

Work Motivation and Job Satisfaction Among Teachers

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ABSTRACT

The present study aims to explore the difference in work motivation and job satisfaction of core subject and co-curricular teachers at elementary level. **Method:** An explorative research design and survey method was used to conduct this study on 100 elementary school teachers (n=50 core subject and n=50 co-curricular subject) of Delhi/NCR, India. The Work Motivation Questionnaire (WQM) by Dr. K.G. Agrawal and the Job Satisfaction Scale (JSS) by Dr. Amar Singh and Dr. T.R. Sharma were used for the collection of data. The data was analyzed quantitatively by computing T-test and Pearson's correlation coefficient in the Statistical Package for Social Sciences. **Findings:** The results revealed no significant difference in the work motivation and job satisfaction of core subject teachers and co-curricular teachers. The findings also indicated a significant and positive relationship between work motivation and job satisfaction of core subject and co-curricular teachers. The results found that the factors of core subject and co-curricular does not affect either the work motivation or job satisfaction; any increase in work motivation leads to an increase in job satisfaction and vice-versa.

Index Terms: Work motivation, Job satisfaction, Core subject teachers, and Co-curricular teachers.

INTRODUCTION

"Pleasure in the job puts perfection in the job. – Aristotle"

William Shakespeare has rightly talked about the different stages of life and portrayed how an individual keeps achieving milestones and changes throughout the phases of life. An infant grows into a toddler, then to a preschooler followed by an adolescent and further move towards adulthood. School and work becomes an inextricable part of life. The experiences gathered from the school and work environment play a crucial role in the progress of one. For a growing individual, school life shapes one's personality and character, while in the case of an adult, the workplace and work environment become essential contributors to mental health that might even affect daily routine.

Work is a deliberate human activity that demands physical or mental strength and has monetary value. According to Roe (1956) and Lofquist and Dawis (1969), work is the fundamental purpose of existence. A significant duration of one's life involves seeking the most suitable work for oneself. It includes skill, growth, work environment, economic value, etc. Thus, all these factors become extremely necessary for a person to work in a particular organization and increase the longevity of employees hired.

Motivation is a procedure that initiates goal-oriented behavior. This goal-oriented behavior is continued to achieve the goal and is terminated when necessary. Motivation, as perceived by Kanfer (1990) is a set of mental processes related to arousing, directing, intensity, and persistence of goal-oriented voluntary action. There are two major factors by which motivation is induced in an individual.

Work Motivation

Work motivation indicates the readiness to expend notable effort towards organizational goals, as determined by the capacity of efforts to meet specific demands, Robbins (2005). It talks about the human drive which pushes an individual to work to gain rewards in return (physical, emotional, social, or financial). Research suggests that work motivation may vary based on age, individual differences, ability, and environmental factors. Work motivation is thus concerned with factors that vitalize, encourage, and magnify

work performance toward organizational goals. People have multiple motives working at once; hence work motivation is multifaceted which can also lead to conflict between these motives (individual or organizational). Work motivation determines the extra efforts put in by the employees when faced with obstacles for the benefit of the organization; it is also the input of cognitive efforts by the employees for better quality and quantity of work performance. General Model of Work Motivation This model states that drives are created by internal needs and are affected by the factors in the surroundings. This drive pushes and motivates employees to put efforts towards work; the results are only visible when these motivated employees are provided with opportunities, resources, incentives and rewards as and when required. When the employees are appreciated for their efforts, it satisfies their original needs and drives. At such a time new needs emerge and the cycle of needs, drives and motivation continues.

Job Satisfaction

Job Satisfaction refers to the feeling of being content and satisfied on the job. Money might be one out of many factors. The satisfaction of the employees has a direct effect on the organizations growth and survival. According to Hoppock (1935) “the collection and combination of physiological, psychological, and environmental factors that aid a person to identify and state their level of job satisfaction honestly”. Job satisfaction in today’s scenario can be referred as “a set of favorable or unfavorable feelings and emotions with which employees view their work by Karatepe, Uludag, Menevis, Hadzimehmedagic, & Baddar, 2006”.

As an adult, the organizational culture, monetary benefits, respect, and other incentives act as a factor in the motivation to perform a task and achieve satisfaction. The work motivation and satisfaction from the job determine their dedication to work and longevity in the organization.

SIGNIFICANCE

Teaching is a profession that receives the least credit among others. Teachers work day in day out with kids/parents/school authorities/administration/government policies, etc. trying to cope up with the rapidly changing environment, trends, learning patterns and children. The resources, rewards, incentives, support and appreciation from the stake holders act as a major source of motivation for teachers. The “Human Development Report published by World Bank, 2018” mentioned motivation of teachers as one of the causes contributing to the educational catastrophe, as seen in significant employee turnover. Over the years, researchers have found that majority of teachers neither have the proper hygiene factors nor motivating factors as required; this leads to a feeling of dissatisfaction among them which may further lead to the reduced motivation to work and put extra efforts to give quality performance as teacher. According to researches the education industry has seen a lot of teachers quitting due to the lack of hygiene and motivating factors, this shows the impact of job satisfaction on work motivation and its effects on educational outcomes.

REVIEW OF RELATED LITERATURE

Matthews, W. K., & Koner, K. (2017) conducted an explanatory study to examine the trends of K12 music teachers in the United States with respect to professional background, classroom teaching responsibilities, and job satisfaction. The data was collected from 7463 music teachers during the 2015-2016 academic year. It was concluded from analyzing the results that music teachers were satisfied and the reasons were linked to student engagement and relationships. It was also found that the results of this study could aid in the music education by enhancing the music teacher education programs’ effectiveness.

