After three years at the initial post.
- Changes in careers.
- Promotions and before retirement.

Sikes, Measor, and Woods define critical periods as "normal stages when individuals are confronted with choices and decisions [43, 52]. The world is full of personal and professional variables that can impact performance, such as marriage, divorce, childbirth, or illness. These periods may coincide with a critical incident when teachers made vital choices [53]. Examples of this would be a teacher who has severe discipline difficulties, loses control of her or his temper, and ends up acting aggressively. Therefore, critical incidents typically occur within critical periods during a teacher's career [54, 55]. Among those is the initiation into teaching. Here recruits are confronted with the harsh demands of the role in an unexpected confrontation that tests their claims to be a teacher [43]. Based on the Critical Phase and Life Change Event Model [37, 56], they experience a stress reaction whenever they are confronted with a challenging life changing event. There is a hypothesis that a stress-producing event can be positive (e.g., marriage) or negative (e.g., a partner's catastrophic illness). The effects of these events are additive. Perhaps the commonality of these aspects may be attributed to poor person-organization fit. A central proposition of the book states that an employee's needs, goals, and abilities don't match the work environment's needs and demands, so the employee becomes stressed [56].

2.4. Problems in teacher retention

It appears that there are a variety of problems affecting the recruitment and retention of teachers as reported in the press and by government agencies all around the world.

2.4.1. Subject shortages

Over the years, the government has offered bursaries to prospective recruits in shortage subject areas such as math, computer studies, and sciences, particularly chemistry and physics. But now it seems that subjects such as design and technology, modern foreign languages, and business studies are joining this group [57]. The NAO report also questioned the effectiveness of providing financial incentives to highly qualified graduates to train as teachers. However, the Department for Education has stated that no clear evidence was found to weigh if these incentives affect recruitment [58, 59]. The author in [16] conducted his research work on the math teachers. According to his work the math shortage problem has become acute, with many schools reporting that not

enough fully qualified Math teachers are on hand to properly teach their students [16, 60]. It appears that this is because many math graduates strive to make higher salaries than are offered by business or financial institutions [61, 62]. It is reported by the Institute for Educational Development in US that head teachers are complaining increasingly about the math teachers in staffing their schools.[16] Some head teachers have to cut non-core subjects from the curriculum and increase class sizes to replenish their teacher shortages [63, 64].

2.4.2. *Salaries*

After the 2008 financial crash in most parts of the world, salary increases for public sector employees were frozen at a 1% annual increase, affecting prospective recruits' numbers [65]. Coupled with this, teachers have lost their salary rises due to the introduction of performance-related pay [65, 66]. Teachers have been earning about 2% more in the private sector than they did ten years ago, making teaching much less attractive of a career than it used to be since teaching has been viewed as a low-status occupation[67]. According to research work done by J. Worth and his colleagues in [66] students with good A-level grades are less likely to consider teaching as a career because many other jobs offer a better wage and are significantly less stressful [66, 68-70].

2.4.3. *Current Business and Economic Discourses and Education: Global Perspectives*

Though the Department for Education aims to encourage more people to become teachers, mistakes have occurred. For example, television ads suggest a starting salary of thirty thousand pounds for new teachers, when physics graduates alone are eligible for that incentive. This much-criticized advertisement may have left potential trainees questioning the DfE's credibility[71]. In the 2015/16 recruitment phase, the NCTL launched a 'free for all', removing allocations to places and introducing the first past the post system in mid-year. It resulted in all providers scrambling to interview and offer classes as soon as possible before the NCTL and DfE decided to halt recruitment[72]. Due to this recruits were informed that providers had instructed them to stop recruiting, even though they had been offered an interview [73].

