

Motivation and It's Relationship with Job Satisfaction and Job Performance – A Case Study of Teachers of State Universities in North India

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Abstract

A teacher's job performance and job satisfaction are affected by many factors. Performance of teachers has a great impact on the development of students and ultimately the development of a country. This paper identifies the motivation level of state university teachers as one of the major factors affecting their job satisfaction and job performance. It also explores relationship of motivation with job satisfaction and job performance of state university teachers. This study has been conducted with the help and cooperation of regular teachers and their students of state universities in north India.

Background

Teaching is considered as the noblest profession. In Indian culture, teachers have been given a higher status than God as stated by the great saint Kabir. Teachers are nation builders as they help students develop academically, mentally, socially, physically, psychologically, and ethically. The first teacher of every child is his mother. Eventually, as the child grows, he is taught by professional teachers in schools, colleges, and universities. In these institutions, the teachers educate and influence the students because of their specialised knowledge and expertise.

Objectives of study

The objectives of the study are as follows:

- 1) Study of relationship between job satisfaction of teachers and their motivation level.
- 2) Study of relationship between job performance of teachers and their motivation level.

Motivation

Motivation plays a very vital role in enhancing the job performance of an employee. A well-motivated employee is an asset for the organisation. The management is always striving hard to find new ways to keep the employees motivated. A motivated employee experiences higher amount of satisfaction and performs in a productive manner. The higher the level of motivation, the higher will be the enthusiasm and dedication with which he will perform his job.

Factors affecting Motivation

1.Leadership: Good leadership plays an extremely important role in motivating an employee to give his best performance. The managers and supervisors have a very

important task to encourage and motivate people to perform well and achieve the organisational goals and objectives.

2. Recognition and appreciation: The motivation of employees depends a lot on the recognition and appreciation of their efforts and hard work by the senior management. The act of recognition with reward and appreciation gives sense of accomplishment and job satisfaction. It will also reinforce the employee's belief in hard work and good performance which will encourage him to strive more for all round success.

3. Workplace culture: The motivation level of an employee is majorly affected by the workplace environment and culture. A positive environment with healthy work relationship among employees, compassion for each other and team spirit help to build the trust among the employees and with the management which contributes positively to the motivation level of the employees.

4. Job advancement opportunities: An employee feels motivated to work hard, perform better with better job satisfaction and contribute more and more to the organisation when he is sure about career advancement opportunity in the form of promotion and recognition. On the other hand, when an employee foresees no professional growth and feels stuck in one position, then his level of motivation is very low, and he searches for growth opportunities outside the organisation.

5. Flexible work schedule: Flexible work schedule has a positive impact on the motivation of employees. The freedom to work in a flexible schedule helps an employee to not only feel relaxed and creative but it also gives him the opportunity to accommodate family time, holidays and other personal responsibilities which otherwise are very difficult to do in a rigid work schedule.

6. Job Security: Employees feel highly motivated and satisfied when they feel secure about their jobs. In this way they can also concentrate on their work rather than feeling insecure and uncertain about their job. This also gives a sense of belongingness and loyalty towards the organisation and the employees can perform their job in an efficient manner.

7. Job satisfaction: An employee's job satisfaction level has a great impact on the level of his motivation. It is believed that a satisfied employee will have higher level of motivation in comparison to the employee who has a low satisfaction level. When an employee derives satisfaction from the job he performs and receives the desired results then it eventually motivates him to perform the job with more dedication and confidence so as to achieve the organisational goals and objectives.

Theories of Motivation

The following are the important motivation theories coined by different authors and psychologist.

1. Abraham Maslow(1943) proposed '*Hierarchy of Needs Theory*' in which he stated that the needs of human beings can be classified into five categories i.e., physiological, safety, social, esteem and self-actualisation. He also classified these five need categories into lower and higher order. Self-actualisation need was regarded as the highest order need followed by esteem, social, safety and physiological needs. The physiological needs which include hunger, thirst, shelter, and other needs arising

out of one's physiology were categorised as the lowest order needs by Maslow. He titled his theory as the "*Hierarchy of Needs theory*" because he was of the view that an individual initially acts to satisfy physiological needs and in case they are satisfied, the individual proceeds to the next level in the hierarchy to satisfy the safety needs and acts accordingly. He further elaborated that in case a lower order need of a person is not satisfied then h will not be motivated by the higher order needs. Thus, this is how he explained the concept of hierarchy of needs in the context of motivation. Later Maslow's theory was criticised on the grounds of hierarchy but the concept of needs resulting into motivation is universally accepted. The five categories are used to explain motivation.

2. Douglas Mc Gregor (1960) proposed two different views of human beings and labelled them as *Theory X and Theory Y*. According to him, Theory X is a negative view of the human beings wherein he mentioned that some managers have a perception that employees dislike work, avoid responsibility and therefore must be coerced, controlled, or threatened with punishment to achieve goals. In other words, some managers on account of their negative work-related perception about employees use negative motivators for getting a good performance or motivate them by making satisfaction of lower order needs contingent to job performance. On the other hand, Douglas Mc Gregor stated in his Theory Y that some managers have a positive perception about the employees. They consider that the employees can view their work as natural as play, they learn to accept and even seek responsibility, they are self-motivated and self-controlled and hence for motivation the managers focus on the satisfaction of their higher order needs. Mc Gregor himself believed the assumptions of Theory Y are truer as compared to Theory X assumptions. Therefore, he suggested that for maximising employees' motivation managers must concentrate on developing good group relations and design responsible and challenging work so that the workers can satisfy their higher order needs. Later, Mc Gregor's proposition was criticised on the ground that he had ignored one of the basic approaches to management i.e., the contingency approach. There may be a situation in which Theory X assumptions may be valid and hence use of negative motivators may lead to effective job performance. Whereas in some other situations Theory Y assumptions may be valid and hence use of positive motivators may lead to effective job performance. In other words, the use of negative or positive motivators or the managers' focus on lower and higher order needs varies from situation to situation.

3. Fredrick Herzberg (1959), an American psychologist proposed the Two-Factor Theory which is sometimes also referred to as the *Motivation-Hygiene Theory*. He classified the extrinsic factors like salary, working conditions, supervision, security, relationship with supervisor and subordinates and labelled them as hygiene factors. His other classification, which he labelled as motivators, included intrinsic factors such as achievement, advancement, growth, recognition and works itself. According to Herzberg, when hygiene factors are adequate then the employees will not feel dissatisfied but at the same time they may not be satisfied. Herzberg was of the view that when motivators are adequate then the employees will feel satisfied, and this will lead to higher productivity.

