

Analysis of job satisfaction and motivation of Private and Government Professional Institutes teachers of Bhopal City

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Abstract

The purpose of this study was to conduct a practical investigation on job satisfaction amongst Private Professional Institutes Teachers of Bhopal City, Specifically, this study sought to determine the level of motivation amongst teachers and differentiation in job satisfaction on the basis of gender. The sample of 363 currently working teachers shown interest to participate in survey completed a questionnaire that assessed their teaching job satisfaction, monthly salary and working environment and other factors that were predicted to be related to teacher job satisfaction and motivation. Human resource policy was most important factor which contributes towards job satisfaction of teachers while plenty instruction was least important factor.

KEYWORDS: Satisfaction, motivation, professional institute, Leadership style

Introduction

The teacher is a key facilitator of knowledge and plays a vital role in nation building. It is therefore crucial to find out how comfortable the teacher is in his/her place of work, termed teacher satisfaction. Furthermore, it is also important to identify factors responsible for teacher job satisfaction or dissatisfaction. Many studies have reported teachers' dissatisfaction with teaching (e.g., Van den Berg, 2002;) Some of the reasons proffered for low teacher job satisfaction include lack of professional autonomy, poor salaries, and unavailability of teaching resources. The effects of teacher job dissatisfaction on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor student performance. Other effects of teacher job dissatisfaction include leaving the profession suddenly in search of greener pastures (Huberman, 1993), and inefficiency on the part of teachers (Tshannen-Moran & Hoy, 1998). Research into teacher job satisfaction is thus significant in order to retain teachers in the educational profession and to encourage increased teacher productivity. Moreover, it is important to find out the factors that account for teacher job satisfaction. When these factors are known, then it will be possible for school administrators and other educational stakeholders to adjust the school environment accordingly to foster satisfaction amongst teachers.

Objectives of the study

1. To study the factors influencing the job satisfaction of teachers at work place
2. To Analysis of motivation level between private and government professional institute teachers

Literature Review

Concept of Teacher Job Satisfaction and motivation

Job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his/her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Judge, Thoresen, & Patton, 2001). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 1973). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. For Norton and Kelly (1997), factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks. Job satisfaction is crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries. One of the purposes for this degree of interest is that satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Robbins & Coulter, 2005, p. 370). Lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay, and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. (Wisniewski & Gargiulo 1997) However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. According to Umme (1999), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well. Consequently, the current study seeks to investigate Private Institute teachers' job satisfaction. Specifically, the study aimed at finding out whether Private School teachers are satisfied with their jobs. A second aim of the study was to determine whether teacher satisfaction was more dependent on adequate and good and timely payment of salaries, which is the common practice in Jabalpur, Study also examine the effect of other factors such as impact of Principal/Director support, work culture, co-staff attitude towards each other etc.

Purpose of the Study

Therefore, the purpose of this study was to examine the factors which influence the job satisfaction and motivation among teachers who are working in professional institutes of Bhopal City.

Scope of the study

The present study is limited with teachers who are working in private and government professional institutes in the vicinity of Bhopal city

Hypothesis of the Study

Ho: There is a no difference in the motivation and job satisfaction of private and government professional institute teachers of Bhopal city

H1: There is a difference in the motivation and job satisfaction of private and government professional institute teachers of Bhopal city

Research Design

Sample Size: 363

Sampling Method: Quota Sampling

Survey Instrument (Questionnaire)

A questionnaire was used in this study. After the first section that measured personal information, 68 items measured the key variables using a 5-point Likert Scale, with 1=Strongly Disagree, 2=Disagree, 3=neutral, 4=Agree, 5=strongly agreed

Procedure for Data Collection

The questionnaires were personally distributed by the researchers. To administer the instrument, the researcher visited the participants' college. Copies of the questionnaires were distributed to them. After completion, the questionnaires were collected back immediately. The responses of the participants were collated and analyzed for results.

Reliability Test of Questionnaire

In order to ensure content validity of the instrument, the items in the questionnaire were critically examined by the researchers and participants of the pilot study. Furthermore, in order to ensure its reliability, the researchers conducted a pilot study prior to the main data collection. The analysis of the data showed that the Cronbach's alpha coefficients for teacher's job satisfaction scales for all the items were 0.944 which shows that the questionnaire is reliable.

Analysis of Data

The collected data is analyzed using Factor analysis and Mann-Whitney U test.

Results

Instrument:

Five Point Likert scale was developed to measure the satisfaction of teachers. Teachers were requested to rate their level of agreement from 78 statements.

