

A STUDY OF JOB MOTIVATION, QUALITY OF WORK  
LIFE AND WORK PERFORMANCE AMONGST  
TEACHERS IN THE REPUBLIC OF MALDIVES

ASHRAF ABDULRAHEEM

ASIA e UNIVERSITY

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Fulfillment of the Requirements for the  
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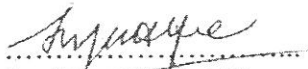
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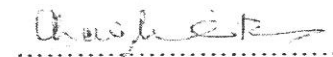
## ABSTRACT


The thesis discusses the job motivation, quality of work life and work performance amongst the teachers in the Republic of Maldives. Owing to the implications of the Civil Service Act in 2008, there has been a tremendous change in the educational standards in the country compared to its neighbor countries. One of the changes related to the teaching community in the country. The analysis of the research shows that situation is more severe in government school than in private schools. Owing to these issues, there has been a constant migration of staff from the government to the private educational sector. However, the researcher believes that even in such a situation, the staff are contributing their best effort to provide quality education in government schools in the country. Therefore, the study selected four government schools in Maldives for collecting the primary data. Using qualitative and quantitative methods of research, the study considered two types of respondent; i) teaching/administrative staffs and ii) Head-of-School/Ex-Principals. The data were collected and a pilot study was conducted to understand the effectiveness of the questionnaire been designed. Based on the outcome of the pilot study, the survey tool was amended to gather more precise and accurate data. After collecting the final data, statistical analysis was performed on the primary data to test the study's hypothesis. The outcome of the study shows some of the latent facts which were never reported in media or in any research paper. A significant limitation in the educational system in the Republic of Maldives has been found in the outcome which has negatively affected; i) job motivation, ii) quality of work life, as well as iii) work performance of the teaching community in the country.


## APPROVAL PAGE

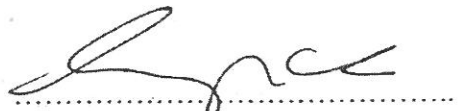
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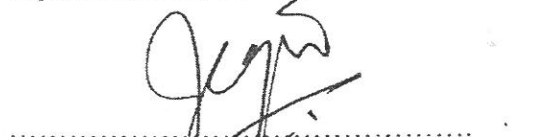
  
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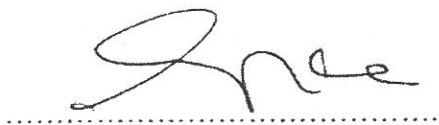
  
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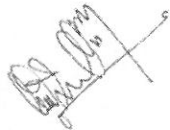
  
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## DECLARATION

I hereby declare that the thesis submitted in fulfillment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the program and/or exclusion from the award of the degree.

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Firstly, with reverence, I salute the almighty Allah that has showered his grace on me at every stage of this work.

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**Asia E- University**

**Ashraf Abdul Raheem**

Date: 15 August 2015

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## CHAPTER 1

### INTRODUCTION

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#### 1.1 INTRODUCTION

The growth and development of any nation depends on how skillful and talented are its civilians with respect to knowledge and expertise. The base of such knowledge acquisition starts from a schooling system to continue to advance an educational system in any nation. The success factor of such knowledge acquisition depends on the effectiveness and skills of the teaching members. Just like any other normal human, a teaching member is also directly influenced by various extrinsic as well as intrinsic factors (Reiss, 2012) (Williams, 2004). There are various authors as well as researchers (Lepper et al., 2005; Froiland et al., 2012 ;( Munusamy et al., 2010) in the past who have explored various possible factor that impacts the quality of service delivery.

After reviewing various significant literatures of (Ryan et al., 2000; Williams et al., 2004 ;( Vallerand et al., 2004), it has been found that job satisfaction plays a serious role in the life of any individual. Hence, it is highly essential that the existing job of any individual gives a greater deal of satisfaction. There are also various authors who have studied job satisfaction, however, it is strongly felt that in order to understand the success of job satisfaction, it is essential to understand the factors that motivate an individual to perform better in their jobs.

Similarly, like job motivation factor, it is also important to examine how productive and pleasant is the work culture. Authors like Desson et al., (2010) and Madu (2012) have contributed a lot to the research on factors affecting the work culture. Hence,

it is important to also understand what aftermaths of work culture are and which can be measured by evaluating the quality of work life.

According to researchers (Malek et al., 2013; Hager et al., 2004), the performance of an employee can be further enhanced by scrutinizing their work performance. There are many other factors too e.g. personal ambition, psychological stress, health etc..., but cumulatively these three factors i.e. job motivation, quality of work life, and work performance has been frequently used to evaluate the effectiveness of service delivery. The form of service delivery in the teaching community differs from other forms of employments. However, research in this area is few in the Asian region especially in the Republic of Maldives. Being of a smaller dimension and its geographic positioning of scattered island, research in the Republic of Maldives is very limited. This study is focused on investigating the job motivation, quality of work life and work performance among the teaching community in Republic of Maldives to elicit more facts.

