

Study to Measure the Relationship between Job Satisfaction and Work Motivation

Bijender Singh^{1*} Prof. Mukesh Dhunna²

¹ Research Scholar, IMSAR, MDU, Rohtak

² IMSAR, MDU, Rohtak

Abstract – The study aims to measure the relation between job satisfaction and work motivation using primary data collected from 420 teachers working at government polytechnic colleges of Haryana state. It was found from the study that overall job satisfaction was found to cause significant variation in the work motivation level of teachers of government polytechnic colleges. These results are able to corroborate the findings from existing studies in regards to general employee motivation and job satisfaction. It can be concluded from the study that a supportive organizational environment includes developing motivation to work among employees in order for them to feel contentment with their job. Motivated teachers feel more committed towards performing their duties in an educational institution and feel greater sense of satisfaction derived from their work.

Keywords: Job Satisfaction, Work Motivation, Haryana, Colleges, Polytechnic, Education, India etc.

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INTRODUCTION

There is a positive relationship between job satisfaction and work motivation in educational spheres. School climate and job satisfaction among the school teachers have been found to be an important and cardinal part of the qualitative approach for learning outcomes. Proper understanding and effective identification provide a better understanding of teacher self-efficacy (Ofei-Dodoo, Scripter, and Kellerman, 2018). Psychological aspects of work experience help for teachers to attain job satisfaction to a great level. The creative and initiated element of the teacher gets explored to great extent with motivation and job satisfaction as when a teacher is motivated to the fullest; the teacher gives its best to pupils and provides quality education. Many factors like work pressures, opportunity for promotions, working environment, support systems relationship with colleagues, and supervision helped teachers in judging about his own degree of job satisfaction and enhanced his job performance areas (Ostad, Ghanizadeh, and Ghanizadeh, 2019).

The highly qualified teachers have great work beliefs that helped them to understand the importance of job satisfaction and to attain it in the easiest manner. In an organization, to achieve its objectives, the authorities raise the standards of a system to attain happiness and achieve success in a firm manner, and to achieve the objectives teachers are recruited

and assigned the work which is the prime responsibility and priority of the teachers. The success of any educational institution is completely related to the job satisfaction of the teachers and it motivates teachers to give their best to the students so that an institute can be flourished more in all ways (Rahamat, 2013). The dissatisfaction and issues in the working environment directly affect the job satisfaction level and performance of the teachers in any institute. The teacher maintained a balanced approach in their work-life to have great stability in their jobs. The provision of compensation, regular training, development, career growth, and supervision increase the level of retention factors as well as job stability. The increased level of work satisfaction leads towards stability and sustainability in an organization and enhances the career opportunities for development, so there is a positive correlation among the job embeddedness and retention factors. In any organizational framework, customers and sellers are of great importance (Recepoglu, 2014). In the educational field, the parents of students are considered as the customers, and sellers are teachers as working employees in an organization. There is also a direct relationship between the quality of communication and employee job satisfaction and work motivation. The customers have been found to boost up the level of self-efficacy among the employees by appreciating them for their conduct. Good communication with the parents helped the

Bijender Singh^{1*} Prof. Mukesh Dhunna²

teachers to judge the needs and requirements of the students and also parents get to know about the issues faced by their kids and the area which has to be given special attention to be worked out and when the problem gets solved, the positive response of the parents helps the teacher to motivate their students more to learn in a qualitative way and also help themselves to do their job in an effective manner (Rezaee, 2018). Communication acted to be a quantitative variable to judge out result patterns. There are other various factors job satisfaction and motivation among the teachers which include teaching experience, school areas, and positions. According to the survey, foreign language teachers have found out to be highly influenced by the effects of variables said above. The requirements of teachers have a great impact on the commitment level in the teaching profession. Self-motivation has been extremely helpful in achieving the higher goals and targets for faculties like foreign language faculties. The tremendous amount of job satisfaction results in obtaining the best learning outcomes for the students that ultimately lead towards the rising of the educational standards (Ruiter, Poorthuis, and Koomen, 2019).