2.4.4. *Increasing training costs*

There are great costs associated with training new teachers. Due to the widening of the DfE's training routes, the cost of training a teacher is going up. One of the most expensive routes is Teach First that costs £70,000. Trainees can then apply for either a fast track to leadership or a two-year program designed to enable them to transition to another career [70]. As a result, this program has the highest dropout rate of any training pathway for becoming a teacher [74]. In addition to this, the Department for Education is trying to recruit teachers from overseas and train returning soldiers to be teachers [70, 75]. The author in [65] pointed out through his research that these initiatives have been costly, especially since they have failed to produce the projected number of new teachers [65, 73]. However, the troops' scheme only made 28 new teachers after two years, and the dropout rate from training has been high [72]. The government's scheme - which gave qualified teachers a degree and permanent status within two years - has been condemned by unions since many of the recruits have little subject knowledge. Among the overseas recruits, with English schools for a base, many either quickly return to their home countries or convert to supply teaching, which requires fewer resources[73]. Teachers have been losing

their jobs due to most government demands and poor behaviors and attitudes by many children [76].

2.4.5.   *Teacher retention*

One out of every ten teachers has left the teaching profession since the Great Recession began in 2008, and that number has increased to 9.5% [73]. The Association of Teachers and Lecturers (ATL), one of the leading teacher unions, has promoted the idea that teaching prevents people from living a fulfilling life. The Chief Inspector of Schools at Ofsted stated that two-thirds of recruits are likely to quit teaching in the first five years, a loss that would severely hurt the profession financially and professionally. Further, the authors in [77] have reported that teachers who leave the profession in an attempt to live more relaxed lives are taking jobs as private tutors, Learning Support Assistants in another teacher's classroom, or cover supervisors with fewer responsibilities [77]. It was also noted the number of teachers now retiring early as they no longer feel able to cope with government and inspectors' expectations. People who leave the education sector either during their training or after working in schools often take a salary reduction, in the beginning, reports the National Foundation for Education Research (NFER) [78, 79]. An increasing number of teachers seek work overseas in international schools, where they are more likely to get better pay and have less stress on the staff [80, 81]. In her study on why people leave teaching in 2016, Scott and his colleagues in [73] explored the constant changes made to the curriculum, the assessment process, and the teachers' lack of control over their work, resulting in high levels of stress and feeling exploited [73, 75].

2.4.6.   *Teachers leaving the profession due to overwork*

A report by ATL claimed that four out of ten teachers leave the job within a year of studying to become teachers. The causes were many such as poor classroom behavior and the amount of time spent planning, justifying the choice of teaching method employed, and the insistence on detailed reflections on every lesson taught, which proved to be too much work for many trainees. An ex-teacher claimed that teachers are overworked, undervalued, and underpaid [75, 82, 83]. Marsh claimed through his work in [80] that teachers enter the profession for various reasons but mainly, according to a recent survey, to make a difference in the children's lives (92%). Many, however, are quickly disillusioned, with poor pay and lousy behavior being high on the list of complaints about the job. However, the workload issue seems to have come to the fore as to why so many teachers leave [80, 84]. Although the government has promised to look into the problem, very little has been done. The constant changes to the curriculum, assessment processes, and the desire for continuous data collection make a teacher's career increasingly challenging and ill-favored. Woodcock and his colleagues suggested through their work in [85] that Ofsted should look at teacher turnover figures when making judgments on a school's success levels. The Times article also reported that one of the groups examining teacher retention has suggested that schools should be held accountable for their staff's well-being [78, 85]. However, as recently head teachers are now leaving the profession early, and good heads are becoming increasingly difficult to find, this suggestion seems non-viable [86].

3. Research Method

For the research purpose this publication has explored the research works done in the past, will look into the different factors that were assessed and will create results based on them. The current study under consideration is based on a mixed-method in which the data is collected through interviews [87, 88]. The qualitative approach excels at exploring relations, emotions, and cognitive processes. However, categorizing data into small and straightforward definitions enables statistical operations and can provide additional insight into the problem's quantitative aspects.

3.1. Sample

The methodology used for the survey was systematic probability sampling, utilizing a representative sample of Principals from forty elementary schools. Most of the principals (85 percent) are women, and most of them have been working for more than twenty years. Five of the forty principals are principals of more than one school. Flanagan, 1954, used the 'critical incident' technique to sample the cases of challenging teachers. This technique works on the premise that a subject matter expert (SME) describes incidents in which an employee has been very ineffective.

3.2. Tools

Semi-structured interview sections incorporated demographic data and personal information about the respondent, including years of work, marital status, etc., along with open-ended portions. A set of open-ended questions (e.g., 'Describe in chronological order what measures you took to address this issue) followed by closed questions (conducted by coders) were analyzed by content analysis.

