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THE INFLUENCE OF DIGITAL PLATFORMS ON MOTIVATION AND JOB SATISFACTION OF TEACHERS DURING THE COVID-19 PANDEMIC

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Abstract

Teacher motivation helps in facilitating academic performance of the students thus improving school effectiveness whereas teacher job satisfaction is the ability to meet the teacher's need and enhance their teaching performance. The present study explored how the digital platforms have influenced teacher motivation and job satisfaction during the COVID-19 pandemic in India. The major objective of the study was to identify the level of motivation as well as job satisfaction as experienced by teachers who had used various digital platforms for transacting curriculum during the crisis that the whole universe is witnessing currently. The teachers working at various educational institutions at school, college and university level across the nation were selected as sample. Questionnaire containing statements relevant to the study variables were shared with the sample as Google forms and the responses were analysed and discussed. The study findings revealed that majority of the respondents expressed that they were motivated by teaching through various digital platforms and it had improved their self-confidence and creativity to a greater extent. 74.09% felt that to some extent they felt satisfied when they teach through digital media and also 76.36% of them shared that to some extent they could enjoy teaching while using digital media. 72.27% of respondents shared that the use of digital platforms had improved the students' learning capacity to a greater extent thus leading to the teacher satisfaction. Further, the study advocated that teachers are needed to be oriented towards the use of digital platforms in teaching-learning process and proper trainings are required to ensure professional development and skill enhancement of teachers by keeping in mind the levels of motivation and job satisfaction in the present scenario.

Keywords: Digital Platforms, Teacher Motivation, Job Satisfaction, COVID-19 pandemic.

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INTRODUCTION

Teacher motivation is a complex issue that is difficult to describe and predict and it is a vital aspect of teaching profession may it be at school, college or university level as it has a very strong impact on the performance of the teachers and the quality of education as well. Job satisfaction is an agreement consisting of a psychological process to work towards a higher competitive level and organisational success (Garcia-Bernal et al., 2005). Nyakundi (2012) explains teacher motivation is the most important factor in the promotion of teaching and learning excellence. Job satisfaction and motivation of teachers are essential for the quality of teaching and high standards of academic performance (Alderman, 2004; Ingwu & Ekefre, 2006), helping employees to develop positive feelings for the profession (Sirin, 2009). Employees attain freedom and empowerment (Carless, 2004; Haas, 2010) through their job satisfaction and motivation, promoting a positive and significant relationship (Bordin et al., 2007) to each other and contributing to the success of the employees and organisations. Digital platforms have gained momentum over the past decade and the usage of such digital platforms has increased maximum due to the COVID-19 pandemic lockdown when there is closure of all educational institutions all over the country. The educational institutions started depending largely on these mediums for achieving the educational goals. The students and teachers utilise such digital platforms to enhance their teaching learning competencies. The present study aimed to analyse the influence of digital media on the teacher motivation and satisfaction.

RATIONALE OF THE STUDY

The researcher had studied various researches carried out by Indian and foreign researchers on the mentioned area and identified that teacher motivation and job satisfaction are responsible for effective teaching-learning at various levels of education. Saba, I. (2011) found that for the most part of respondents are contented with pay, job itself, job safety, working conditions, and co-worker's support. The persons having a subject specialization and generous knowledge enjoy independence in their method of coaching and it gives them a sense of contentment in terms of job content. Sirohi, A., & Shrivastva, N. (2010) investigated that the faculty members' dedication, contentment and performance are important in education sector mainly in private universities. The result of the research is that the satisfaction is enormously associated with commitment and performance and commitment also associated with performance of faculty members of private sector colleges of India and the faculty staffs achieve better job tasks, acceptance of organization values, low absenteeism, more input in decision making, increase term, and trustworthiness and organization goal by guidance of the high satisfaction and commitment level. Online education is a process by which students and teachers communicate with one another and interact with course content via Internet-based learning technologies (Curran, 2008). Faculty satisfaction is one of the five pillars of quality, together with student satisfaction, learning effectiveness, access, and institutional cost-effectiveness (Sloan Consortium, 2002). Faculty satisfaction is positively influenced when faculty believe that they can promote positive student outcomes (Sloan Consortium,

2006). Other intrinsic motivators include self-gratification (Rockwell et al., 1999), intellectual challenge, and an interest in using technology (Panda & Mishra, 2007). Faculty members are satisfied when they are recognized for the work that they are doing (Rockwell et al., 1999; Sloan Consortium, 2006). More recently, those researching K-12 online learning report higher levels of interaction in online courses that can lead to improved student motivation (Murphy & Rodríguez-Manzanares, 2009), higher completion rates (Hawkins, Graham, Sudweeks, & Barbour, 2013), and increased sense of presence (Borup, Graham, & Davies, 2013).