REVIEW OF LITERATURE:

To achieve and maintain the sustainability of job satisfaction the study suggests framing policies by the policymakers in the education system that must consider the attitude, rise, and requirements of a teacher as a primary responsibility. In an organization, the achievement of school objectives depends on many factors like quality of education, learning resources, the medium of the instructions, and decentralization of the power, lecture-performance, and capacity of the sustainability of organizational performance. Improvement in the learning sauces brings out improved results for the betterment of students as well as teachers. The poor quality of education in the schools and the inequality in the opportunities provided to the teachers had resulted in the low growth of professional teachers (Sal, 2013). The unsolved problems in the educational field resulted in discrepancies and poor qualitative learning experiences for students. Teacher's motivation and achievement of students possessed a positive relationship as teachers initiate students through the medium of instruction to bring the reforms. The enhancement of decentralization into the educational institutions and promotion of good governance has been the most positive administration and reforms to bring the learning resources at their best.

The concept of lecture performance also affects the capacity of sustainability of the organizational performance. Job satisfaction and organizational commitment have a direct impact on the valuable performance of lecturers and contribute a great percentage in judging out the commitment levels. The higher level of commitment by the lectures leads

towards greater levels of motivation, leadership, and commitment towards the achievement of organizational targets. More committed teaching and sustainability of educational institutes can be seen in the lecturers (Santisi, 2013). The major qualitative assessments to judge the performance of lectures has been educational training, community services, and research. The positive attitude of lecturers towards their work has been found to increase the level of employment protection as well as job satisfaction. Achievement power helps to achieve the level of work motivation to a great extent and to improve the level of the lecturer's performances. The teacher has a great responsibility to teach the topic and the learning material to the students in an effective manner and the actions of the teacher and the strategies to teach the students are the main concern to judge the teacher's preparation in relevance to the teaching of the subject material. To motivate the teachers and to accept the failure of the teaching method, the revisiting of the pre-service teacher is a good option as it initiates a psychological shift for the betterment of students and the now going teachers became able to come up with improved ideas, knowledge, actions, and changes that can result in bringing out the best-advanced skills among teachers. The experiences shared by pre-service teachers help the secondary and upper secondary teachers to follow a guideline and manage the possible consequences that can lead to some failure in a better and constructive way (Saracaloglu and Dincer, 2009). The accomplishment of the targets and maintaining healthy relationships within the organization helps to avoid troubles and enhance the areas of work satisfaction among the teachers. So, there is a positive relationship between work motivation and job satisfaction but there are some lacking also for example career growth has been found to be more among urban school teachers as compared to the rural areas. There is a positive correlation between the emotional exhaustion and economic motives among teachers of both urban and rural areas. If the atmosphere of the workplace and the requirements of the employees are not being fulfilled by the organization then the satisfaction of the job and the motivation for the work decreases and which discourages teachers to find a way for a constructive approach. Several competitions and rewards provide motivation to the employees. Hence, the organizational authorities must take measures and steps to consider the valuable policies for teachers that reward them according to their competencies and achievements in attaining the objectives and which can maintain a healthy atmosphere in the workplace (Sharabyan, 2011).

RESEARCH METHODOLOGY:

Each of the teacher working in government polytechnic colleges were taken as sample units of the study. Total 420 respondents to be taken in the current study, out of which 32 HODs, 246 lectures, 62 senior lecturers, 12 workshop superintendents, 22 foreman, and 46 lab instructors, were taken as sample of respondents in the study. In person data collection takes time, hence visiting all the 22 colleges, seeking permission and then collecting data was a long task and it took almost eight months in data collection. Few of the respondents who could not submit their responses in person, have submitted their responses online by scanning the filled questionnaire to the researcher.

Null Hypothesis 1: There is no significance association between job satisfaction and work motivation of the Government Polytechnics teachers with their jobs in Haryana.

RESULTS OF ANALYSIS:

Research aims to identify the fact that whether the satisfaction of teachers working in government polytechnic colleges can have an impact on their work motivation level or not? Whether the teachers get motivated towards their job, when they are satisfied with their job and feel least motivated if they are dissatisfied with their job. The answer of these questions will be given through regression analysis, where work motivation is considered to be a effect or outcome of job satisfaction. Regression was run for both separately for the nine components of job satisfaction, and on overall job satisfaction variable as well.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 ^a	.328	.313	.63680

a. Predictors: (Constant), Students quality and performance, Financial benefits, Behaviour of Seniors Staff, Growth and development, Work environment, Job Freedom, Job resources, Performance Appraisal, Working culture