Herzberg proposed the existence of a dual continuum. The opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no dissatisfaction'. For example, maintaining personal hygiene does not improve an individual's health. Also,

only an intake of a balanced diet with no proper personal hygiene maintenance does not guarantee a good health of an individual. This Two-Factor theory has also been criticised on the grounds that Herzberg focused on satisfaction and not on productivity as he assumed a relationship between satisfaction and productivity but the research methodology he used, examined only employee satisfaction and not employee productivity. Herzberg also did not use any overall measure of job satisfaction. A person may accept his job although he may dislike his job partially. Further, this theory just like the Theory X and Theory Y ignores situational variables.

4. Clayton Alderfer (1969) has reworked on the Maslow's Hierarchy Theory and classified needs into three groups- Existence, Relatedness and Growth. He labelled his proposition as the **ERG Theory**. Alderfer grouped the physiological and safety needs, as stated by Maslow, and labelled them as Existence Needs. Relatedness, according to Alderfer, includes the social and status needs just like Maslow's social and external component of esteem needs. Growth needs on the other hand include just like Maslow's internal component of esteem needs and self-actualisation needs. Alderfer, in addition to grouping of these needs, also did not agree with Maslow and was of the view that needs do not follow a hierarchy. Secondly, he said that more than one need may act as a motivator at the same time. Thirdly, the desire to satisfy a lower order need increases in case the satisfaction of a higher order need is blocked.

5. David Clarence McClelland (1960) developed a **Need Motivation theory** which is also known as the Three Factor Theory. He was of the view that the need for achievement, power and affiliation are responsible for motivating an individual. He considered the need for achievement as the desire to achieve in relation to a set of standards and some people who have a high need for achievement are motivated by moderately challenging jobs. He believed some individuals who want others to behave in a certain way that they would not have behaved otherwise are motivated by the need of power. Further, he stated that some people are motivated by the need for affiliation because for them friendship and close interpersonal relations have great importance.

6. John Stacey Adams (1963) developed a job motivation theory named as **Equity Theory of Motivation**. According to him, what motivates an employee is the fair treatment given to the employees by the organisation. The key idea behind his theory is that the employees compare themselves to one another in terms of their ratios of inputs to outcomes. If an employee perceives that his input to outcome ratio is the same as the ratio of the person, he is comparing with then he will feel motivated but if the ratios are not the same, he will have a feeling of discontent. Further, because of this perceived inequity, the employee will try to re-establish equitable situation by changing the inputs, outcomes or perception of his inputs and outcomes or perception of comparison person's inputs and outcomes or changing the comparison person or finally leaving the situation by requesting for a transfer or in extreme case it can be resigning from the job. Therefore, Adam emphasised on equitable treatment of employees for enhancing motivation.

7. B.F. Skinner (1957) well-known psychologist developed a **Reinforcement Theory** in which he applied principals from the psychology of learning and conditioning to the process of influencing people on the job. Skinner believed that behaviour of the people is largely determined by its consequences. People repeat that behaviour which results in pleasant or desirable consequences and avoid the behaviour that results in

unpleasant or undesirable consequence. In his theory, he proposed four classes of reinforcement that take place when an employee is rewarded by some pleasant or a desirable event as a consequence of his job performance. Negative reinforcement takes place when an unpleasant and an undesirable situation is removed or withdrawn from the employee's job as a consequence of his job performance. Punishment is a kind of negative consequence that is used for restraining the employee into some kind of behaviour. Extinction occurs when a pleasant or desirable event is withdrawn from the employees and hence making that behaviour of employees less likely to occur again in the future.

8. Victor Vroom (1964) explained that job performance is a result of ability multiplied by motivation. He further stated that job performance is the beginning of everything in an organization in terms of the performance of human resources. Organizations function successfully only when the people filling each structural position perform their role in a coordinated manner. He suggested that a relationship exists between three factors. Firstly, the expectancy that an individual assigns to the fact that if he makes an effort for doing something he will be able to perform successfully. Secondly, the expectancy that if he performs effectively, he will receive some outcomes and thirdly, the importance of these outcomes. He called the first level of expectancy as E→P beliefs, the second kind of expectancy as P→O beliefs and the importance of outcomes as Valence. He was of the opinion that if all these three factors are high, the result shall be a highly motivated employee. Using Vroom's own terms, his theory may therefore be stated as follows:

$$\text{Force} = \text{Valence} \times \text{Expectancy}$$

Layman W Porter and Edward E Lawler (1968) developed a comprehensive theory of motivation known as **Porter and Lawler Model of Motivation**. They combined Victor Vroom's Theory of Expectancy and Stacey Adam's Theory of Equity. In addition to this, a new dimension **the ability to perform** was also added by them in this model. Just like Vroom, they were of the view that motivation of an employee is the product of E→P beliefs, P→O beliefs and Valence of outcomes. They presented this view as follows:

$$\text{Motivation} = \text{E} \rightarrow \text{P beliefs} \times \text{P} \rightarrow \text{O beliefs} \times \text{Valence of Outcomes}$$

They clarified further that motivation may not necessarily result in performance as ability to do the job is necessary for performing the job effectively and efficiently. A new equation was developed by them which is as follows:

$$\text{Performance} = \text{Motivation} \times \text{Ability to Perform.}$$

Porter and Lawler also stated that a relationship exists between performance and satisfaction and considered perceived equity of rewards to influence this relationship. In other words, it can be said that when an able and motivated employee performs well, the reward he receives will lead to satisfaction if he perceives the reward to be equitable.