The researcher found very less number of studies conducted on the influence of digital platforms on motivation and job satisfaction of teachers during the covid-19 pandemic in India. At this premise the study intended to fill the gap and made an attempt to investigate into the level of motivation as well as job satisfaction as experienced by teachers who had used various digital platforms for transacting curriculum during the COVID-19 crisis in India.

OBJECTIVES OF THE STUDY

- To examine the level of motivation as experienced by teachers who had used various digital platforms for transacting curriculum during the COVID-19 pandemic.
- To study the level of job satisfaction as experienced by teachers who had used various digital platforms for transacting curriculum during the COVID-19 pandemic.

METHODOLOGY

The present study adopted descriptive survey research method. The population of the study

includes the teachers working at school, college and university level and who were involved in using various digital platforms such as Whatsapp, Facebook, YouTube, TedEd, Edmodo, Google classroom, Google Meet to complete the pending syllabus during the COVID-19 pandemic lockdown period in India. The sample consisted of 220 teachers (detailed in Table 1) who were selected through convenience sampling method. A questionnaire consisting of 20 questions related to teacher motivation and satisfaction and use of digital platforms was prepared by the Researcher and validation of the same was done by getting the experts' opinion. Suggestions extended by the experts were incorporated in the final tool and it was posted to the teachers working at school, college and university levels across the nation by means of Google Forms. The responses received were analysed for further discussion. The quantitative data from the questionnaire survey was analyzed using simple descriptive techniques such as frequencies and percentages.

Table-1: Details of Sample

Gender	Male - 125	56.82%
	Female- 95	43.18%
Type of Educational Institutions	Government- 92	41.82%
	Private-128	58.18%
Year of experience	Below 5 Years- 89	40.45%
	5-10 Years- 68	30.90%
	More than 10 Years- 63	28.64%

MAJOR FINDINGS

The following major findings were obtained through the study.

- 86.36% of the respondents expressed that digital platforms offered them with the opportunity to advance professionally to a greater extent.
- 70.9% felt that they were able to use variety of skills including digital skills to a greater extent with the help of digital platforms such as Whatsapp, Google Classroom, Google Meet, Edmodo etc.
- 64% of them expressed that they were motivated by teaching through various digital media and it has improved their self-confidence and creativity to a greater extent.
- 71.81% shared that to some extent Online teaching had helped their students to learn in a better way whereas 72.27% shared that it had improved the students' learning capacity to a greater extent thus leading to the teacher job satisfaction.
- 70.45% informed that they could receive more respect and recognition from their higher authorities and students as well after they started using the digital media for curriculum transaction especially during the lockdown period. This serves as a motivating factor to enhance their teaching competencies.
- 79.54% stated that they could gain a sense of achievement after each session of teaching by using digital platforms.
- 84.09% believed that their involvement and interest to use digital media for the

execution of teaching learning process will create more scope for their promotion. This also motivates the teachers to equip their digital skills to utilise the digital platforms in their profession.

- 65.9% of them felt that they have become more responsible towards their actions after they started teaching through various digital platforms.
- 71.5% stressed that teaching through digital media encourages them to learn more new information and keep updated.
- 74.09% felt that to some extent they felt satisfied when they teach through digital media and also 76.36% of them shared that to some extent they could enjoy teaching while using digital media.
- 44.09% of the respondents affirmed that teaching through digital platforms would not at all replace the physical classroom setting in post pandemic situation.

CONCLUSION

The emerging role of digital media in teaching-learning process is noteworthy especially during the current situation where attending the educational institutions has become impossible. Its scope does not limit only with providing students access to updated information but also enhances the teacher motivation, satisfaction and competencies. Teacher satisfaction and motivation are the crucial elements of the teaching profession and is considered to be the vital aspect of educational system. According to Ololube (2005) teacher motivation and job satisfaction are not only crucial to the long term growth of any educational system but also very

essential in the lives of teachers as they form the fundamental reason for working. Digital platforms have a very strong influence on the motivation and job satisfaction of the teachers. The findings of the present study revealed that the majority of the teachers who used various digital media for transacting curriculum during the COVID-19 pandemic felt motivated to use these digital platforms, whereas majority of teachers shared that to some extent they could enjoy and feel satisfied with the digital media. According to Michaelowa (2002), several factors negatively influence teacher motivation and job satisfaction in

developing countries. This should be taken seriously and an investigation into teachers' motivation and job satisfaction is therefore necessary to achieve the educational goals. Further, teacher readiness and preparedness should be raised in order to ensure effective transaction keeping in mind the motivation and job satisfaction level of teachers in present context. Further, Teachers should be provided with appropriate training and professional development opportunities to enable them with effective skills required for using various digital platforms in the era of pandemic and E-learning.

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