0.573 value of r indicates a moderate degree of positive correlation among the work motivation and components of job satisfaction in context of teachers of government polytechnic colleges of Haryana state. Further, r square value 0.328, which explains 32 percent variation in the work motivation by components of job satisfaction while remaining 68 percent left on the chance factors. 32 percent is very less percentage of explained variance, and it shows that there are many other things which motivates the teachers of government polytechnic colleges towards their work, it's not only that keeping them satisfied with their job can help them in being motivated to their work as well.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81.090	9	9.010	22.219	.000 ^b
	Residual	166.259	410	.406		
	Total	247.350	419			

a. Dependent Variable: Work Motivation
 b. Predictors: (Constant), Students quality and performance, Financial benefits, Behaviour of Seniors Staff, Growth and development, Work environment, Job Freedom, Job resources, Performance Appraisal, Working culture

22.219 value of F at 99 percent confidence level, clearly indicates that work motivation and nine components of job satisfaction together can have a significant regression model, where one variable found to be cause significant variation in another variable. Here, the causing variable are the components of job satisfaction and the affected variable is work motivation.

Model	Coefficients			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1	(Constant)	1.301	.280	4.643	.000
	Job Freedom	.051	.050	1.019	.309
	Behaviour of Seniors Staff	.051	.043	1.192	.234
	Growth and development	.087	.044	1.982	.048
	Financial benefits	.039	.040	.048	.981
	Working culture	.238	.051	4.634	.000
	Job resources	.112	.050	.114	.2230
	Performance Appraisal	.187	.054	.189	3.447
	Work environment	.115	.040	.134	.2.835
	Students quality and performance	.015	.036	.017	.413

a. Dependent Variable: Work Motivation

Out of nine components of job satisfaction among teachers of government polytechnic colleges, four components were found to have insignificant impact on the work motivation, while remaining five components were found to have significant impact on the work motivation. Growth and development, working culture, Job resources, Performance Appraisal, and Work environment were having a significant relation with the work motivation, and significantly influenced the motivation level of teachers to their teaching job; while Job Freedom, Behaviour of Seniors Staff, Financial benefits and Students quality and performance, were having insignificant relation with the work motivation.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 ^a	.254	.252	.66430

a. Predictors: (Constant), Job Satisfaction

0.504 value of r indicates a moderate degree of positive correlation among the work motivation and job satisfaction in context of teachers of government polytechnic colleges of Haryana state. Further, r square value 0.254, which explains 25 percent variation in the work motivation by job satisfaction while remaining 75 percent left on the chance factors. 25 percent is very less percentage of explained variance, and it shows that there are

many other things which motivates the teachers of government polytechnic colleges towards their work, it's not only that keeping them satisfied with their job can help them in being motivated to their work as well.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62.887	1	62.887	142.504
	Residual	184.463	418	.441	
	Total	247.350	419		

a. Dependent Variable: Work Motivation
b. Predictors: (Constant), Job Satisfaction

142.504 value of F at 99 percent confidence level, clearly indicates that work motivation and job satisfaction both together can have a significant regression model, where one variable found to be cause significant variation in another variable. Here, the causing variable is job satisfaction and the affected variable is work motivation.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.638	.212	3.010	.003
	Job Satisfaction	.854	.072		

a. Dependent Variable: Work Motivation

11.937 value of regression coefficient at 0.01 percent level of significance, clearly indicates a positive and significant relation between work motivation and job satisfaction. Overall job satisfaction was found to cause significant variation in the work motivation level of teachers of government polytechnic colleges. These results are able to corroborate the findings from existing studies in regards to general employee motivation and job satisfaction.

CONCLUSION:

It can be concluded from the study that a supportive organizational environment includes developing motivation to work among employees in order for them to feel contentment with their job. Motivated teachers feel more committed towards performing their duties in an educational institution and feel greater sense of satisfaction derived from their work. These findings are in corroboration with the existing literature related to employee motivation in the workplace. Employees in any workplace are highly inspired regarding their work when it promises them individual growth and development of their personal and professional skills. This can be achieved through opportunities regarding development of soft skills such as communication and language, or through professional skills by improving digital learning or updated course knowledge. A supportive infrastructural environment and positive work culture also leads to higher motivation among teachers

regarding their work due to peer and administrative support. Regular and helpful performance appraisals can help the teachers to spot their strengths and weaknesses in a better way, which brings them greater motivation to develop these aspects of their personality. Providing teachers with the needed tools and resources such as digital aids, classroom stationery, printing etc made their jobs more interesting as well as easier, which led them to be more willing towards coming to work day after day.

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Corresponding Author

Bijender Singh*

Research Scholar, IMSAR, MDU, Rohtak

bijendersingh.39@gmail.com