9. J.R. Hackman and G.R. Oldham (2007) developed a **Job Characteristic Model** to explain the conditions under which jobs generate high levels of motivation and satisfaction. According to them, for a worker to feel motivated and satisfied, it is essential that firstly he feels that the job being done by him is meaningful and secondly, he is responsible for the outcomes of the job performed by him. Lastly, motivation and satisfaction of worker also depends on the knowledge the worker has about the

actual results of the work activities. Hackman and Oldham stated that the worker will experience meaningfulness of the work if he performs a job which has three characteristics: skill variety, task identity, and task significance. Workers will take the responsibility of the outcomes of the job if they are given adequate amount of autonomy to perform the job and they will also be able to have knowledge about the actual results of their performance if the jobs are designed to provide them feedback. Thus, Hackman and Oldham emphasised on designing the jobs that have all the five characteristics for motivating and satisfying employees. Hackman and Oldham also gave due importance to knowledge, skill and context satisfiers for the employees like pay, working conditions, supervision, etc. According to them, these factors act like moderators and influences motivation and satisfaction. No matter how well designed a job may be motivation and satisfaction will not be high if these moderators are unfavourable.

Job Performance

Job performance is an individual worker's efforts made in an organisation. Assessment of job performance is done by the human resource department. It has a huge amount of bearing on the success of the organisation. Job performance Assessment examines that a worker executes his job according to the expectations or not. It is a topic of study because it bears a direct link to industrial and organisational psychology. It is also studied under human resource management.

Human beings are entirely different from machinery. They have a mind and heart of their own. They can't be forced to do a job. They are the most complex and complicated part to handle in an organisation because unlike machinery they have emotions which need to be always taken into consideration before taking any decision in the organisation. The emotions of an employee have a very significant impact on the job performance and its quality because he is completely driven by emotion or mood being experienced during the working hours. A lot of time, money and efforts are put in by the organisation to please and convince the employees and to motivate them to give their best performance. An entire department of human resource is dedicated to work for their development, motivation, training, grievance redressal etc.

It is well known that job performance of an employee is determined by his

- (i) Ability to work
- (ii) Background, which includes age, gender, experience and marital status
- (iii) Personality, which includes locus of control, ambitiousness, values and intelligence
- (iv) Organisation's systems and resources, which include leadership, rewards, facilities and structure.

Employers try their level best in designing jobs, working conditions, organisational policies and climate conducive for high level of performance. But the goal is sometimes not achieved as there is complex interplay of the various personalities and background variables, the level of motivation and job satisfaction of the employees.

Employees cannot be programmed like machinery in an organisation. Being humans, they require a lot more efforts than only maintenance, as in the case of machinery, on the part of the organisation to make them work. Their performance gets affected by so

many factors which may be related to their work life or their personal life. It is very difficult to expect them to work always according to the expectations of the employer.

On one hand obtaining desired performance from the employee is a very difficult task, while on the other hand appraising job performances is also not an easy task. It is a difficult issue to decide the various criteria and their standards for appraising performance. Selection of criteria depends upon requirements of the job but developing standards for each criterion requires consideration of multiple factors related to working conditions

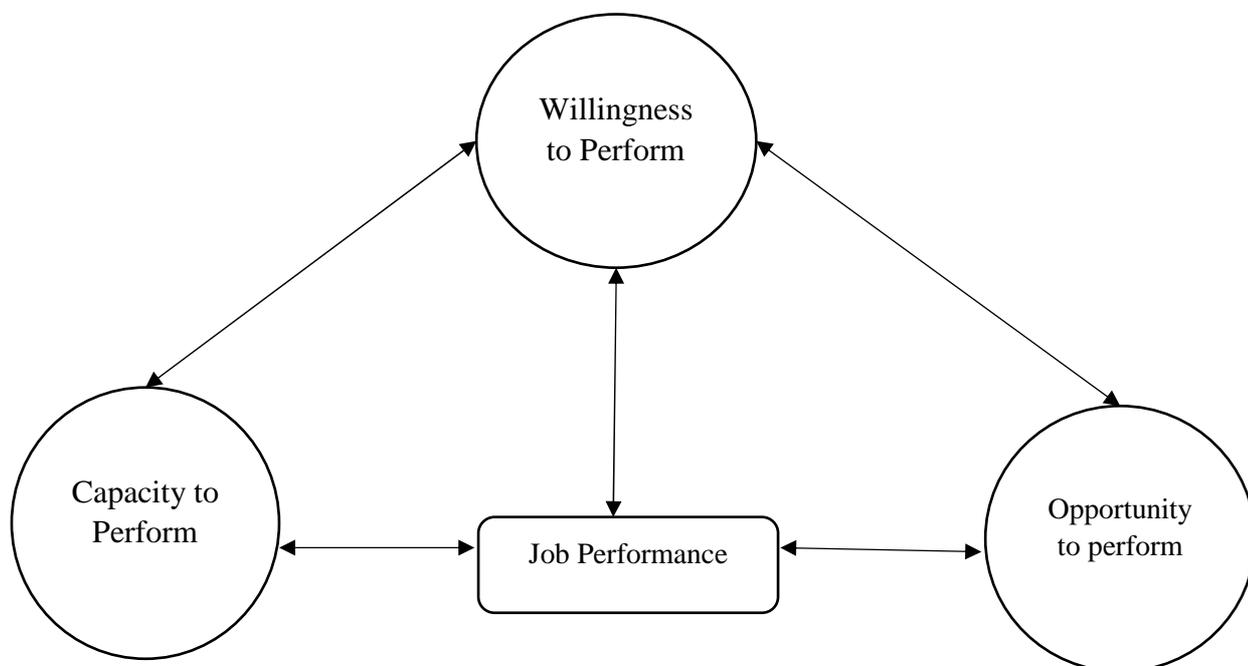
Another issue which is quite complex and debatable is that who should be the appraiser and what techniques should be used for appraisal. Normally, a person's performance is rated as excellent, good, average or poor. Such statements emphasise the unidimensional nature of performance appraisal. However, researchers in the recent years have established that there is a requirement of multidimensional appraisal of any situation. Research related to job appraisal indicate that for the appraisal the following three issues require consideration:

- (i) Characteristics to be appraised
- (ii) Choice of appraiser i.e., immediate superior, peers or subordinates or all of them
- (iii) Choice of measure

Incorrect appraisal of performance has been attributed as one of the major causes of poor performance as it demotivates good performers.

Determinants of Job Performance

There are basic three determinants of job performance which have been explained with the help of the following model:



1) Willingness to perform: A person's willingness is extremely important for any kind of job to be performed in an efficient manner. Willingness to do something is a feeling that helps a person to not only perform a task efficiently but to also add value and a personal touch in its execution. Any kind of unwillingness in the mind of employee to perform a job leads to a poor performance, waste of time, energy, and resources. Therefore, the willingness to perform is very important for a good performance of job.