### **Back Ground of the Study**

Maldives has witnessed a development success story in last three decades with 7.5% of GDP recorded in 2011. Today, with a population of more than three lakhs, it is a middle-income country with a per capita income of over \$6,300. Despite a dispersed population, the Maldives has achieved notable development progress in recent decades through a combination of private-sector-led tourism development and improving public service provision. Enshrined in the new (Civil Service Act, 2008) was one of the requirements to decentralize public services to the inhabited islands. Without careful planning, ambitious decentralization plans risk lowering the quality of service delivery



while raising the costs of provision. The provision of education services, particularly secondary and higher education system is also a concern in Maldives.

The recent Civil Service Act of 2008 has been implemented less than ten years. Employees associated with the educational sector have raised a number of concerns over its implementation. Although the country has an education system that is different from other developing countries, however, the teaching staff has maintained their perseverance and dedication towards imparting the education in secondary schools in Maldives. However, the situation changed when the Civil Service Act 2008 was implemented. The new act has brought various policies and amendments that affect the motivation of the teaching staff in school. The teaching members were asked to work for extra hours in school facilities with less pay or sometimes without pay, their work schedule is highly disturbed by cutting back the lunch time, and many more incidents were noticed by me which are officially not recorded in any media.

Being a research scholar, I would like to investigate the influence of the new Civil Service Commission on the Education and Training Providers in the country. The prime reason, as perceived by me, decreased job satisfaction, declining work motivation among the teaching staffs in government secondary schools in the country. Unfortunately, such facts were never been found in any official documents or were a part of any academic research in the past thus posing a critical research gap.

The research methodology will consider both qualitative as well as quantitative type. A semi-structured survey question is designed to capture the feedback from teaching staff as well as administrative staffs in secondary schools in Maldives. Various official documents from the Ministry of Education (MOE) and Civil Service Office in

Maldives were collected to understand the policy in real time (Greaney, 2008). After performing data collection using qualitative approach, the data were processed and statistical analysis was applied to prove the hypothesis. I expect that the results accomplished from my study will advocate the Government as well as educated class of civilians about the serious need of amendments in the existing Civil Service Act. I am also expecting that the thesis will actually educate the people to increase the quality of service and well-being of the secondary school system prevalent in the country.

### **Demographic Background of the Republic of Maldives**

The Maldives is made up of 1,200 small islands grouped in 26 natural atolls. Just over 200 islands are inhabited. Of these, 135 each have populations of fewer than 500 people and only 7 islands have more than 3,000 people. According to the 2011 census estimation, the total population of Maldives is 394,451 (Maldives Demographics Profile, 2011).

Most atolls of the Maldives consist of a large, ring-shaped coral reef supporting numerous small islands. Islands average only one to two square kilometers in area, and lie between one and 1.5 meters above mean sea level. Although some of the larger atolls are approximately 50 kilometers long from north to south, and 30 kilometers wide from east to west, no individual island is longer than eight kilometers

The weather in Maldives is affected by the large landmass of South Asia to the north. The presence of this landmass causes differential heating of land and water. The islands of Maldives appear in-between the trading route of the Indian Ocean. Thus settlers and visitors from neighboring regions and around the world have come in contact

with the islands for as long as history has been recorded. Such is the to-and-from flow of people and their cultures that a marked effect has been left in the Maldivian people, the language, beliefs, arts, and attitudes.

### **Various Factors Influencing the Nation**

#### **a) The Civil Service Act**

The Civil Service Act in Maldives comes into effect on May 1, 2008(Civil Service Act, 2008). Attention has been on the adverse effects that are being brought with the Act. It is no doubt that the first such system in the country would be in its infancy stage due to the newness of such a system in the Maldives. However, with time, maturity would be attained and those adversely affected today will be fairly treated in due course. There are various sections of people who preferred the new Civil Service Commission to focus on assisting the Education and Training Providers in the country with clearly spelled Job Descriptions, rather based on vague and out-of-date job tasks or duties. Updating the various job descriptions would help to increase the slow and sluggish Public Administration System. Job Analysis of all the Civil Service Employees need to be done to prepare an up-to-date Job Description with clear Performance Measurement Mechanisms. Such a system will no doubt help the newly established system in designing training programs to cater to the needs of various jobs or positions. Performance requirements of various jobs when linked with the Education and Training will help the system to develop clearly spelled Competency Based Curriculums and would ensure the newly established system is after all demand driven. This Act is to establish a Maldivian Civil Service as an independent service where it defined the legal status, objectives,

responsibilities and powers of that service. The Maldivian Civil Service is composed of the Responsible Officers of the main offices of the government and the employees of the Civil Service. The Maldivian Civil Service shall be managed as follows:-

