

WORK MOTIVATION AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS OF SHEKHAWATI REGION

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ABSTRACT

Motivation has direct impact on the output of management and it influences the quantity and quality of an individual and organisation. It is basic psychological process and refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. A great deal of attention has recently been placed on employee engagement and related concepts such as motivation, satisfaction and performance. Job satisfaction describes how content an individual with his or her job. Motivation is generally accepted to be directly linked to performance in role. It is usually related to tangible rewards such as salary, fringe benefits hours of employment, job security, environment of working place and the conditions at work, but is also related to psychological rewards like recognition, receiving appreciation and being treated in a positive and caring way. This research article explores the level of work motivation and job satisfaction of teachers in relation to gender, area and work experience. The result shows normal level of work motivation among secondary school teachers. The gender and work experience of the teachers did not make differential influence on their work motivation. The work experience of the teachers makes differential influence on their job satisfaction. No significant difference was found in emotional intelligence of teacher educators in relation to gender, area and work experience.

Key Words: Work Motivation, Job Satisfaction, Secondary School Teacher, Shekhawati Region.

INTRODUCTION

Motivation has direct impact on the output of management and it influences quantity and quality. It is basic psychological process and refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. Motivation is a factor which affects the performance of teachers. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. Motivation is generally accepted to be directly linked to performance in role. It is usually related to tangible rewards such as salary, fringe benefits hours of employment, job security, environment of working place and the conditions at work, but is also related to psychological rewards like recognition, receiving appreciation and being treated in a positive and caring way. Some theorists argue that 50% of motivation comes

from within the person and 50% from their environment.

In any school setting, Teachers are the source of guidance in all the crucial steps in academic life of the students. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. The well adjusted and satisfied teacher can contribute a lot to the well being of his/ her pupils. People are interested to work in the institutions as well as in the services where they feel satisfied. Job dissatisfaction leads to reduced level of performance and also leads to absenteeism. But in reality how far such job satisfaction is ensured in secondary school teachers' jobs is an important issue in recent times. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance. The level of job satisfaction is affected by intrinsic and

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extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. It is believed that the behavior that helps the firm to be successful is most likely to happen when the employees are well motivated and feel committed to the organization, and when the job gives them a high level of satisfaction.

LINKS BETWEEN MOTIVATION & JOB SATISFACTION

Motivation and satisfaction are closely related, in that job satisfaction can be described as a type of motivation. This theoretical framework allows for a better differentiation between the concepts of work motivation and job satisfaction compared to other possible approaches such as need, intrinsic motivation, equity, or goal setting theories. However, a person's satisfaction with his job and his motivation to perform the job can exist independently of each other. There are several issues that affect the comfort of the working environment. Regarding the link between motivation and job satisfaction all content theories link the former to the latter. More specifically, Herzberg's et al. (1959) motivation theory highlights two kinds of factors in working environments, hygiene factors and motivators. The hygiene factors' presence (e.g. working conditions, job security, pay, organization policies and administration, level and quality of supervision, interpersonal relationships) cannot motivate employees but prevent dissatisfaction. Unlike hygiene factors, motivators are intrinsic to a job and create employee satisfaction (e.g. the work itself, responsibility, sense of achievement, recognition by others, advancement, personal growth). This is in line with Hackman and Oldham's (1980) view arguing that job characteristics can motivate employees and the motivating potential of a job is expected to affect the resulting job satisfaction, too. As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction. Research shows that there is a positive and significant relationship between job satisfaction and work motivation.

SIGNIFICANCE OF THE RESEARCH WORK

A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. Motivation is the key to organizational effectiveness and is a predictor for performance and job satisfaction. School teachers shape the nation's destiny. Hence present study is taken up as a humble attempt to bridge the gap. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). In organizational research, work motivation has been the subject of more theories than any other topic (Baron, 1991); organizational researchers see employee motivation as a fundamental building block in the development of effective theories. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. The importance of employee satisfaction and work motivation is growing all the time in the organizations. Many researches have been made to find out the effect of job satisfaction and motivation that have productivity of the organization. After decades of research it is now possible to offer a coherent, data-based theory of work motivation and job satisfaction. It's not illogical to determine that the more satisfied employee will perform better. So the environment that created for employee must be one that is constructive to positive energy. If employees feel happy when they are working then they will be naturally encouraged to work.

Present thought and action relating to satisfaction and motivation of teachers appear to be based on the assumption that job factors which satisfy teachers and job factors which dissatisfy teachers are arranged on a conceptual continuum. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many

of today's teachers are dissatisfied with their jobs. Secondary school teachers play an important role in our educational system and this role could be played with some pressures. Pressures or stress can be advantageous to some extent but, excessive job stress can lead to negative consequences. Numerous researchers investigated the relationship between job satisfaction and work motivation in diversified professions. In short, the researcher reviewed a wide variety of research works done in the field of work motivation, work stress, commitment and job satisfaction of secondary school teachers but none investigated secondary school teachers in Shekhawati region. Therefore, the current study attempts to study the relationship between work motivation and job satisfaction. So, this very idea crept into the mind of the researcher to study the present problem.

OBJECTIVES OF THE STUDY

The present study has been taken up with the following objectives of the study-

- 1) To find out the level of work motivation of secondary school teachers of Shekhawati region.
- 2) To find out the level of job satisfaction of secondary school teachers of Shekhawati Region.
- 3) To compare the levels of work motivation of secondary school teachers of Shekhawati region in relation to gender, area and work experience.
- 4) To compare the levels of job satisfaction of secondary school teachers of Shekhawati region in relation to gender, area and work experience.
- 5) To find out the correlation between work motivation and job satisfaction of secondary school teachers of Shekhawati region.