In context of the topic of the paper, a teacher's willingness to perform is reflected and enhanced when he is comfortable to teach an assigned subject or when most of the students, he teaches are responsive, studious, and regular. These are two of the many factors which encourage the willingness of the teacher to perform his job.

2) Capacity to Perform: The basic requirements of academic qualification and skills constitute the capacity of an employee to perform her/his job. An employee having the capacity can perform a job efficiently and meet the performance standards. If he lacks the capacity to perform a job it would result in serious mistakes and adversely affect his growth in the organisation.

In context of the topic of the paper, a teacher's capacity to perform includes his academic qualifications, years of teaching experience, papers published. All these enable and enhance the teaching performance of a teacher. Therefore, the teacher can teach effectively and efficiently only when he has the capacity to perform.

3) Opportunity to Perform: The right kind of opportunity and favourable circumstances are extremely important to perform a job effectively and efficiently. Once the opportunity is recognised, the best efforts should be put in while performing a job under the given circumstances and the opportunity should be exploited in the best possible way. In this way, the employee will be able to contribute to the organisation in a better way.

In context of the topic of the paper, teacher gets the right opportunity to perform his job when proper classroom is available, students are regular, the timetable is designed to provide enough number of classes to teach etc. The right number of opportunities and favourable circumstances help them to perform well and educate the students better.

Job satisfaction

Job satisfaction is about how much an employee feels self-motivated, content, and happy while performing his job or after performing it. It is finally felt when the employee experiences job stability, career growth, conducive work environment and a good work life balance.

Job satisfaction is about the feelings of the employee towards his work. It is also the state of mind of the employee that he has while performing his job. It is a concept which is arrived at by the employee after a certain amount of time and there are a lot of factors which influence it; for example, the type of relationship he shares with his colleagues, the work environment, salary, recognition, and rewards, etc.

Job Satisfaction is experienced when the employee feels content and achieves a sense of accomplishment after performing the job. It helps to determine the feeling of like or dislike of an employee towards his job and helps the employee to achieve the job goals and fulfil his basic needs. The employees feel good about the fact that he is able to achieve his personal and professional goal, sometimes directly and sometimes indirectly, and this leads to increase in his loyalty and dedication towards his job and the organisation. As the name suggests, it is the feeling of contentment or a sense of accomplishment, which an employee derives from his job. It is basically the difference between expectations and desires of the employee and the actual experience he gets by performing a job.

Facets of Job Satisfaction

Job satisfaction is all about an individual's feelings about the work, work environment, pay, organization culture, job security and so on. The essential aspects of job satisfaction include:

1. Job content factors

- Work characteristics
- Amount of work
- Compensation

2. Job context factors

- Co-workers, Colleagues, Supervisor, etc.
- Working conditions
- Growth and development opportunities
- Policies and rules of organisation

There are instances when an employee's feelings concerning one facet may spill over and affect another facet. If an employee is unhappy with the amount of work, he will likely become unhappy with the compensation received. Moreover, each facet of job satisfaction is linked to the respective work environment and cognitive component of the employee's attitude.

Common Determinants of Job Satisfaction and Job Performance

Job satisfaction and Job performance are very closely related. A satisfied employee not only perform his job well he also puts in extra efforts and work hard to help achieve the organisational goals and targets. There are some factors which are common to both job satisfaction and job performance. Some of them are as follows:

1) **Age:** Job satisfaction and age have a relationship which is depicted by the shape of U alphabet. Younger employee and older employees have more job satisfaction unlike middle aged employees who experience low job satisfaction at their age due to many reasons.

Job performance is said to increase with the age since age makes employees experienced, mature at handling their work better and gradually they learn several skills and better time management.

2) **Gender:** An individual's gender has a lot to contribute to her/his personality. Female employees may attain job satisfaction due to factors such as flexible timings, creche facility etc., provided by the organisation. Male employees do not derive any satisfaction from such facilities because they are indifferent towards such facilities. Also, the general assumption is that females are more easily satiable than their male counterparts.

Female employees are generally better performers as compared to male employees. It is because they are more sincere, hardworking, and multi-taskers by nature. They are more focused and dependable. Male employees generally have a commanding and authoritative nature and therefore they can get the work done timely and efficiently. Thus, the job performance gets affected due to gender attributes of the employees.

3.Marital status: An employee's marital status has a bearing on his job satisfaction. A married employee feels settled in his personal life. He feels more emotionally secure and it's always easier if one has a partner to share problems and domestic workload. This leads to higher level of motivation and better job performance which leads to high output and higher job satisfaction. Similarly, if an employee is facing marital discord, then he feels insecure, low on motivation and lacks focus which results in poor job performance. This leads to low output and lower level of job satisfaction.

An employee having a single status, feels lonely and must handle his profession and domestic front on his own. He feels emotionally insecure. This adversely affects his motivation level, job performance and level of job satisfaction.

4. Qualifications: An employee's qualifications help to enhance his job performance and job satisfaction. A well-qualified employee has the correct knowledge and skills to complete his job in an efficient and effective way. Also, an employee with proper qualification, knowledge and skills feels confident enough to improvise on the procedures and make valuable addition to the process in an organisation. The optimal utilisation of an employee's qualification and skills helps to achieve targets and thus gives a sense of job satisfaction to him.

5. Designation: An appropriate designation is very important for an employee. A designation gives him a status and authority related to the designation in the organisation. An employee's designation or post is based on the years of experience he has in that profession. A proper and befitting designation makes a worker more committed and increases his job satisfaction. With the increase in satisfaction and commitment, employee works hard to achieve the targets and organisational goals. This leads to better job performance and higher motivational level of the employees.

On the contrary, if an employee does not have a proper and well-defined designation, it makes him feel confused and frustrated. He does not feel committed to the organisation and are dissatisfied which eventually affects his job performance adversely.

6.Work Experience: Work experience is very crucial for an employee to progress. It is the total number of years or months the employee has worked in one or many organisations. It adds to the existing skills and knowledge of the employee because of which the employee performs better and thus the job performance gets better with the

increase in work experience. As the job performance improves with the experience it also helps to enhance job satisfaction and motivation of the employee.