3.3. Procedure and ethical aspects

Researching a sensitive subject requires the school principal to spend time during 'normal' school days. The principals' confidentiality and the schools' identification were protected during the research procedure, as was the teachers' privacy. The main ethical and personal concern was that talking with the principal about one of the teacher's shortcomings may produce negative feelings toward that worker. As a result, the principals received a letter reminding them about their professional responsibilities of ensuring that the research has no adverse effects on educators. In a telephone conversation after the interview, they replied that nothing had changed in their relationships with the teachers. Research methods could not verify further information on this subject.

3.4. Results

Worker success depends on many factors. One teacher might double its effort when faced with the same 'difficult class,' while another might give up. Teachers and principals are often unaware of specific reasons why classes are downgraded, while at other times, they choose to cover it up. Often, poor performance is linked to many interrelated factors, so unraveling them may seem somewhat arbitrary.

We identified three main difficulties based on principals' answers and theoretical conceptualizations:

- Improper management and inadequate supervision.
- Shortcomings of the employee.
- Outside or non-job-related influences affecting the teacher.

3.5. *Improper management and inadequate supervision*

The principal's point of view, attitudes, and personality assumes a significant role in defining, and sometimes intensifying, a teacher's difficulties. A mature principal who believes in self-efficacy would respond differently than a principal whose management style is more protective. New principals more often than not bring their own set of values and expectations that can be in contradiction with what teachers are used to. About 20 percent of the cases were explained, in part, by the poor management and lack of supervision of previous administrators. In many cases, principals preferred to blame their former colleagues or on the inspectors from the Ministry of Education who granted tenure without careful examination. In several other cases, failure may occur when the right person is placed in the wrong position or vice versa. Principals must fill placement holes with the available personnel. Marital difficulties and financial problems were common causes too. Several teachers had gone through complex divorces, while other teachers were distracted by continual turmoil in their marriages. Author in [2] emphasized this point: These teachers may have been caught in some vicious cycle and created a downward spiral in both settings [2].

3.6. *Patterns of difficulties*

According to the principals, the causes of the teachers' difficulties varied tremendously from case to case [89]. Several teachers had to cope with only one unfavorable condition, while others suffered no less than four, five, and even six different sources of hardships (M- 2.8; SD 1.8).

3.7. *The shortcoming of the employee*

The following section describes different shortcomings that can cause a drop in teacher's productivity.

3.7.1. *Lack of knowledge and experience*

It takes a teacher who arrives at a school, several years to adopt the teaching methods prevalent in that school and become immersed in the school culture and accustomed to the local traditions. About 27 percent of the cases portrayed young teachers who had been working only a few years and did not (yet) fit into the school's educational scheme [90]. The negative correlation with age (r -.33), with the total years of experience (r -.40), and especially with the number of years the teacher has been working in the same school (r -.44), suggest that novice teachers have only a very limited time-slot in which to improve their ability [91]. Besides the lack of experience, the teacher's remote location is another important reason for their failure. To some degree, these cases also reflect the principal's carelessness, which can be a sign of poor management [92].

3.7.2. Perceived incompetence

"Lack of ability" is a broad and relative criterion, and principals were sometimes confused about what exactly it meant. These symptoms covered a wide range of difficulties, such as lack of ability to learn and the desire for assistance [93]. Perceived incompetence accounted for 27 percent of the cases and did not correlate with age or experience but rather mildly with gender and grade level. More male teachers (r -.21) and lower grade teachers (r -.20) were perceived as incompetent. These teachers could be described as lacking in intelligence (r .54). They invested much effort (r -.19) but gain in results were still poor (r .20), and many discipline problems (r .25), apparently due to poor teaching (r .25) and aggressiveness (r .30) [94]. Perceived incompetence reflects a consistent gap between the capabilities to perform the job and the job demands. It usually emerges in the initial phases of the teacher's career. Still, it may occur in abrupt change cases when the teacher has difficulty acquiring new demands and practices [95].

