
Teacher's Job Satisfaction and Motivation for Institute Effectiveness

Ms.Annu Tomar

Sanjeev Kr.Sharma

Mewar Institute of Management

ABSTRACT

Motivation is the heart of teaching and learning process. Though the term motivation is not the very new term but its presence in the organization is always remains crucial to encourage people to maintain organization effectiveness. Teacher's job satisfaction and organization effectiveness is a relative term. This research paper aims to find out the positive relationship between job satisfaction and motivation for achieving organizational effectiveness. Significantly Teachers job satisfaction and motivation are very crucial to the consistent growth of educational systems around the world. Several studies have revealed varying degrees of relationship between job satisfaction and motivation. This research paper focused on the positive relationship between the level of teachers' job satisfaction, motivation and their teaching performance in various fields of educational sector. The secondary method was used to collect data for this study. The paper studies the theory presented by the researchers on motivation in various academic fields. Finding has suggested that there is a positive relationship occurs between Teacher's motivation and job satisfaction.

Keywords: Motivational techniques, Higher education, Teachers, Motivated employees

.INTRODUCTION

This research paper focused on the positive aspects of job satisfaction and teachers motivation towards organizational effectiveness. It is very true to say that higher the job satisfaction always leads to high motivation among Teacher's and if Teacher's are fully motivated than it always leads to organizational effectiveness. Now, in this study we are focusing on the academicians' contribution towards the effectiveness of educational Institutes. Many researchers have done the study on this topic and proved the positive relationship between job satisfaction and 'motivation and its impact on organizational effectiveness. Job satisfaction and motivation is directly related to each other for the purpose of organizational effectiveness. The term "job satisfaction" is commonly used by the academicians and the executives. Job satisfaction is an individual emotional reaction to the job itself. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the variables determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. Job satisfaction is the complex concept and difficult to measure objectively. In addition needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance. However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. The overall purpose of the study was to explore the relation between Teacher's Job satisfaction and motivation for effectiveness of any educational Institute. To a large extent, this work is built on the theoretical frameworks of scholars like Herzberg and Maslow (1943, 1970). The research

hypotheses and objectives of this research were made to order for the study of institutes teachers' job satisfaction, with the view of ascertaining the degree to which intrinsic and extrinsic factors of motivation impact them in their work situation.

LITERATURE REVIEW

Employee job satisfaction and motivation can be studied through several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo 2003; Rosenfeld & Wilson 1999). An organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance their motivation (Lewis, Goodman & Fandt 1995). From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction among Teacher's are often confused with one another.

Peretomode (1991) citing Gibson, et al. pointed out that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job.

Implication of Maslow's & Herzberg theory of motivation on employees

These two theories play a very important role in the practical life of every employee to motivate him to a great extent which always leads to the organization effectiveness.

Maslow's Need Hierarchy Theory

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. According to Maslow, once a need dissatisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. These different needs of different levels of employees we can observe through close supervision and direct communication from immediate superior of concerned departments. However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; **Lawler & Suttle 1972**), although many continue to find the hierarchy model very attractive (**Naylor, 1999**).

Herzberg et al.'s motivation-Hygiene Theory

Herzberg started his theory with a distinction between motivation and maintenance factors in job situation. A research study conducted by the Herzberg was based on the interview of 200 engineers and accountants who worked in eleven different firms in Pittsburgh area. Herzberg concluded that there were two sets of conditions. First type of conditions, described as maintenance/hygiene factors, does not motivate employees but their absence demotivates them. The other conditions, called motivational factors, operate to build strong motivation and high job satisfaction, but their absence hardly proves dissatisfying. There is a direct link between these two above mentioned theories to prove this study regarding positive relationship between Teachers job satisfaction and motivation for leading towards a path of organizational effectiveness. Both the theories play a very vital role to prove this concerned study.

OBJECTIVES:

The objectives of this paper are:

- To identify the positive relationship between Teacher's job satisfaction and motivation.
- To examine the impact of teachers job satisfaction towards organizational effectiveness.

DISCUSSION AND CONCLUDING REMARKS

Few current studies related to motivation, pay and many rewards are mentioned here. Various researchers did their study on this particular topic and proved that there is a direct link between Teachers Job satisfaction and work motivation in the organization. This study has been proved with above given concepts and theories that if the employees are fully satisfied with the job than definitely it leads to high motivation but on the other side if the employees are not satisfied with the job than they do not feel comfortable in the organization for long time. So, this study focused on the positive relationship between job satisfaction and work motivation among the employees working in the educational institutes in India. This study explored the conflicting approaches to the theories of motivation. The research strategy and design were much in line with the need-based or content theories of motivation. The study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (**Ifinedo 2003, 2004**) The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self actualization needs are significant predictors of the job performance of various academicians. Therefore, this study also supports **Danga (1996)** study of human engineering for higher productivity. It is also in accordance with **Roe's (1970)** need theory that explains that an occupation is a primary source of need satisfaction. To prove this topic of research paper, also I took the secondary data of employees working in Nigerian Institute: As per the Nigerian Institute Data, Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (**Reis et al., 2000; Ryan, 1995**). On the contrary, when teacher's environment or personality style does not afford these kinds of experiences, they fail to thrive. Also, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (**Filak & Sheldon, 2003**). Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions was associated with the intention to leave the teaching profession (**cf., Ladebo, 2005**). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers' dignity and self-esteem. Teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion (**Adams, 1963; Ulom & Joshua, 2004**).so there are different views of Teachers in various educational institutes some of them are satisfied and motivated on work place and some of them are not. But on the basis of my study it's very much clear that there are direct correlation between the Teachers job satisfaction and motivation which always leads to Educational Institutes Effectiveness. Finally, through this study we have proved that there is a positive relationship between Academician's Job satisfaction & motivation for Institute Effectiveness.

RECOMMENDATIONS

Following recommendations were made for the improvement of the teaching-learning situation in the higher education institutions.

- Heads should show honest, fair, polite, kind hearted and punctual.
- Heads should avoid practicing the factors like apprehend for teachers transfer, stiff in their dealings and forcefully expression of his opinions for better performance of the teachers.

- The heads may be empowered to utilize sufficient funds for motivating teachers and students. A special training course may be arranged for educational managers, administrators and supervisors for achieving competency in motivation techniques.
-

REEFERENCES:

1. **Andrew ,J>durbins** The Practice of supervision,Universal Bookstall, New Delhi,1988,p.58.
2. **Adams, J. S.** (1963). Towards understanding of Inequity. Journal of Abnormal and Social Psychology, 67, pp. 422 – 436.
3. **Collinson, V.** (1996). Reaching Students: Teachers ways of knowing. Newbury Park, CA: Corwin Press.
4. **Connell, J. P. & Ryan, R. M.** (1984). A Developmental Theory of Motivation in the classroom
5. **Dessler, G. (2001).** Management: Leading People and Organization in the 21st Century. Harlow: Prentice Hall..
6. **F.Herzberg, B>Mausner,R.Peterson and D.Capwell** : Job attitudes-review of research and opinion,pittsburgh,1957,pp 43-47.
7. **Feldman,D.C. and arnold H>J.** : Managing Individual and Group Behaviour in Organisations , McGraw Hill , New York,1983,p.192.
8. **Teacher Education Quality, 11, pp. 64-77. Denga, D. I. (1996).** Human engineering for high productivity in industrial and other work organization. Calabar: Rapid Educational Publishers.