7. Physical health: An employee's health has impact on his job performance and satisfaction level. If he has good health with no or minor health issues, then it helps him to focus and perform the job in a better way. Also, when majority employees have good health then the organisation does not have to face the issue of frequent employee absenteeism and additional expenses on employee healthcare. On the contrary, employee with poor health becomes a burden on the organisation. He is unable to focus and cannot perform the job well. It becomes hard for a physically unwell employee to work at a stretch in a dedicated way owing to the health issues he is suffering with. Also, absenteeism is quite frequent for such employees which becomes a nuisance in the organisation. Thus, good health of employees helps to increase the job performance and job satisfaction.

8. Research ability: Specifically, in the profession of university teaching, writing of research papers and a Ph.D. qualification is very necessary for a teacher. These two abilities together make the research ability of a teacher because it helps him to foray into unexplored or partially explored territories for research. It helps to broaden the knowledge base and experience of the teacher which leads to better teaching performance. Also, it helps to add to his professional achievements of the teaching employee which further accelerates his growth in the organisation and therefore increases the job satisfaction. On the contrary, if the teacher does not work to improve his research ability it will eventually lead to growth stagnation due to less knowledge and less experience. It will have no contribution or positive impact on his teaching job performance and job satisfaction.

9. Salary: A good remuneration has always got the power to positively influence an employee. It is considered as the most important aspect for any employee to join an organisation. It helps to motivate the employee to work hard which eventually leads to better job performance and increased job satisfaction. It also helps to win over loyalty and dedication of the employee. On the contrary, when an employee does not view his salary as adequate in comparison to his efforts then it demotivates him and as a result hampers the job performance and has a negative impact on the satisfaction level.

10. Type A and Type B personality: Job satisfaction of teachers is determined by their personality type also. People with type A personality traits are ambitious, controlling, aggressive, highly competitive, preoccupied, workaholic and lack patience. People with type B personality traits are flexible, less stressed, relaxed, emotionally expressive and have a laid-back attitude. Teachers' performance as well as satisfaction gets swayed by these characteristics of their personality.

11. Locus of control: The concept of locus of control developed by Julian B. Rotter is also an important determinant of teacher's job satisfaction and job performance. Teachers with strong internal locus of control tend to blame or blame themselves for their actions and those with strong external locus of control believe that life is controlled by external factors like chance or destiny. Therefore, such attitude has an influence on both, their job satisfaction and job performance.

12. Ambitiousness: Job satisfaction is directly or indirectly influenced by a teacher's ambition also. A highly ambitious teacher has an earnest desire for achievements or

distinction. Therefore, his efforts to perform his job well, are expected to be rigorous and consequently his satisfaction level may be low. On the other hand, an unambitious employee's job performance can be low, but satisfaction level is expected to be high.

Research Methodology

The main purpose of this case study was to learn and examine the relationship between motivation level of regular teachers and their level of job satisfaction and job performance, serving in state universities.

1. Data Sources & Research Approach:

For this research data was collected by conducting a survey of regular teachers in state universities of North India. Both primary and secondary data were collected. Secondary data was collected from the websites of universities which were included in the survey.

Primary data was collected in two steps. In the first step, it was collected from regular teachers, of various disciplines of the following state universities from five North Indian states:

1. Rajasthan

- i) University of Kota, Kota
- ii) Rajasthan Technical University, Kota

2. Madhya Pradesh

- i) Jiwaji University, Gwalior
- ii) Raja Mansingh Tomar Music & Arts University, Gwalior
- iii) Rajmata Vijayaraje Scindia Krishi Vishwa Vidyalaya, Gwalior

3. Uttarakhand

- i) Govind Ballabh Pant University of Agriculture and Technology, Pantnagar

4. Himachal Pradesh

- i) Himachal Pradesh University, Summer Hill, Shimla

5. Uttar Pradesh

- i) Bundelkhand University, Jhansi
- ii) Gautam Buddha University, Greater Noida

Data for the study was collected by interviewing 40 regular teachers per state. Thus, a total of 200 regular teachers from the above-mentioned 9 state universities of the five states, were interviewed with the help of a schedule. In the schedule, questions related to job satisfaction and demographic profile were included.

In the second step, data was also collected from the students of teachers by using a questionnaire. 10 students taught by each of these teachers who were earlier interviewed, were requested to fill the questionnaires consisting of questions related to the job performance. Thus, data was collected from 400 students from every state and

2000 students in total from all the above-mentioned state universities. A Likert's scale was used to rate the responses of both, teachers, and their students.

Hypothesis

H1: Motivation has a positive relationship with job satisfaction.

H2: Motivation has a positive relationship with job performance.

Data Analysis, Findings & Interpretation

The data obtained from the schedule in the form of responses of the 200 respondent teachers, was analysed and mean value of job satisfaction of teachers was calculated. The mean of performance of teachers was also calculated with the help of the data obtained from the respondent students. A scale was developed with the help of which the performance and satisfaction levels could be measured. The scale is as follows:

Satisfaction scale

4.1 – 5.00	Highly satisfied
3.1 – 4.00	Satisfied
2.1 – 3.00	Dissatisfied
2 and below	Highly dissatisfied

Performance scale

130 – 150	Very good performance
110 – 129	Good performance
90 – 109	Average performance
70 – 89	Poor performance
69 and below	Very poor performance

Next, the level of motivation and its relationship with the level of job satisfaction job performance of university teachers has been analysed. Herzberg's Two Factor Theory of Motivation has been made the basis for designing the questions pertaining to motivation. In the schedule for teachers 14 questions related to 'motivators'/'job content' and 38 questions related to 'hygiene'/'job context' have been asked.

The questions pertaining to 'motivators'/'job content' are about subject allotment, number of classes assigned, timing of the classes, and course content of the subjects, syllabus updation, freedom and flexibility to teach, availability of teaching aids, quality of students, responsiveness of students, regularity of attendance of students, availability of time for writing papers, opportunities to take part in decision making and responsibilities assigned. 39 questions of the questionnaire are related to job context and are about the hygiene factors according to the Herzberg's theory. These questions are regarding the infrastructure, administrative policies, salary, job security, interpersonal relations and working conditions. However, for determining job satisfaction all questions associated with job content and context have been considered. A 5-point Likert's scale was used to obtain the response of teachers.