3.7.3. Decreased motivation

The absence of motivation accounted for almost 40 percent of the cases, and it has many different causes, not all related to being lazy. Such is the case when a teacher's temperament is different from a principal's. What may seem appropriate to one may seem unreasonable to the other. The study included the example of a teacher. It states that for several years, a 49-year-old teacher had been negotiating with the principal about early retirement. Her lack of motivation was evident in every corner of her classroom - the broken furniture, the dirty floor, and the walls covered with old and worn decorations. Her behavior was harsh towards her colleagues and students, which made them, distance themselves from her. She seldom came to staff meetings and refrained from initiating the organization of school events. Instead, she devoted most of her time and energy to her private practice of alternative medicine. Only upon receiving an offer from the principal to teach a second-grade class with several brilliant students did the new challenge appeal to her, and she worked miraculously to turn things around (School 13). Low motivation may be defined both as a symptom, such as poor class management (as with the 2nd-grade teacher), and a cause that initiates a downward spiral of deteriorated interpersonal relations and poor outcomes that may lead to the dismissal of the worker.

3.7.4. Personal and personality disorders

When asked whether the problematic teacher had a personality disorder (e.g., burnout, severe emotional distress, personal inflexibility, mental illness, alcoholism, etc.), over half of the principals (55 percent) answered positively. The disorders most frequently mentioned were burnout and stress. Stressful conditions and burnout are usually measured based on the workers' self-report, but here it was based on the principal's impression.

3.7.5. External influences

In half of the cases, teachers' unsatisfactory performance could be attributed to severe difficulties in their lives. Sometimes encountering one problem can perpetuate a downward spiral. These influences can cause teachers to get involved in intrigues and rumors. They tend to resent criticism and avoid companionship. Their jobs seem to frustrate them immediately.

Table 1: Poor teacher Productivity Causes[96]

	Difficult Class	Poor Management	Lack of experience	Lack f ability	Lack of Motivation	Mental Disorders	Personal Difficulties
Poor Management	.22	-					
Lack of experience	.12	.24	-				
Lack of ability	-1.5	-1.2	-0.00				
Lack of Motivation	-.26*	.11	-.14	-.25	-		
Mental Disorders	.07	.07	-.35*	-2.4	.02	-	
Personal Difficulties	.12	.12	.05	-.05	-.35	.50***	-
Other	-1.0	-1.0	.13	-3.3*	.30*	-.28*	0.21

*p<.05, **p<.01, ***p< .001

The results show that three-quarters of the combinations were not statistically significant. This result means that encountering one difficulty is not necessarily connected to experiencing other kinds of hardship. Further, five out of the seven statistically significant combinations were negative, thereby supporting the distinctiveness of each difficulty in itself. It seems that each antecedent was uniquely related to a different group of teachers (e.g., motivated but inexperienced teachers, veteran burnout teachers), which explains the lack of statistical connection. Of particular interest is the positive medium to high correlation (r .50) between two 'internal' categories - mental disorders (e.g., stress, burn out) and personal difficulties (e.g., marital crisis). Feelings of anxiety and depression probably interact and augment poor interrelations with staff and students. It was also observed that as there was an increase in personal difficulties, teachers were seen to be improving their effort, which correlates negatively with factors like lack of motivation [96].

3.7.6. Limitations

As an exploratory study, the major weakness, in terms of validity, was the reliance on one source of information, the principals' description of the teacher's case. Their perceptions were most likely partial and undoubtedly subjective. In a situation in which the cases were so varied when the teachers and others' perspectives were hardly represented, and when the passage of time continuously changed the relations and the situations (either healing the wounds or intensifying the pain), drawing an objective picture and reaching solid

conclusions became more difficult. We may have well obtained a different perspective if the teachers, who were the interviews' subjects, had also been interviewed. Author in [47] suggested that the most critical task is to train champion teachers. This can be achieved by showing the connection between their well-being and children's well-being in their care [97]. This paper hopes to inspire practitioners to examine a subject often considered taboo [47].

4. Analysis for retention

The following section will discuss the research method and analysis technique to analyze teacher retention factors.