- Apolitically and impartially by performing its functions in a professional manner with integrity.
- Establishing a work place free from discrimination among the employees.
- Have the highest ethical standards.
- As a service that is fully accountable to the Government and to the Peoples Majlis (“Council”).
- A person may be employed in the Maldivian Civil Service as prescribed below based on merit and experience.
  - Whilst employing a person in the Maldivian Civil Service, priority shall be given to those with highest academic results.
  - Where the academic results of the applicants are the same, priority shall be given to the person with experience from the relevant field and based on the quality of the work (Maldives Civil Service Commission, 2007).

#### **b) Teachers Rules and Regulation**

The heart of a quality school is, no doubt, the good teacher. A good teacher is an embodiment of positive attitude, order and discipline, one who implements a variety of teaching strategies to produce optimal outcome from the students, keep abreast of the individual students’ performance through frequent assessment with feedback and follow up, and most of all, is flexible and maintains good relation with colleagues and the school

community. The teacher is, undeniably, the most important link between the school and its stakeholders. The teacher is the central figure around which the network of the teaching and learning process is connected, which ultimately results in shaping and molding of a young individual into an all-round personality who contributes to the betterment of the society (Rapid Assessment of the Employment Situation the Maldives, 2009)

- Teachers should adhere to the culture and moral values of the Maldivian society and try to perform according to the society's expectations and set examples to students as such.
- Teachers should maintain an acceptable level of personal cleanliness and neatness at all times.
- Teachers should show respect to authority and to one another, especially in the presence of students.
- Teachers should uphold professional values at all times and should not speak ill of other teachers or engage in acts of defamation of any teacher or school staff.
- Teachers should try to extend their full cooperation, dedication and commitment in all affairs of school wherever possible.
- Since Maldives is a 100% Muslim Country, expatriate teachers who believe in religions other than Islam should abstain from religious talks or discussions on the subject with students.
- Teachers should take responsibility for maintaining the quality of their teaching practice.



- Teachers should help students to become confident and successful learners and should demonstrate respect for diversity and promote equality.
- Teachers should strive to establish productive partnerships with parents and should work as part of a whole school team.
- Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

#### **c) Employment Act 2000**

This Act determines the fundamental principles relating to employment in the Maldives, the rights and obligations of employers and employees, establishes a Labour Relations Authority and an Employment Tribunal to protect such rights, and makes provision for all other matters related to employment (Jamil et al., 2013). With the exception of those areas and persons exempted by any other statute. This Act shall apply to all employment by the State or the private sector and to all persons employed by the State or by the private sector. However, the military and the police due to the special nature of their employment shall be subject to Law No: 1/2008 (The Armed Forces Act) and Law No: 5/2008 (The Police Act). This Act does not prevent the entering into of any agreements between the employer and the employee, which guarantees the rights specified in this Act to a greater extent than provided herein. Any provision of any regulation or employment agreement which prevents or impedes the receipt of any rights or benefits, conferred by this Act on an employee shall be void. This act basically introduces constitutional law representing for fundamental principles, employment of minors, employment agreement, work ethics and dismissal, leave entitlement,

remuneration, foreigners in employment, employment agencies, training and on-the-job training, work place safety and employee health, labour relations authority, employment tribunal, and miscellaneous matters. However, the employment laws related to the working hours are as follows (Attorney General Office of Maldives, 2015)-:

**Highlights of Section-32:**

- No employee shall be required to work more than forty eight hours a week. This principle does not include overtime carried out in accordance with this Act.
- No employee shall be required to work more than six consecutive days a week (on a day that is normally a day off or has been agreed as a day off), without being provided with twenty-four consecutive hours of leave.
- Sub section (b) does not prevent an employment agreement between an employer and a person or persons employed at tourist resorts, tourist vessels or uninhabited islands designated for industrial projects from providing that the leave entitlement of one day after working for six consecutive days a week shall be accumulated and taken by way of one day for every six consecutive days worked.
- This Section does not prevent a person or persons employed at tourist resorts, tourist vessels or uninhabited islands designated for industrial projects from working an additional two hours a day. However, such additional hours must be paid for by way of overtime.

**Highlights of Section-35:**

- No employer shall require or authorize an employee to carry out work consecutively for more than five hours without allowing at least a thirty minute break for meal times; or require an employee to work during meal times.