State of motivation of teachers has been classified into three classes and the number of respondents under each category was determined.

<i>State of Motivation</i>	<i>Number of respondents</i>	<i>Job Satisfaction</i>	<i>Job Performance</i>
<i>Demotivated teachers (14 – 32)</i>	0	0	0
<i>Moderately motivated teachers (33 – 51)</i>	60	3.36	121.99
<i>Highly motivated teachers (52 – 70)</i>	140	4.00	125.20

Findings:

i) After data analysis, it was found that none of the respondent teachers came under the first category of demotivated teachers.

ii) 60 respondent teachers were categorised under the second level of motivation of moderately motivated teachers. The mean value of motivation was 74.72 and it was calculated with the response data for only those specific 14 questions of the teachers' questionnaire which were about the factors considered as motivators according to the Herzberg's theory of motivation. The mean satisfaction was 3.36 and the mean of performance calculated for this category was 121.99.

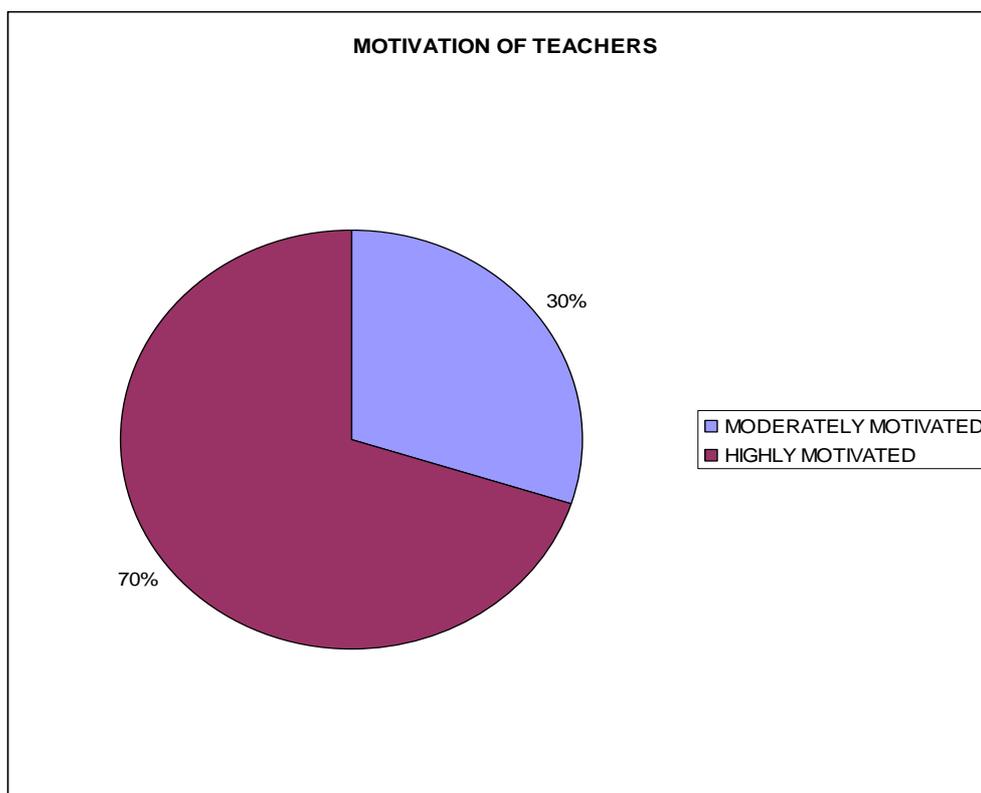
iii) 140 respondent teachers were categorised under the third level of motivation of highly motivated teachers. The mean value of motivation was 91.85 and it was calculated with the response data for the specific 14 questions of the teachers' questionnaire which were about the factors considered as motivators according to the Herzberg's theory of motivation. The mean satisfaction was 4.00 and the mean of performance calculated for this category was 125.20

The relationship between motivation of the respondent teachers and their mean job satisfaction and mean job performance has also been analysed and depicted through the way of pie chart, bar graph and mean percentages. The table, which is as follows, contains the mean percentages under the different major categories.

LEVEL OF MOTIVATION	TEACHERS	MOTIVATION	JOB SATISFACTION	JOB PERFORMANCE
MODERATE	30%	67.89%	67.16%	80.25%
HIGH	70%	82.98%	82.53%	83.46%