4.1. Methodology

Table 2: Factors related to teacher productivity in Primary Schools[91]

Indicators of motivation among teachers	Agree(good)		Rates Not Sure		Disagree (low)	
	f	%	f	%	f	%
Teaching gives me a great deal of job satisfaction	90	79.6	4	3.5	19	16.8
I enjoy teaching as a profession	82	72.5	22	19.4	9	7.9
The competitive nature of teaching has kept me in the Profession	94	84	11	10	8	6
Teaching is a competitive profession in this school	78	69	6	5.5	29	25.5
I receive recognition and respect from the community through education.	100	89	10	9	3	2
I have prospects for career development in the teaching	70	62	23	21	20	18
The responsibilities I perform in the school give motivation	104	92	4	3	5	5
Teaching is one of my goals in life	90	80	4	3	19	17
I am more beneficial to the community as a teacher than being in any other profession	89	79	10	9	4	13
Teaching helps me interact with people from different areas	110	97.3	0	0	3	2.65

Table above indicates that most respondents (92.0%) were more likely to not switch their job when they were trusted for more responsibilities. This provided them with a sense of autonomy in their respective schools. A further 97.3% indicated that teaching enables them to interact and develop relationships with people from many areas. Such relationships allow teachers to concentrate on their jobs and be able to perform well. 89.0% of the respondents supported the statement that teaching gave them recognition and respect from the community. Intrinsic rewards, like recognition, created role models and communicated the standards which encouraged excellent performance. Research findings also revealed that 84.0% of the respondents had remained in the teaching profession because of its challenging nature. By receiving challenging tasks, like solving mathematical problems for pupils, teachers felt they had contributed significantly to knowledge transmission, motivating them to perform better. Around 79.6% participants stated that their profession provided them with great job satisfaction. This result implies that such teachers derived their expectations from teaching and therefore had morale to perform better. Intrinsic motivation among other respondents was exhibited as follows: I am more valuable to the community as a teacher than being in any other profession (rated by 79.0% of the respondents), teaching is a competitive profession in this school (agreed by 69.0% of the respondents), teaching is one of my goals in life (80.0%), I enjoy teaching as a profession (72.5%), and I have prospects for career development in the teaching profession (62.0%). The statements mentioned above indicate that the majority of respondents had intrinsic motivation. These findings agree with Hertzberg's description of tasks as intrinsically motivating when characterized by critical motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. All these factors are vital for teachers, as they motivate them to stay in their role, and improve the retention statistics [91].

Table 3: Extrinsic Motivations to improve retention[91]

Extrinsic motivation among teachers	Agree(good)		Rates		Disagree (low)	
			Not Sure			
	F	%	f	%		%
I am paid a salary that is enough to cater to my basic needs.	13	11.5	0	0	100	88.49
The school provides me free accommodation.	42	37	0	0	71	63
I get enough instructional materials at school.	96	85	2	1	15	14
Salary payments are prompt.	89	79	10	9	14	12
I am satisfied with the school facilities.	16	14	0	0	97	86
I am motivated by the administrative support I received.	50	44.2	33	30	30	27
The school offers financial support to teachers with parties.	59	52.2	6	5	48	42
It is possible to get salary in advance from the school in case I have a financial problem	62	55	2	1	49	44
The school organizes an end-of-year party for teachers.	46	40	17	15	50	45
Teachers who perform well are given prizes	58	52.6	14	12.4	41	37

Table above shows the level of intrinsic and extrinsic motivation among teachers. 79% of the respondents said they were motivated by extrinsic motivators such as quick salary payments. Among the respondents, 55.0% of

respondents rated the school's advance payment as high and 44% of respondents as a medium. We found that 85% of the instructional materials were of medium availability. Conversely, most respondents rated the extrinsic motivators:

According to the study, 66.4% of teachers said their schools did not host holiday parties to thank and motivate them; and 63% had no accommodations provided by their schools. 53.0% of teachers received financial assistance for parties, 52.6% of teachers received prizes for good performance, and 44.2% received an administrative grant to complete the syllabus on time. There was a low level of extrinsic motivators available to teachers in the primary schools. Consequently, 85.0% of respondents rated instruction materials at school as good. These results are primarily in line with Wayne's (1998) study, in which teachers with a shoddy work and living environment tend to have lower self-esteem and are generally de-motivated. An extrinsic motivator not present in 90.0% of the respondents was their salary, which is inadequate to cover their basic needs. Author in [94] and his colleagues concluded through their research work that pay has a strong influence on an employee's performance [94].