**Highlights of Section-37:**

- Employees shall not be required to work overtime except unless this has been agreed in the employment agreement.
- An employee working overtime shall be paid 1 ¼ times his hourly working wage as over time, and if working overtime on a Friday or a public holiday shall be paid 1 ½ times his hourly working wage as over time.
- According to Section-38. An employee required to work normal hours on a public holiday shall be paid at least an amount equivalent to half of the minimum wages earned on a normal day of work in addition to over time.

**Highlights of Teachers' policies:**

The heart of a good quality is the teacher who is the prime point of contact between the school and its customers (pupils and parents). The prime purposes of the job allocation for the teaching members in Maldives are:

- To organize and implement academic and co-curricular activities to maintain and improve the standard of students.
- To inculcate good habits and values among students.

Teachers should avail themselves to any opportunity arising to keep abreast with methodology and other changes in education i.e. attend courses when offered / requested by management to do so. That is the teacher who has positive attitude, order and discipline, variety in teaching strategies, frequent student assessment and feedback: positive relations with colleagues as well as the community. A good teacher is “Action Research Oriented” assesses the effectiveness of the work-done, and searches for continual improvement personally and professionally (Guidelines for Teachers, 2010). S/he is also the essential medium through which the teaching / learning process in the classroom is achieved. The teachers policy for educational system in Maldives discusses about code of ethics, personal attributes (dress code, practices to be observed during festivals), professional duties (including attendance, planning and preparation of lessons, teaching and evaluation, work record, examination, class room duties, discipline, co-curricular and extra-curricular activities), teachers’ conduct, salaries, allowance and other benefits, leave, travel expenses, and restriction of tuition.

## **1.2 STATEMENT OF THE PROBLEM**

The statement of the problem for the current study can be defined as – “*To explore the factors responsible for affecting the job motivation, quality of work life, and work performance on the teaching community in Republic of Maldives.*” In order to narrow down the focus and build more facts, the proposed study considers the teaching community associated with higher secondary schools of the Republic of Maldives. The prime problem is poor government-run schemes that essentially include new Civil

Service Act, Employment Act, and Educational Policies. However, there is no significant research work with precise findings to prove it.

The educational system in Maldives is full of challenges. Because of the small population as well as geographical profile of the island, urbanization has a less contribution on increase in GDP of Male compared to the other neighbor countries that has directly or indirectly a strong impact in the need of quality as well as standards in educational system in Maldives. It was noticed that after the official implication of new Civil Service Act in Maldives (2008), the teaching staff as well as administrative staff experienced changes in their job profile that was done officially. Some of the examples are: - minimum standards being maintained for quality of work-life for the staffs, long working hours with less or no pay sometimes, and less scope for career enhancement.

Teachers have very little power to make changes within their schools let alone to influence educational change nationally. Neither is there is any body to speak up for teachers, due to an absence of teacher unions or civil society. Instructions come from the top down, which is indicative of the way the country is governed. When examining the factors that affect motivation in the previous section, it becomes apparent that teachers have very little involvement in any of the decision making that goes on at various levels in the education system, particularly in their own schools. Teachers feel that they are merely the deliverers of education.

Decisions about what to teach and how to teach, who will take certain extracurricular activities, what their training needs are and what national policy changes are needed are made without teachers' input. Indeed, teachers were keen to take part in the research and once they were involved in the focus group activities they had much to



say and appeared to enjoy greatly the opportunity to talk to someone about their issues and concerns. Many teachers can be highly motivated if they were being listened by someone.

Interestingly, it was not only the teachers who wanted a forum to talk the other education stakeholders also seemed to relish the opportunity to gather together and discuss educational concerns. This perhaps demonstrates the current climate of opening up and the door is now open for such forums of discussion where in the past it was not. A number of school building issues are demotivating factors for teachers. There is frequently a lack of classrooms. Many schools have to operate in two sessions (morning and afternoon) meaning that any extra classes or activities have to be carried out in the evenings, increasing the workload for teachers and children. Moreover the majority of the teaching members are still from neighboring countries of Male. These problems will be ongoing and there is a less chance of improvement if such problems are not highlighted globally. The unfortunate fact is till now there is no attempt to explore and administrative staff member in the past. These challenges have increased on an exponential extent due to new civil service act. This evidently means there is a scarcity of past evidence proof to support the research problem. Hence, this research work will attempt to examine in detail the problem and the impact of new civil service act in Male on the teaching and administrative staffs.

- *Lack of Teachers:* According to the MOE's Education Statistics 2003 Maldives, 67% of current teachers are trained. This leaves 33% of teaching posts covered by untrained, temporary teachers. Because of the drive to train more teachers, many teachers are sent to Male' or a regional centre from their schools for training