Pie Chart

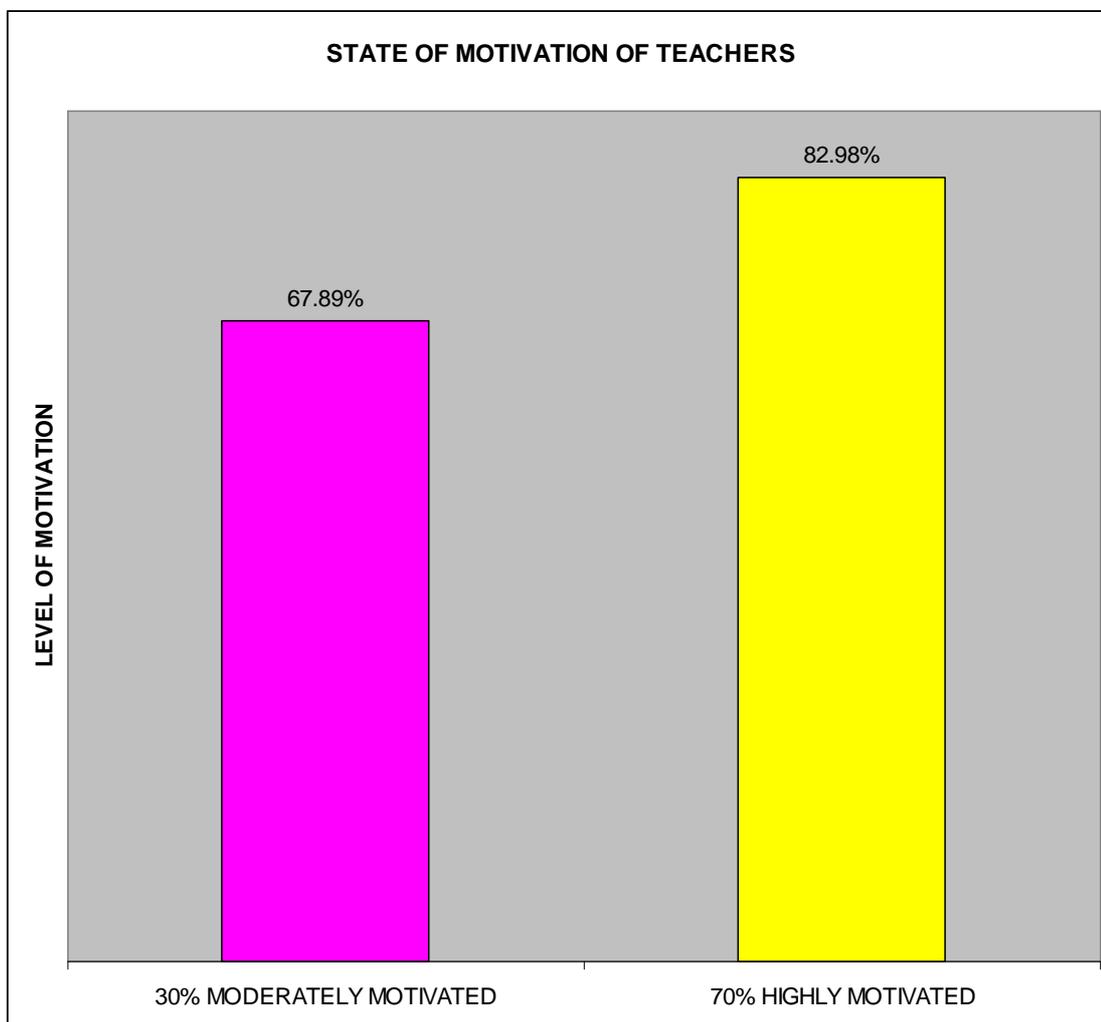
i) Motivation level of teachers



Explanation: As the pie chart depicts, the sample consisted of 30% teachers who were moderately motivated and 70% teachers who were highly motivated.