Suriansyah, A. (2018) conducted a study to analyze the job satisfaction and learning space of 247 elementary school teachers from excellent and low achievement schools of urban and sub-urban areas of Banjarmasin. The data collected was analyzed to obtain ANOVA results which revealed that the excellent school has better job satisfaction than low achievement school at both areas. The stepwise regression analysis of the data collected revealed that the learning environment also affects the job satisfaction of teachers. It was also found that the school climate also impacts the teacher's job satisfaction.

Umuzdaş, S. (2020) explored association between work motivation as well as job satisfaction of 104 music educators of Tokat, North East Turkey in specific groups. The study the study was conducted in 2019-2020 academic year that included all the music teachers of both primary and secondary levels of Tokat. Results revealed that there is low level of work motivation and job satisfaction in music teachers and indicated a notable relationship between work motivation as well as job satisfaction.

Toropova, A., Myrberg, E., & Johansson, S. (2021) investigated the association between the characteristics of teachers, their job satisfaction and working conditions. The study utilized the data from TIMMS 2015 from Sweden. The results revealed an important relationship between working conditions at school and job satisfaction of teachers. It was also found that more exposure to programs related to professional development gave rise to job satisfaction.

Indrayogi, I., & Sofyan, D. (2023) explored the trends in the motivation of physical education teachers in performing the teaching assignments. The study determined teachers' motivation in terms of student learning at elementary level. The data was collected from 15 teachers from Sukahaji District. The findings of the study show that an increase in motivation leads to betterment in teaching abilities.

Bektiarso, S., Wicaksono, I., & Budiarmo, A. S. (2023) conducted an explanatory study to inquire the effect of satisfaction from job and motivation from work on performance of high school educators(junior) both simultaneously and partially. The results from regression analysis indicated a significant influence of job satisfaction and work motivation on the simultaneous performance; a notable effect of work motivation on the performance to a certain extent was reported.

- Through the review of various related literatures it was found that researchers have tried to understand influence of work motivation on the job satisfaction of teachers at various levels. But comparatively less number of studies was found that compared the work motivation of teachers of core subjects and teachers of co-curricular activities in Delhi/NCR.
- Very fewer researches were found that explored the impact of the aspect of a core subject and co-curricular teacher on work motivation and job satisfaction. Hence, it was essential to understand the association between work motivation and job satisfaction among Delhi/NCR teachers with respect to the subjects they teach.

HYPOTHESIS

1. There will be significant difference in the work motivation of core subject teachers and co-curricular teachers.
2. There will be significant difference in the job satisfaction of core subject teachers and co-curricular teachers.

METHODOLOGY

An explorative research design and survey method was adopted for this study. The population of the present study comprised of elementary school teachers of Delhi/NCR, India. Sample for the study consisted of 100 elementary school teachers out of which 50 were core subject teachers and 50 were co-curricular teachers selected by snowball sampling technique across various schools from Delhi/NCR. The Work Motivation Questionnaire (WQM) by Dr. K.G. Agrawal and the Job Satisfaction Scale (JSS) by Dr. Amar Singh and Dr. T.R. Sharma that consisted of 26 and 30 items respectively were used for the collection of data. A quantitative analysis of the data was done by scoring and analyzing the data by computing a T-test.

FINDINGS and DISCUSSION

The mean for the core subject teachers is 97.5800 and standard deviation is 15.61931; the mean for the co-curricular teachers is 92.9000 and standard deviation is 13.93022 for comparing the work motivation of core subject teachers and co-curricular teachers. According to the outcomes of the T-test, it can be concluded that $p > 0.05$ here. Hence, it can be said that the p-value is not significant at 0.05 level. Thereby, rejecting the hypothesis formulated. Thus, there is no significant difference in the work motivation of core subject teachers and co-curricular teachers statistically.

The mean for the core subject teachers are 72.7800 and standard deviation is 16.32488; the mean for the co-curricular teachers are 71.2000 and standard deviation is 9.61079 for comparing the job satisfaction of core subject teachers and co-curricular teachers. According to the outcomes of the T-test, it can be concluded that $p > 0.05$ here. Hence, it can be said that the p-value is not significant at 0.05 level. Thereby, rejecting the hypothesis formulated. Thus, there is no significant difference in the job satisfaction of core subject teachers and co-curricular teachers statistically.

According to the outcomes it can be said that there was no significant difference in the work motivation and job satisfaction of both core subject teachers and co-curricular teachers statistically ($p > 0.05$).

CONCLUSIONS

From the results of the study it can be concluded that no notable difference was found in the work motivation as well as job satisfaction of core subject and co-curricular teachers.

The findings obtained from the study align with several other researches reviewed proving that there is no visible difference in the work motivation and job satisfaction of teachers teaching various subjects and implies that they are correlated with each other positively-as work motivation increases the job satisfaction also increases and vice versa. It also rules out the idea statistically, that the aspect of core subject and co-curricular subject may have an impact on the work motivation and job satisfaction of teachers at elementary level.

FURTHER IMPLICATIONS

The study implies that no matter what subject the teacher teaches as part of the job; the organizational climate, working conditions, resources, rewards, incentives, recognition, etc. motivate the teacher to put extra efforts for better performance and fulfill their needs. A person from the outside of the education industry might feel that the work of a co-curricular teacher is less as compared to that of a core subject teacher; but its majorly the hygiene factors and motivating factors as mentioned by Herzberg in his Two-factor Theory that affect the motivation of teachers. If the school authorities provide teachers the proper hygiene factors and motivating factors that will create a drive in the teachers to put extra efforts to satisfy individual as well as organizational goals. A qualitative study for the same topic may reveal more and give deeper insights regarding the same.

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