HYPOTHESES

The following hypotheses of the study were constructed by the investigator.

- 1) There is no significant difference in work motivation of male and female secondary school teachers of Shekhawati region.
- 2) There is no significant difference in work motivation of urban and rural secondary school teachers of Shekhawati region.
- 3) There is no significant difference in work

motivation of experienced and highly experienced secondary school teachers of Shekhawati region.

- 4) There is no significant difference in job satisfaction of male and female secondary school teachers of Shekhawati region.
- 5) There is no significant difference in job satisfaction of urban and rural secondary school teachers of Shekhawati region.
- 6) There is no significant difference in job satisfaction of experienced and highly experienced secondary school teachers of Shekhawati region.
- 7) There is no significant correlation between work motivation and job satisfaction of secondary school teachers of Shekhawati region.

SAMPLE AND DELIMITATION OF THE STUDY

The sample of 300 secondary school teachers was taken through random sampling from Shekhawati Region of Rajasthan. The present study was delimited to 150 male 150 female teachers of Shekhawati Region (Sikar, Jhunjhunu and Churu districts) of Rajasthan.

METHOD, TOOLS AND TECHNIQUES

The survey method was used in the study. The two tools for measuring work motivation and job satisfaction of the teachers were constructed by the investigator.

Teacher's motivation scale was developed by the researcher to access the level of motivation of the secondary school teachers. The test contains 20 items in uni-dimensional pattern. All the items were found to be positively correlated with work motivation. Test-retest reliability of the scale was 0.71 and split half reliability coefficient was 0.77. It takes around 6-8 minutes to complete this test and it can be administered both individually and in group.

The purpose of Job Satisfaction Scale was to measure job satisfaction in school setup. The test contains 25 items which were rated on 3 point scale ranging from agree to disagree and the scores ranges from 3 to 1. Test-retest reliability of the scale was 0.70 and split half reliability coefficient was 0.73. It takes around 8-10 minutes to complete this test.

STATISTICAL TECHNIQUES

The collected data were analyzed by using mean, standard deviation, and t-test for analysis and interpretation of the data. Parametric t-test was used for comparison according to gender, area and experience related to work motivation and job satisfaction. Internal consistency reliability was tested via Cronbach's alpha coefficient and compared with the respective values observed during the development of the instrument. The data collected were analysed with the help of suitable statistical techniques through SPSS.

MAJOR FINDINGS OF THE STUDY

The following major findings of the study were found by the investigator.

- (1) In the opinion of 16 % respondents, very low work motivation was found in selected area.
- (2) It can be inferred from the responses that low work motivation was found according to opinion of about 26 % respondents of Shekhawati region.
- (3) Most of the frequencies (30 %) fall in the group of 41-45 which shows the normal level of work motivation among secondary school teachers.
- (4) High work motivation was found according to opinion of about 23 % respondents of all three districts.
- (5) Only 4.66 % respondents opined about very high work motivation among teachers.
- (6) Most of the frequencies (almost 26 %) fall in the group of 51-55 which shows the high level of job satisfaction among secondary school teachers.
- (7) Low job satisfaction was found according to opinion of about 15 % respondents of Shekhawati region.
- (8) In the opinion of 10.33 % respondents, very low job satisfaction was found in all three districts.
- (9) Normal job satisfaction was found according to opinion of about 24 % respondents of all three districts.
- (10) About 25 % respondents also opined about very high job satisfaction among teachers.
- (11) The study reported that no significant difference was found in work motivation of male and female secondary school teachers of Shekhawati region.

- (12) A significant difference was found in work motivation of urban and rural secondary school teachers of Shekhawati region.
- (13) There was no significant difference in work motivation of experienced and highly experienced secondary school teachers of Shekhawati region.
- (14) There was no significant difference in job satisfaction of male and female secondary school teachers of Shekhawati region.
- (15) It can be inferred from the responses that no significant difference was found in job satisfaction of urban and rural secondary school teachers of Shekhawati region.
- (16) A significant difference was found in job satisfaction of experienced and highly experienced secondary school teachers of Shekhawati region.
- (17) There was no significant correlation found between work motivation and job satisfaction of secondary school teachers of Shekhawati region.

Suggestions for improving teacher work motivation and job satisfaction

The following ways and means suggested for improving work motivation and job satisfaction of secondary school teachers.

1. The working conditions of the teachers play a major role in declining their social status along with many other problems like poor retention of students, poor management of schools and less focus on teaching and learning activities.
2. The principal/headmaster should provide the opportunity for suitable working space, facilities to achieve one's status and prestige in job etc.
3. Principals and teachers should be oriented in the new techniques of classroom interaction analysis, simulation, role-playing and feedback. Teachers should be provided opportunities to conduct experiments and inventions in their schools.
4. Government should take immediate action to ensure the full implementation of the recommendation of NPE-1986 and NCF-2005 to enhance the level of teachers' work motivation and job satisfaction.
5. The teachers should be provided opportunity to self-pace themselves and the supervision should be done unobtrusively.

6. Teachers should not be given non-academic duties. Hence government should hire other workers, and pay them the same money to do non-academic duties at village level. However, teachers could be involved in national level duties like general election and census as they take place after five and ten years respectively.
7. The understanding of the child psychology should be developed in the teachers. Annual confidential reports for teaching staff should be prepared honestly so that they can be made serious about their job.
8. The teachers at secondary level should also be given one or two vacant periods keeping in mind their workload.

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