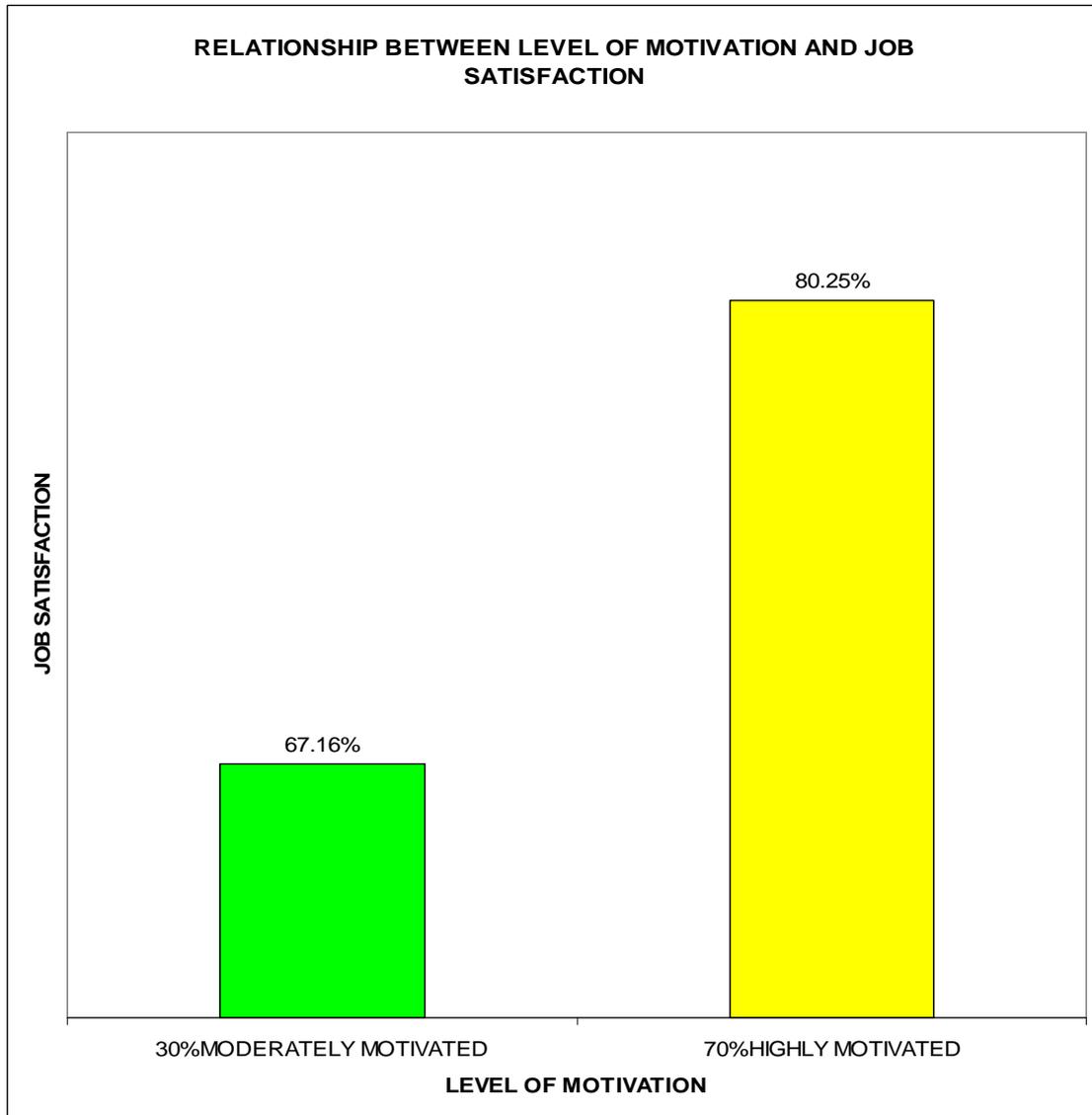
Bar Graphs

i) State of motivation of teachers



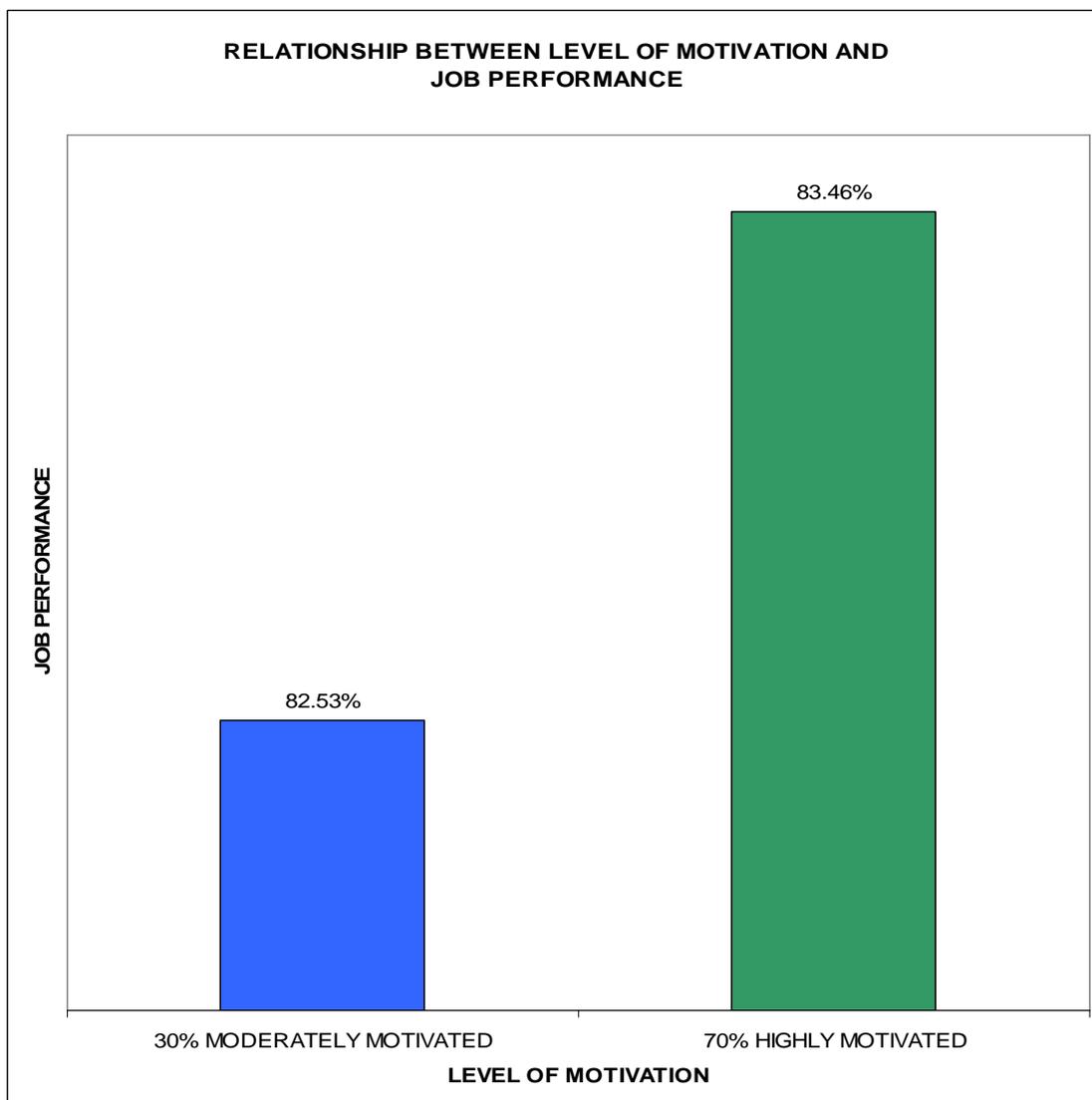
Explanation: The bar graph depicts the mean percentage of motivation of the respondent teachers. The mean percentage of motivational level of 30% teachers who have a moderately motivated is 67.89% and of teachers who are highly motivated, it is 82.98%. Thus, it can be said that only 30% teachers are 15% less motivated than the rest 70% teachers.

ii) Relationship between level of motivation and job satisfaction



Explanation: The bar graph depicts the mean percentage of job satisfaction of the respondent teachers in relation to their level of motivation. The satisfaction mean percentage of teachers who have a moderate level of motivation is 67.16% and of teachers with high level of motivation, it is 80.25%. Thus, it can be said that the teachers who have a high level of motivation have a far better level of job satisfaction as compared to those who have a moderate level of motivation.

iii) Relationship between level of motivation and job performance



Explanation: The bar graph depicts the mean percentage of job performance of the respondent teachers in relation to their level of motivation. The performance mean percentage of teachers who have a moderate level of motivation is 82.53% and of teachers with a high level of motivation, it is 83.46%. Thus, it can be said that teachers who have a high level of motivation have a better level of job performance as compared to those who have a moderate level of motivation.

Interpretation: According to data analysis, there were no demotivated teachers among the respondent teachers. Job satisfaction and job performance is better for highly motivated teachers as compared to the moderately motivated teachers. Thus, it can be interpreted that motivation has a good effect and a positive relationship with job satisfaction and job performance.

Hypothesis and Findings:

H1: Motivation has a positive relationship with job satisfaction.

Finding: It was found that motivation has a positive relationship with job satisfaction. Hence, this hypothesis has been proved correct.

H2: Motivation has a positive relationship with job performance.

Finding: It was found that motivation has a positive relationship with job performance. Hence, this hypothesis has been proved correct.

Conclusion

The teachers' job satisfaction and job performance are affected and determined by many factors. In this case study, the researcher chose to explore motivation level of regular state university teachers as one of the major factors which has a relationship with the level of their job satisfaction and job performance. For this purpose, a survey was conducted in states universities in north India. Data was collected from both, regular state university teachers and their students. After the data analysis it was found that there were no demotivated teachers. The highly motivated teachers have a better level of job satisfaction and job performance as compared to the teachers who have a moderate level of motivation. Thus, it can be concluded that motivation has a positive impact on the job satisfaction and job performance of an employee.

Address of related Websites

<http://www.mhrd.gov.in>

<http://www.india.gov.in>

<http://www.academics-india.com>

<http://www.ugc.ac.in>

<http://www.ey.com>

<http://www.dreducation.com>

<http://www.teqipgoodgovernance.in>

<http://www.icrier.org>

<http://www.educationinsight.in>

<http://www.nitcentral.com>

Major Inputs

1. Books related to the research work
2. Research papers related to the study
3. Statistical software for analysis of data

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