Test: Factor Analysis

Table No. 1

Result and Output

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.855
Bartlett's Test of Sphericity	Approx. Chi-Square	17852.666
	df	2415
	Sig.	.000

Factor analysis is a data reduction technique. This is important to examine whether collected data is suitable for factor analysis or not. Therefore, the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy (MSA) and Bartlett’s test of sphericity was conducted. In present data KMO value is .855 which is more than required standard (0.5). Bartlett’s Speahericity significance value is also less than 0.05 indicates that data can be considered for factor analysis. KMO and Bartlett's Test confirms that our data is perfect for factor analysis (Hair et al., 1998).A significant value of Bartlett’s Speahericity < 0.05 indicates that these data do not produce an identity matrix or differ significantly from Identity matrix and are thus approximately multivariate normal and acceptable for factor analysis. In this case the Bartlett Test value is 0.000The factor analysis on 70 variables has produced 18 factors explaining 71.691% of the total variance.

Rotated Compound Matrix

Rotated compound matrix indicates the variables which are included in each factor. Variables with higher loading are considered in each factor.. Table No. 2 describes the total variance explained by each factor.

Table No. 2**Identification and Naming of Factors on the basis of Rotated Compound Matrix**

Factors	Description	% of Variance Explained
Factor-1	HR Policy	29.431
Factor-2	Satisfaction from Leadership approach of Principal/Director	4.962
Factor-3	Monotony and disappointment	4.138
Factor-4	Support from co-staff	3.861
Factor-5	Motivation Aspect	2.951
Factor-6	Job Satisfaction	2.824
Factor-7	Involvement in Operational Policy	2.623
Factor-8	Working Condition	2.498

Factor-9	Involvement in decision making	2.340
Factor-10	Loyalty towards organization	2.071
Factor-11	Caring	2.037
Factor-12	UGC Pay Scale	1.911
Factor-13	Challenging Job	1.825
Factor-14	Current Remuneration System	1.702
Factor-15	nature of job	1.673
Factor-16	Principal Leadership Approach	1.590
Factor-17	Work Load allocation	1.543
Factor-18	Plenty instruction	1.515

Factor 1 explain the highest variation (29.431), factor 2 leadership (4.96%) style, factor 3 monotony and disappointment(4.13%), factor 4 support from co-staff(3.86%), factor 5 motivation aspect(2.95%), factor 6 job satisfaction(2.84%), factor 7 involvement in operational policy(2.62%), factor 8 working condition(2.48%), factor 9 involvement in decision making(2.43%), factor 10 loyalty towards organization(2.07%), factor 11 caring(2.03%), factor 12 UGC pay scale (1.911), factor 13 challenging job(1.82), factor 14 current remuneration system (1.70%), factor 15 nature of job (1.67%), factor 16 principal leadership style (1.59), factor 17work load allocation (1.54%) and factor 18 plenty instruction respectively. Hence, it can be concluded that human resource policy is most important factor which contribute 29.43% variation while plenty instruction(1.51%) is least important factor in job satisfaction and motivation of teachers of Bhopal city.

Objective No. 2

Analysis of motivation level between private and government professional institute teachers

In the present study six different statements which describes the overall motivation of teachers were included in questionnaire and after calculating composite score overall motivation level between private and government professional institute teachers is analyzed as below:-

Test Statistics: Mann-Whitney U Test

Significance Level: 0.05

Overall Analysis of Motivation Level of Teachers

Result:

Ranks

	Type of College	N	Mean Rank	Sum of Ranks
total motivation	Private	314	185.73	58319.50
	Government	49	158.09	7746.50
	Total	363		

Test Statistics^a

	total motivation
Mann-Whitney U	6521.500
Wilcoxon W	7746.500
Z	-1.736
Asymp. Sig. (2-tailed)	.083

a. Grouping Variable: Type of College

A Mann-Whitney test was conducted to examine the difference in the motivation level between private and government professional institute teachers. Results indicated that there is no statistically significant difference in the motivation level of private and government institute teachers. Private Institute (Mean rank=185.73 n=314) than government institute teachers (Mean rank=158.09 n=49), $U = 6521.500$, $z = -1.736$, $p = .083 > 0.05$. Therefore, it can be concluded that that motivation level is equal in both the institute teachers.

Findings

1. Human resource policy was most important factor which contributes towards job satisfaction.
2. Leadership style of Director/Principal also affects the satisfaction level of teachers.
3. Salary structure, work environment, UGC pay scale, nature of job and teaching workload also deeply contributes towards teacher's motivation and morale.
4. There is a no difference in the overall motivation level of private and government professional institute teachers of Bhopal city.

Future scope for study

1. The present study is limited to Bhopal city. Similar study can also be undertaken in other states/city by considering the higher sample size and by considering Principal/Directors along with teachers.

2. Comparative study can also be undertaken by considering the traditional courses teachers.

Conclusion

The purpose of the study was to examine the factors which influence the job satisfaction of teachers who are working in private and government professional institutes of Bhopal city as well as to differentiate the motivation level. Findings reveals that there are 18 factors which contribute towards the job satisfaction of teachers out of which human resource policy was important factors which influence the job satisfaction of teachers while plenty instruction by management(Principal/Director) was recognized as least important factor. The study objective was also to examine the motivation level of private and government institute teachers and findings indicates that there were no difference in the motivation level of private and government professional institute teachers of Bhopal city, both the teachers were equally satisfied.

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