4.2. *Process of quality education*

Payment is one of the most potent motivating tools. Money provides the means to achieve a broad range of different ends, which explains the value of extrinsic motivation. The obvious extrinsic reward is money in the form of payment, he asserts. However, prompt salary payments revealed by 88.0% of the respondents were further recommended to pay workers' salaries promptly. It is observed that salary was a strong force that kept teachers at their jobs. The researcher indicated that salary was vital in causing satisfaction among workers and hence likely to influence performance. A process describes converting inputs and outputs into products, information, services, skills, and results. It is essential to define the extent of a given process, as they will determine both the inputs of a circle and its outcomes in education quality.

5. Discussion

Analyzing the antecedents which brought teachers and principals to their current unwanted situation brings to mind two unifying themes:

- Poor teacher-school fit
- Changes and Crises

5.1. *Poor teacher-school fit*

Worker-environment fit is a complicated and 'conceptually ambiguous phenomenon. Its clinical diagnosis is tentative and is often reached post-factum after a change has been made. When some of the teachers in this study were described as 'inflexible,' it could mean they no longer kept track of current practice demands. When they were bluntly described as 'stupid,' it could signify a poor fit between their cognitive capabilities and the school's cognitive climate. Since the principals knew little about the early stages of the teachers' professional lives, college study, selection, or induction into teaching, we have limited information to assess these teachers'

initial match and the teaching profession. The result of poor fit and working in a stressful environment can lead to mental and physical exhaustion feelings. Several factors affect burnout, including school climate, workload, time pressure, and parents' relationships.

5.2. Changes and Crises

The concepts of critical periods and the life event model apply to this study's findings, where half of the problematic teachers faced marked changes in their lives.

Among these influences, two frequent professional changes appeared to have an extraordinary impact:

1. The replacement of a principal and the phenomenon of immigrant teachers

2.   The teachers who emigrated with their families from other continents experienced significant difficulties coping with the cultural and professional transition.

3. Practical Recommendations

Identifying and helping teachers who face professional and personal hardships is a vital aspect of effective management. Yet, it is perceived as complex and tends to be ignored or sidelined by administration and researchers. Further, school administrators often hold a set of generally false assumptions. Bullough in his research in [97] explored about teacher motivation, intentions, the nature and difficulty of the work of teaching, evidence of performance, the power of schooling, and responsibility [97].

6. Conclusion

The principals' accounts suggest that most unsatisfactory teachers were veterans who faced internal and external shifts in their teaching careers around mid-career. Many of their personality problems were probably present early in their lives, such as being inflexible, lacking in intelligence, lacking sensitivity, and lacking motivation. Many of them were reasonably good teachers until catastrophe struck – a family member's illness and death, financial difficulties, divorce, and the like. In summary, many changes may occur within the two or three decades of a teachers' career. Some are expected and planned for, like getting a job or giving birth, while others are not. Since we live in a highly dynamic era, with only limited control over how many things develop, no one can guarantee continuous professional success and happiness, ever-after life. Most workers, but not all, overcome daily difficulties and cope effectively with significant life events. As a subject that is seldom studied and investigated for the first time in schools, this study revealed how personal and organizational factors intensify the vicious cycle. This research work also offered several suggestions for how organizations, in general, and managers, in particular, can improve these unfavorable situations. They experienced a deep slump, both professionally and personally, due to ineffective attempts to endure the change. However, others gained tenure despite performing poorly from the start, even under apathetic inspectors and with the support of "considerate" principals. The teachers found themselves under pressure from the new principal when a change in principal changed the rules and exposed the teachers' shortcomings. Some teachers attempted revolt, which

only aggravated their conflict. As far as teacher productivity is concerned it was seen that poor teacher productivity can be due to a combination of multiple factors. Such as personal life issues, lack of knowledge, lack of experience, lack of technique, or low motivation. Similarly on the other hand it was observed that teacher retention could have improved by bringing incentives and providing them with motivations, this in turn will make them feel happy in their role. Eventually teachers happy with their duties and performance will be less likely to switch jobs.

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